

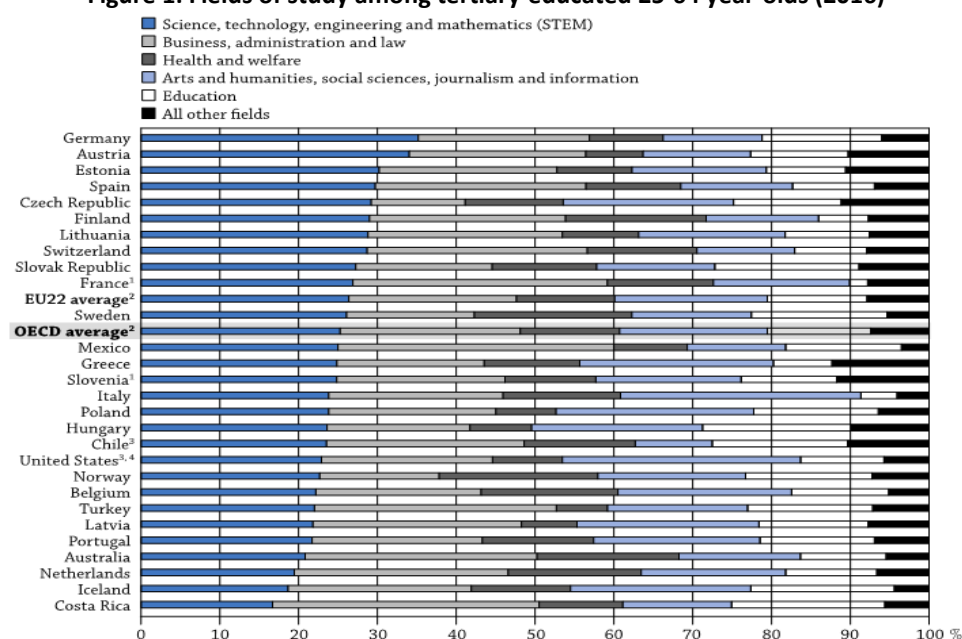
## EDUCATION AT A GLANCE 2017

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

### Iceland

- As of 2016, the share of 25-64 years with a tertiary education in one of the STEM (science, technology, engineering and mathematics) field of studies is equal to 19% in Iceland, below the OECD average of 25%.<sup>1</sup>
- Women aged 25-64 report higher levels of depression than men in the same age group (16% and 12%, respectively), **but the prevalence of depression decreases more steeply for women as they acquire further degrees.**
- Iceland has the highest employment rates for tertiary educated adults among the OECD countries. **Employment rates for tertiary-educated adults aged 25-64 are above 92% for all the fields of study**, reaching 97% for information and communication technologies graduates.
- Iceland has the **lowest share of 18-24 year-olds neither employed nor in education or training (NEET) among the OECD countries (5.2%)** and the likelihood of being a NEET is almost equally distributed across genders (5% for men and 5.5% for women).
- Between 2008 and 2014, expenditure per student decreased at all levels of education:** by 5% per student at primary, secondary and post-secondary non-tertiary levels and by 3% per student at tertiary levels.

**Figure 1: Fields of study among tertiary-educated 25-64 year-olds (2016)**



**Note:** Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.

2. The OECD and EU22 averages exclude France and Slovenia.

3. Year of reference differs from 2016. Refer to the source table for more details.

4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

**Source:** OECD (2017), Table A1.3. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933556938>

## Employment rates are above the OECD average, regardless the field of study

- As of 2016, 40% of adults in Iceland aged 25-64 had attained a tertiary qualification as their highest level of education, a proportion above the OECD average of 37%. Of those who had studied to the tertiary level, 55% holds a bachelor's degree, 35% completed a master's or equivalent programme and 3% attained a doctorate or an equivalent qualification.
- With 23% of tertiary-educated 25-64 year-olds each, business, administration or law and arts and humanities, social sciences, journalism and information are the most popular degrees among Icelandic tertiary educated adults (OECD average, 23% and 19% respectively); 18% in education (OECD average, 13%); and 13% in health and welfare (OECD average, 13%).
- The share of STEM graduates in a given country is one of the indicators used to capture its innovation capacity. As of 2016, the share of 25-64 years with a tertiary education in one of the STEM fields of study is equal to 19% in Iceland, below the OECD average of 25%.
- In Iceland, employment prospects for tertiary-educated adults are exceptionally good, regardless of their field of study: 25-64 year-olds with tertiary education enjoy the highest employment rate within the OECD (94% in Iceland compared to the OECD average of 84% in 2016). Employment rates are above 92% for all the fields of study, reaching 97% for information and communication technologies graduates. The employment rate for the STEM fields altogether aligned to country average with 94%.

