

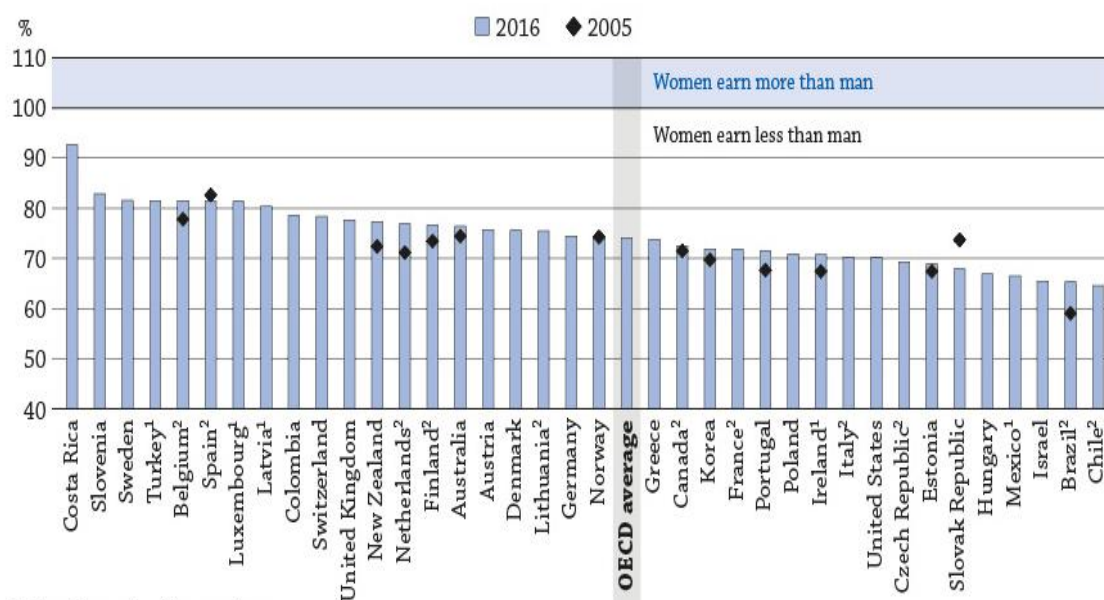
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Finland

- Finland benefits from more upward educational mobility and lower income inequality than other countries. **However significant gender differences in educational attainment and labour market outcomes still persist.**
- Between 2005 and 2015 **enrolment in early childhood education in Finland increased** among all age groups but the enrolment rate is still **lower in the early years** than in several other OECD countries.
- Upper secondary **enrolment is high and stable in Finland** and **participation in vocational education is among the highest in the OECD.**
- Total expenditure on tertiary educational institutions has declined by 6% in Finland between 2010 and 2015**, in spite of slightly increasing student enrolment.

Figure 1. Trends in women's earnings as a percentage of men's earnings for full-time workers with tertiary education (2005, 2016)
25-64 year-old full-time workers



1. Earnings net of income tax.

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

Countries are ranked in descending order of the earnings of 25-64 year-old women as a percentage of men's earnings in 2016.

Source: OECD (2018), Table 4.3 and Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933802266>

Gender plays a greater role in educational attainment and labour market outcomes than parental educational attainment

- Education plays a crucial role in reducing social inequalities, in particular through greater economic and social benefits. In Finland, 41% of 25-34 year-olds had attained a tertiary education in 2017, an increase of 2 percentage points since 2007, although this still remains lower than the average across OECD countries (44%). However 49% of this age group have an upper secondary qualification as their highest education level, 8 percentage points more than the OECD average.
- Inter-generational education mobility is high in Finland: 35% of adults whose parents did not complete upper secondary education have obtained a tertiary qualification, one of the highest shares across OECD countries. However the share of 18-24 year-olds without tertiary-educated parents is still lower among entrants to tertiary education (29%) than in the population overall (46%). Inequalities in educational attainment tend to lead to inequalities in employment opportunities. However, the earning advantage for higher educational attainment is lower in Finland than in other countries: those with below upper secondary education earn only 2% less than those with upper secondary education, the smallest difference across all OECD countries. Those with a tertiary education earn 41% more, compared to the OECD average of 55%.
- As in other countries, a larger share of women than men obtain a tertiary qualification in Finland, although the gender difference is greater than on average across OECD countries. This is mostly due to men's participation increasing more slowly than the OECD average in the past decade: in 2017, 33% of 25-34 year-old men attained tertiary education, only a 2 percentage point increase over the 2007 level. In comparison, over the same period, the tertiary attainment of men increased by 8 percentage points on average across OECD countries, reaching 38% in 2017.
- Despite women's greater participation in tertiary education, their employment rates are still lower than men's and they tend to earn less for the same level of qualification: Those with a tertiary education earn only 77% of what their male counterparts earn, although this difference has fallen by 3 percentage points since 2005 (Figure 1).
- Continuing adult education helps provide adults with opportunities to bridge learning gaps that may have accumulated in initial schooling or to develop new skills relevant to the labour market. In Finland, 76%, of employed adults participate in these activities, a relatively high share compared to the average of 57% across OECD countries with available data. Participation in formal and non-formal learning activities is of particular importance for the integration of foreign-born adults. In Finland, there is only a 3 percentage point difference between the participation rate of employed foreign-born adults who arrived at the age of 26 or after and that of native-born or foreign-born adults who arrived by the age of 25, compared to 6 percentage points on average across OECD countries and economies.

