

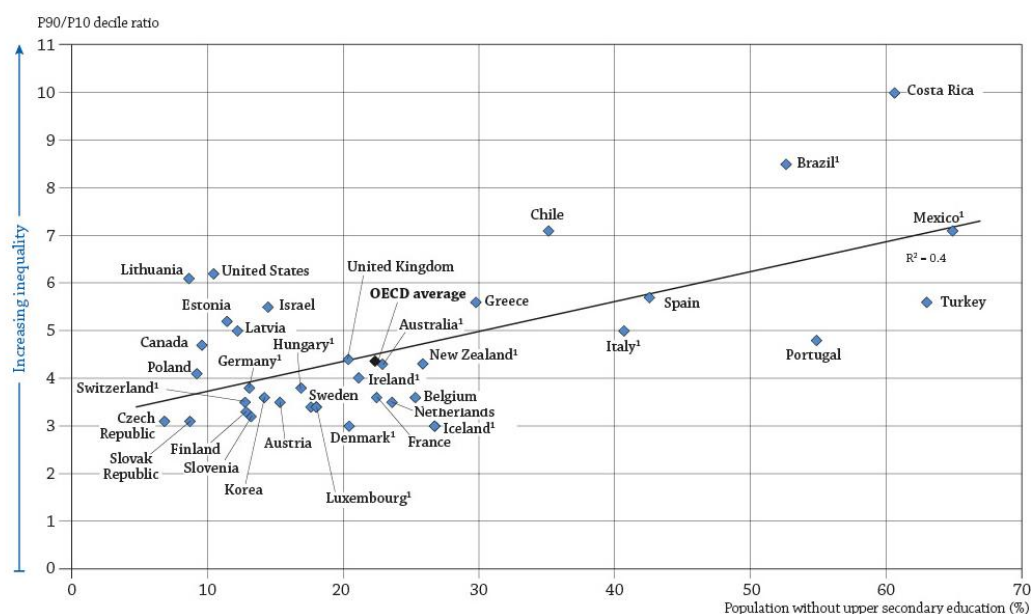
EDUCATION AT A GLANCE 2018

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.

Iceland

- Although there is growing income inequality across OECD countries, **Iceland remains among the countries with the lowest income inequality, despite a substantial share of adults (27%) without upper secondary education.**
- **Ageing teachers, attrition among new teachers and the overall lack of attractiveness of the teaching profession is a mounting concern** in Iceland. One of the reasons is uncompetitive salaries. **Although starting salaries for lower secondary teachers are 9% higher than the OECD average, maximum salaries are 29% lower.**
- **Total expenditure has increased in primary, secondary and post-secondary non-tertiary institutions by 12% between 2010 and 2015**, three times more than the OECD average.
- **Most decisions (92%) regarding lower secondary schools in Iceland are taken at local or school level.** Moreover, **the participation of teachers' unions in decision making across all school levels is notable.**


Figure 1. Percentage of 25-64 year-olds without upper secondary education and income inequality (2015)
Income inequality measured as the P90/P10 decile ratio



Note: The P90/P10 decile ratio is the ratio of the upper bound value of the ninth decile (i.e. the 10% of people with highest income) to that of the upper bound value of the first decile. The income distribution is measured with regard to the disposable income of the population aged 18-65.

¹ Year of reference 2014.

Source: OECD (2018), *Education at a Glance Database* and *OECD Income Distribution database (IDD)*, <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/10.1787/888933802304>

Iceland scores highly in equity measures, but could do more to close gaps due to gender and socio-economic background