## Gender gaps in the prevalence of depression among 25-64 year olds

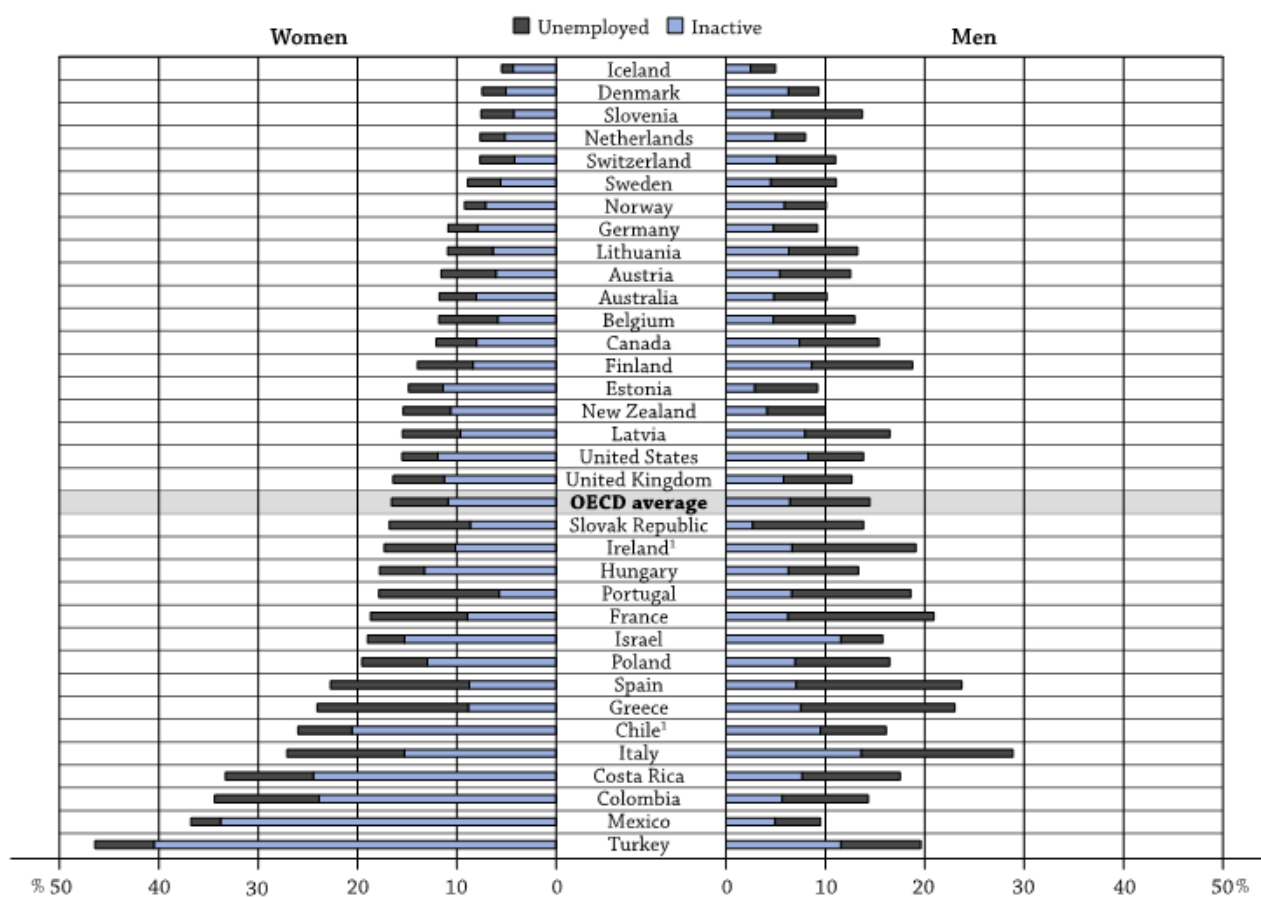
- On average across OECD countries for which data is available, 8% of 25-64 year-olds reports having suffered from depression in the last 12 months. Iceland, together with Germany, Ireland and Turkey, is one of the countries with the highest percentage of adults aged 25-64 stating that they have suffered from depression in the recent past (14% in 2014).
- The prevalence of depression is lower for higher levels of educational attainment: it is 22% among adults with below upper-secondary education (OECD average, 12%), 16% for adults with an upper secondary or post-secondary non-tertiary qualification (OECD average, 8%), and 10% among adults with a tertiary education (OECD average, 6%).
- Women report higher levels of depression than men, but the prevalence of depression decreases more steeply for women as they acquire further degrees. In Iceland, 27% of women with below upper secondary education reports that they suffered from depression (OECD average, 15%), with a decrease to 10% among tertiary-educated women (OECD average, 6%), a gap of 17 percentage points (against an average gap of 9 percentage points when considering the OECD countries with available data). For men, the prevalence is 18% among those who have below upper secondary education (OECD average, 10%) and 9% among those with tertiary education (OECD average, 5%), a gap of 9 percentage points (against an OECD average gap of 5 percentage points).