Enrolment in early childhood education has increased in Finland but is still relatively low compared to other OECD countries

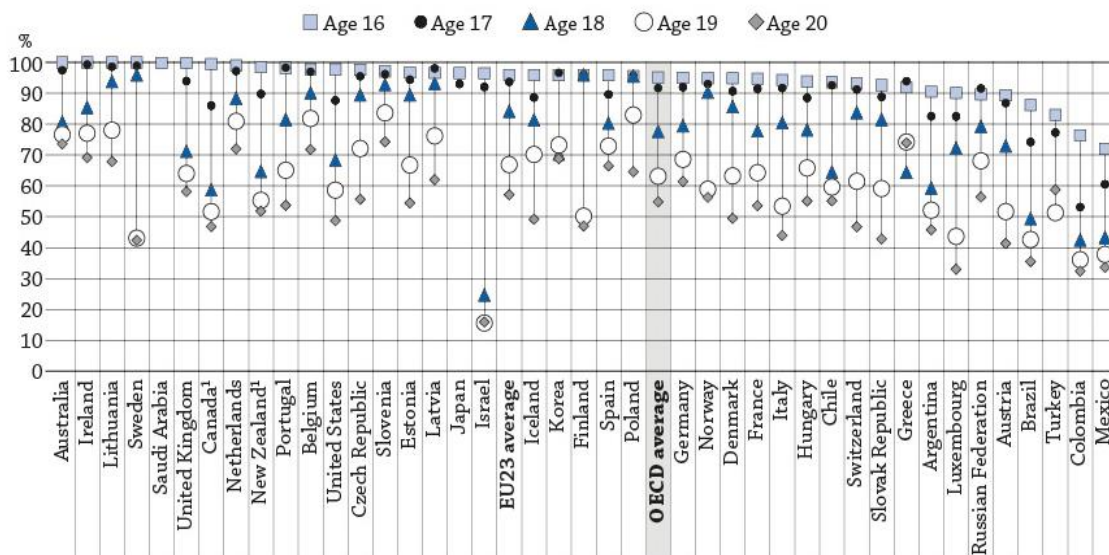
- Early childhood education influences cognitive and social development and constitutes an important foundation for later educational outcomes (OECD, 2017). Between 2005 and 2016, the enrolment of children in early childhood education and care (ECEC) settings in Finland increased for all age groups but is still lower than the OECD average. Among children under 2 years of age, 16% are enrolled in registered early childhood education in Finland, similar to the OECD average. Enrolment increases substantially among 3-year-olds, with 73% of children in Finland enrolled, although this is still lower than the average across OECD countries (75%). Comparing Finland with other Nordic countries, the enrolment rate among 2-4 year-olds in registered and unregistered early childhood education and care settings exceeds 90% in Denmark, Iceland, Norway and Sweden, whereas it is still below 80% in Finland. These differences don't even out until the age of 6, when 98% of all Finnish children are enrolled in pre-primary education (ISCED 02).
- Enrolment in early childhood education often follows a social gradient whereby children from more affluent socio-economic backgrounds are more likely to attend in the early years. Finland shows a similar gradient, with 25% of children under the age of 3 from families in the lowest income tertile enrolled compared to 37% among those in the highest tertile, although this gap is lower than the average across countries with available data.

- More than 80% of children enrolled in early childhood education and care in Finland attend a public institution compared to 46% in early childhood development programmes and 68% in pre-primary education on average across OECD countries. The child-to-staff ratio is often used as an indicator of educational quality in the early years. In Finland, there are 10 children for each teaching staff member in pre-primary education compared to 14 on average across OECD countries.
- Increased funding at this level allows for a stronger provision of ECEC in Finland. Finland spends 1.2% of its GDP across its ECEC programmes, one of the highest shares across OECD countries, although spending still remains lower than in neighbouring Norway and Sweden. Spending has also increased in recent years: Between 2005 and 2015, total expenditure on pre-primary as a share of gross domestic product (GDP) increased by 0.2 percentage points to 0.9%.