- Iceland has one of the lowest shares of students in low-performing, socio-economically disadvantaged schools among the countries participating in the Programme for International Student Assessment (PISA). Yet students with an immigrant background, who make up 18% of 15-year-olds in Iceland, are at least twice as likely as native students to fail to achieve baseline levels of academic proficiency. This performance gap is even wider among students who immigrated at or after the age of 12, as they are 35% less likely than native students to achieve baseline levels of academic proficiency (OECD, 2018c).
- In Iceland, young men (i.e. those aged 25-34) are more likely than young women to lack upper secondary qualifications, with a gender gap of 9 percentage points, compared to a gender gap of 3 percentage points on average across OECD countries.
- Participation in tertiary education in Iceland is growing and 42% of 25-64 year-olds hold a tertiary degree, compared to 38% on average across OECD countries. As in many OECD countries, this increase has largely been to the advantage of women. Among 25-34 year-olds in Iceland, more women (57%) than men (39%) are attaining tertiary education. These rates are on the rise: in 2007, 37% of women and 29% of men aged 25-34 held a tertiary degree.
- At the same time, across OECD countries, women have consistently higher inactivity rates than men. In Iceland, the difference in inactivity rates for men and women with below upper secondary education is 11 percentage points. For those with upper secondary or post-secondary non-tertiary education the gap is 7 percentage points, and for those with tertiary education it is 5 percentage points. Only Lithuania, Norway, Portugal and Slovenia have almost closed the gender gap in inactivity rates among tertiary-educated adults, to just 2 percentage points or less.
- Despite having a substantial share of adults (27%) without upper secondary education, Iceland is one of the OECD countries with the lowest income inequality (Figure 1). Moreover, educational attainment does not seem to have a great impact on employment opportunities, as the employment rate for 25-64 year-olds without upper secondary education is 77%, the highest across OECD countries. Across all levels of educational attainment, Iceland also has the highest employment rate at 88% compared to 76% on average across OECD countries.
- The employment advantage of higher education is smaller in Iceland than in other countries: while on average across OECD countries, getting a tertiary education improves employment rates by roughly 9 percentage points compared to adults with an upper secondary or post-secondary non-tertiary education, in Iceland the employment advantage is a mere 4 percentage points.

Good employment opportunities for those without upper secondary education may be deterring young adults from pursuing further education

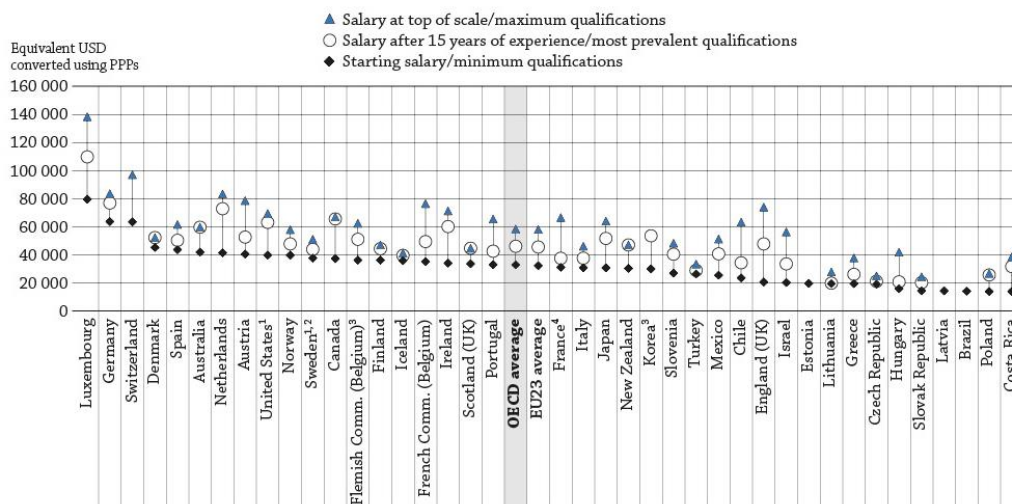
- The share of 25-34 year-olds without upper secondary education was 19% in Iceland in 2017, above the OECD average of 15%, although the proportion decreased by 10 percentage points between 2007 and 2017. Lower completion rates at this level explain Iceland's lower attainment rates: only 45% of students in Iceland complete their upper secondary education within four years compared to 68% on average across OECD countries (OECD, 2015). Some factors that increase the risk of students dropping out are the structure and quality of upper secondary education, the availability of lifelong learning, and relatively good employment opportunities for youth (OECD 2015, 2018b).
- Unlike in most OECD countries, young men without upper secondary education have relatively high employment rates (82%) in Iceland. Together with Luxembourg, Iceland also enjoys the highest employment rate for women in the same category, at 72%, compared to 45% on average for the OECD.
- In Iceland, 39% of 18-24 year-olds combine education and employment, compared to 17% on average across OECD countries.