## High-quality education needs sustainable funding

- As of 2014, Iceland spends 6% of its gross domestic product on educational institutions from primary to tertiary education, above the OECD average of 5.2%. Primary, secondary and post-secondary non tertiary education accounts for 78% of expenditure on primary to tertiary educational institutions (OECD average, 70%), or 4.7% of GDP (OECD average, 3.6%). Conversely, the expenditure for tertiary education is equal to 22% of the expenditure on primary to tertiary educational institutions (OECD average, 30%), corresponding to 1.3% of GDP in 2014 (OECD average, 1.6%).
- Regardless the level, the share of public investment in education is one of the highest within the OECD. Public funding accounts for 95% of all funds for educational institutions, from primary to tertiary education (OECD average, 84%). About 96% of the funds for primary, secondary and post-secondary non-tertiary educational institutions come from public sources (OECD average, 91%), compared to 91% at the tertiary level (OECD average, 70%).

- Primary, secondary and post-secondary non-tertiary education in Iceland is mostly funded at the local level: 74% of initial funds comes from local government, a proportion below only to the one of Norway and Poland. The average across OECD countries is significantly lower at 24%.
- The overall expenditure per student (for core services, ancillary services and research and development [R&D]) is equal to USD 10 782 per year for primary to tertiary education, in line with the OECD average of USD 10 759. Total expenditure per student per year at both primary (USD 11 163) and lower secondary (USD 12 395) levels are above the corresponding OECD averages (USD 8 733 and USD 10 235 , respectively). On the opposite, the yearly expenditure per upper secondary student (USD 8 631) and per tertiary student (USD 11 435) are below the respective OECD averages (USD 10 106 and USD 16143).
- Between 2008 and 2014, total expenditure decreased at primary, secondary and post-secondary non-tertiary levels and it increased at tertiary levels (-5% and + 7%, respectively). At the same time the number of students remained substantially stable at primary, secondary and post-secondary non-tertiary levels (-1%) while it grew at tertiary levels (+8). This led at a decrease in expenditure per students at all levels of education over the 2008-2014 period (-5% at primary, secondary and post-secondary non-tertiary levels by and -3% at tertiary levels).

Figure 2: Percentage of 18-24 year-old unemployed or inactive NEETs, by gender (2016)



**Note:** NEET refers to young people neither in employment nor in education or training.

1. Year of reference differs from 2016. Refer to Table CS.1 for details.

Countries are ranked in ascending order of the percentage of 18-24 year-old NEET women.

**Source:** OECD (2017), Education at a Glance Database. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933558458>

## School to work transition: more inactive women than men

- In 2016 about half (50.7%) of 18-24 year-olds are in education (OECD average, 52.5%), 44.1% are not in education but employed (OECD average, 32.2%), and 5.2% are neither employed nor in education or training (NEET).
- The share of NEET aged 18-24 in Iceland is lower than in all the other OECD countries (OECD average, 15.3%).
- Although the likelihood of being a NEET is almost equally distributed across genders (5% for men and 5.5% for women), the share of 18-24 year-olds inactive women (4.3%) is well above the one inactive of men in the same age group (2.5%).

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### Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

### References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the [StatLinks](http://dx.doi.org/10.1787/eag-data-en) under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using: [Education GPS](http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISL&treshold=10&topic=EO)  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISL&treshold=10&topic=EO>.