Finland has one of the highest enrolment rates in upper secondary vocational education across OECD countries

- Upper secondary enrolment is high and stable in Finland, and students typically attend between the ages of 16 and 18 where enrolment is universal (>95%). However enrolment of 19 and 20 year-olds in upper secondary programmes is still high, with 35% of 19-year-olds and 20% of 20-year-olds enrolled at this level compared to 26% and 13% on average across OECD countries.


Figure 2. Enrolment rate transition from age 16 to 20 (2016)



1. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of enrolment rates at age 16.

Source: OECD (2018), Table B1.2. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

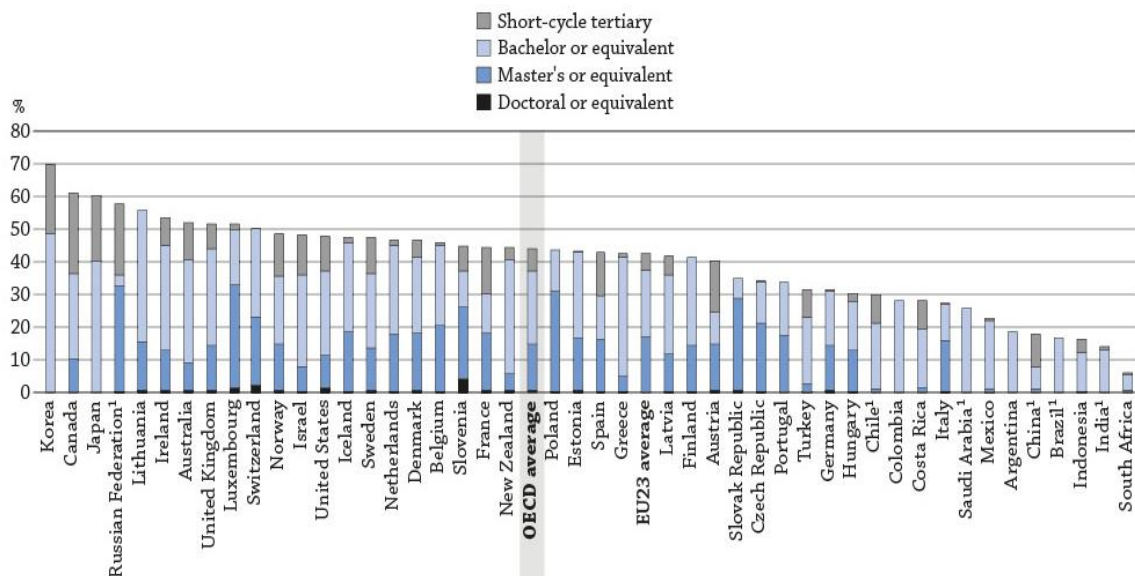
StatLink  <https://doi.org/10.1787/888933803045>

- The higher enrolment in upper secondary among older age groups is due to Finland's widespread vocational educational and training (VET) programme: 71% of upper secondary students are enrolled in such programmes, one of the highest rates across OECD countries. However the share of vocational students among first-time upper secondary graduates drops to 55%. This suggests that vocational students are less likely to complete the level than students from general programmes, but also highlights the important role of vocational programmes in continuous adult learning. Indeed, the average age of upper secondary students in Finland is 25, the highest across all OECD countries.
- In the past decade, the first-time upper secondary graduation rates of students under the age of 25 increased from 85% to 89% in Finland. Graduation rates are similar for both programme orientations: 46% for general programmes compared to 43% for vocational programmes.

- The share of vocational upper secondary students graduating from various fields of study is more balanced in Finland than across OECD countries on average. In 2016, most students from Finland graduated from vocational programmes oriented towards engineering, manufacturing and construction: 27% of graduates obtained a qualification in one of these fields, compared to 22% in health and welfare; 20% in services; and 17% in business, administration and law.

Spending on tertiary educational institutions has declined despite higher student enrolments in the past decade

Figure 3. Percentage of 25-34 year-olds with tertiary education, by level of tertiary education (2017)



Note: Some categories might be included in other categories. Please refer to Table A1.1 for details.

1. Year of reference differs from 2017. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the percentage of tertiary-educated 25-34 year-olds.

Source: OECD (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933801677>

- Compared to other Nordic countries with available data, the distribution of tertiary students enrolled in public and private institutions is fairly even in Finland: 53% are enrolled in public institutions and 47% in government-dependent private ones. Annual total expenditure per full-time tertiary student on core educational services is USD 10 391¹, similar to but slightly lower than the other Nordic countries with available data: for Iceland the total is USD 12 671, for Norway USD 12 120 and for Sweden USD 11 297. Although the number of students enrolled increased slightly between 2010 and 2015, total expenditure on tertiary institutions declined by 6% in Finland compared to an increase of 12% on average across OECD countries.
- In Finland, national students, as well as students from the European Union or from the European Economic Area, pay no tuition fees. The government is the primary funder of tertiary educational institutions: In 2015, 93% of total expenditure on tertiary institutions was publicly funded compared to 67% on average across OECD countries.
- Although tuition is free, living expenses can incur a non-negligible cost to students. Financial support to students for these expenses takes the form of scholarships and grants in Finland, which benefit 55% of students. While the public sector does not provide loans, it may guarantee private ones for education. Around half of the bachelor degree students in Finland are indebted at graduation with an average debt of USD 9 033. In contrast, while all tertiary students in Norway and Sweden benefit from a public loan, the average debt at graduation for bachelor students is over double that in Finland.

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Note regarding data from Israel

The statistical data for Israel are supplied by and are 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.

Lithuania was not an OECD member at the time of preparation of *Education at a Glance* and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in *Education at a Glance*.


References

Eurydice (2018), "Finland overview", National Education Systems, Eurydice website, https://eacea.ec.europa.eu/national-policies/eurydice/content/finland_en.

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

OECD (2017), *Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education*, Starting Strong, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264276253-en>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=FIN&threshold=10&topic=EQ>.

Questions can be directed to:	Country note author:
Marie-Helene Doumet	Kristina Sonmark
Directorate for Education and Skills	Directorate for Education and Skills
marie-helene.doumet@oecd.org	kristina.sonmark@oecd.org

Key Facts for Finland in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Finland		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	11%	8%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	55%	42%	46%	37%	48%	39%
	Tertiary	33%	50%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	**		13%		12%	
	Foreign-born	**		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
Table A3.4		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
	Below upper secondary	**	**	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	**	**	76%	72%	76%	71%
	Tertiary	**	**	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	81%		78%		79%	
	Upper secondary or post-secondary non-tertiary	79%		78%		79%	
	Tertiary	77%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	45%		39%		38%	
	Upper secondary	**		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
Table B4.1		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	12%	10%	22%	20%	20%	19%
	Engineering, manufacturing and construction	23%	8%	22%	10%	23%	11%
	Health and welfare	15%	20%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	57%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	66%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	69%		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	73%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	88%		68%		75%	
	Private institutions	12%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 10 654		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	71%		44%		47%	
	Combined school- and work-based programmes	9%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	58%		54%		55%	
	Vocational programmes	54%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 8 425		USD 8 981		USD 9 235	
	Vocational programmes	USD 8 587		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	12%		12%		13%	
	Doctoral or equivalent	21%		26%		23%	
	All tertiary levels of education	8%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	**		14%		10%	
	Bachelor's or equivalent	90%		75%		76%	
	Master's or equivalent	10%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	82%		81%		82%	
	Bachelor's or equivalent	84%		84%		83%	
	Master's or equivalent	87%		88%		88%	
	Doctoral or equivalent	97%		92%		92%	
	All tertiary levels of education	85%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	124		123		125	
	Bachelor's or equivalent	125		145		137	
	Master's, doctoral or equivalent	169		191		175	
	All tertiary levels of education	141		155		152	

Finland - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Finland		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 9 305		USD 8 539		USD 8 512	
	Secondary	USD 10 482		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 10 391		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	5.7%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	**		73%		76%	
	Private expenditure	**		21%		19%	
	Public to private transfers	**		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	10.5%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2.a	Pre-primary	0.66	0.82	0.82	**	0.83	1.1
	Primary	0.89	1.24	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.99	1.42	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	1.11	1.5	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1.a	Pre-primary	USD 29 578	USD 31 945	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 33 408	USD 40 991	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 36 081	USD 44 271	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 38 261	USD 47 789	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	**	**	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	673 hours	**	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	589 hours	**	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	547 hours	**	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	36%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	79%		83%		86%	
	Lower secondary	74%		69%		71%	
	Upper secondary	60%		60%		63%	
	Tertiary	52%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	20		21		21	
	Lower secondary	20		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



From:

Education at a Glance 2018

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2018-en>

Please cite this chapter as:

OECD (2018), "Finland", in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-45-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.