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## Key Facts for Iceland in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Iceland		OECD average	
Fields of study					
	Graduates in upper secondary vocational programmes	2015			
		%	% Women	%	% Women
Table A2.1	Business, administration and law	**	**	20%	66%
	Engineering, manufacturing and construction	**	**	34%	12%
	Health and welfare	**	**	12%	82%
	Services	**	**	17%	60%
	New entrants to tertiary education	2015			
		%	% Women	%	% Women
Table C3.1	Education	11%	77%	9%	78%
	Business, administration and law	23%	59%	23%	54%
	Engineering, manufacturing and construction	10%	37%	16%	24%
	Tertiary students enrolled, by mobility status	2015			
		International students <sup>1</sup>	National students	International students <sup>1</sup>	National students
Table C4.2.	Education	8%	12%	3%	8%
	Business, administration and law	14%	22%	27%	23%
	Engineering, manufacturing and construction	7%	9%	17%	12%
	Tertiary-educated 25-64 year-olds	2016			
Table A1.3	Education	18%		13%	
	Business, administration and law	23%		23%	
	Engineering, manufacturing and construction	10%		17%	
	Employment rate of tertiary-educated 25-64 year-olds	2016			
Table A5.3	Education	92%		83%	
	Business, administration and law	95%		85%	
	Engineering, manufacturing and construction	93%		87%	
Early childhood education					
	Enrolment rates in early childhood education at age 3	2015			
Table C2.1	ISCED 01 and 02	97%		78%	
	Expenditure on all early childhood educational institutions	2014			
Table C2.3	As a percentage of GDP	1.8%		0.8%	
	Proportions of total expenditure from public sources	87%		82%	
Vocational education and training (VET)					
	Enrolment in upper secondary education, by programme orientation	2015			
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	55%	13%	37%	25%
	Graduation rates, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	**	**	54%	44%
	Employment rate, by programme orientation	2016			
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	81%	88%	70%	80%
Tertiary education					
	Share of international or foreign students, by level of tertiary education	2015			
Table C4.1.	Bachelor's or equivalent	6%		4%	
	Master's or equivalent	9%		12%	
	Doctoral or equivalent	32%		26%	
	All tertiary levels of education	8%		6%	
	Educational attainment of 25-64 year-olds	2016			
Table A1.1	Short-cycle tertiary	3%		8%	
	Bachelor's or equivalent	22%		16%	
	Master's or equivalent	14%		12%	
	Doctoral or equivalent	1%		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016			
Table A5.1	Short-cycle tertiary	90%		81%	
	Bachelor's or equivalent	92%		83%	
	Master's or equivalent	96%		87%	
	Doctoral or equivalent	98%		91%	
	All tertiary levels of education	94%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015			
Table A6.1	Short-cycle tertiary	**		122	
	Bachelor's or equivalent	**		146	
	Master's, doctoral or equivalent	**		198	
	All tertiary levels of education	**		156	

# Iceland - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Iceland		OECD average	
Adult education and learning					
	Participation of 25-64 year-olds in adult education <sup>2</sup>	2012		2012 <sup>3</sup>	
Table C6.1a	Participation in formal education only	**		4%	
	Participation in non-formal education only	**		39%	
	Participation in both formal and non-formal education	**		7%	
	No participation in adult education	**		50%	
Financial investment in education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014			
Table B1.1	Primary education	USD 11 163		USD 8 733	
	Secondary education	USD 10 078		USD 10 106	
	Tertiary (including R&D activities)	USD 11 435		USD 16 143	
	Total expenditure on primary to tertiary educational institutions	2014			
Table B2.1	As a percentage of GDP	6%		5.2%	
	Total public expenditure on primary to tertiary education	2014			
Table B4.1	As a percentage of total public expenditure	13.4%		11.3%	
Teachers					
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015			
Table D3.2a	Pre-primary school teachers	**		0.78	
	Primary school teachers	**		0.85	
	Lower secondary school teachers (general programmes)	**		0.88	
	Upper secondary school teachers (general programmes)	**		0.94	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	**	**	USD 29 636	USD 39 227
	Primary school teachers	**	**	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	**	**	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	**	**	USD 33 824	USD 46 631
	Organisation of teachers' working time in public institutions over the school year	2015			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	**	**	1001 hours	1608 hours
	Primary school teachers	**	**	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	**	**	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	**	**	662 hours	1620 hours
	Percentage of teachers who are 50 years old or over	2015			
Table D5.1	Primary education	38%		32%	
	Upper secondary education	**		40%	
	Share of female teachers in public and private institutions	2015			
Table D5.2	Primary education	82%		83%	
	Upper secondary education	**		59%	
	Tertiary education	**		43%	
	Ratio of students to teaching staff	2015			
Table D2.2	Primary education	11		15	
	Secondary education	**		13	
	Tertiary education	**		16	
Equity					
	Intergenerational mobility in education <sup>2</sup>	2012		2012 <sup>3</sup>	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	**	**	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	**	**	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	20%	55%
Transition from school to work					
	Percentage of people not in employment, nor in education or training (NEET)	2016			
Table C5.1	18-24 year-olds	5%		15%	
Education and social outcomes					
	Percentage of adults who report having depression	2014			
		Men	Women	Men	Women
Table A8.1	Below upper secondary	18%	27%	10%	15%
	Upper secondary or post-secondary non-tertiary	13%	19%	6%	10%
	Tertiary	9%	10%	5%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

\*\* Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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