The teaching profession lacks attractiveness in spite of supportive learning and teaching conditions

- Iceland spends more than average on early childhood education and care (ECEC) services: 1.1% of gross domestic product (GDP), compared to 0.6% on average across OECD countries. This results in widespread provision of ECEC services: 60% of children under 3 were enrolled in 2016 compared to 33% on average across OECD countries, and enrolment is universal from the age of 3 onwards. The higher spending enables a supportive learning environment for children: The ratio of child-to-contact staff in pre-primary education in Iceland is the lowest across OECD countries at 5, well below the average of 12.
- Lower secondary students spend 2 516 hours in the classroom compared to 2 965 hours on average across OECD countries. However, the curriculum in lower secondary education in Iceland offers students more flexibility over their choice of subjects to study: 20% of compulsory instruction time is allocated to subjects chosen by students in Iceland compared to the OECD average of 3%.
- Teachers in Iceland spend less time teaching than on average across OECD countries. On average across OECD countries, an upper secondary teacher in a public institution teaches 655 hours per year, compared to 485 hours per year in Iceland. This represents 35% of teachers' total statutory working time in Iceland, compared to 44% on average across countries with available data.
- In 2016, only 5% of teachers in primary schools were less than 30 years-old, compared to the OECD average of 12%. 39% of teachers were 50 years-old and older, compared to the OECD average of 32%. Attrition rates among new teachers, an ageing teaching workforce and the overall lack of attractiveness of the teaching profession remains a concern in Iceland (OECD 2015). Uncompetitive salaries are one of the reasons. Although starting salaries for lower secondary teachers are 9% higher than the OECD average, maximum salaries in Iceland are 29% lower, resulting in a relatively flat salary scale with little progression (Figure 2).

Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2017)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

3. Salaries at top of scale and most prevalent qualifications, instead of maximum qualifications.

4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

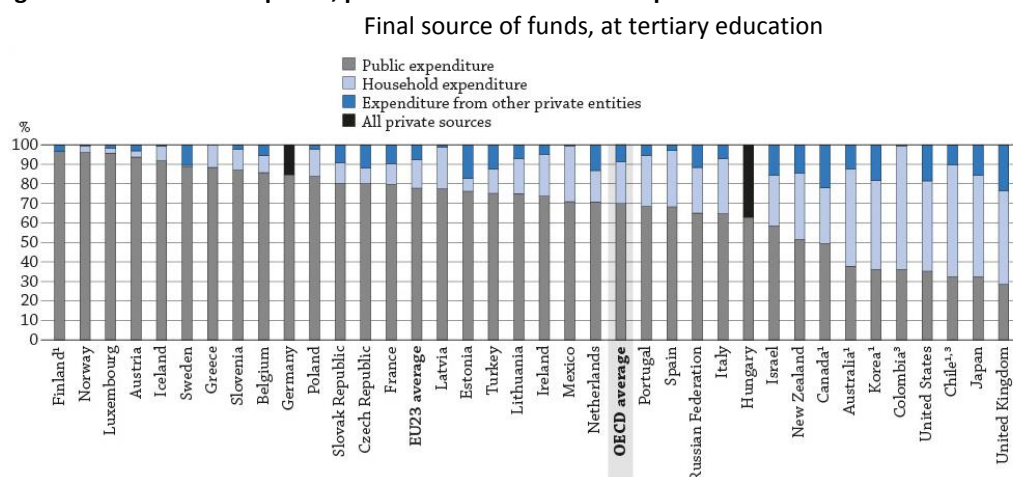
Source: OECD (2018), Table D3.1a, Tables D3.1c and D3.6, available on line. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933805477>

Public funding makes up the largest share of spending at all educational levels

- There are substantial differences between countries about how and where decisions on school matters are made. In Iceland, for public lower secondary schools, 92% of decisions are made at local or school level, compared to 50% on average across OECD countries. Moreover, teachers' unions are active participants in decision making on school matters in Iceland.
- Iceland's total yearly expenditure per full-time student (from primary to tertiary education) is USD 11 499¹, above the OECD average of USD 10 391. Unlike in many OECD countries, expenditure per student is almost the same across all education levels. It has increased in primary to post-secondary non-tertiary institutions by 12% between 2010 and 2015, three times more than the OECD average. The total expenditure on tertiary institutions increased by 26% over the same period, compared to the OECD average increase of 12%.
- Public sources account for 95% of all expenditure in Iceland on educational institutions at primary to tertiary level, higher than the OECD average of 83%. The difference is even greater at tertiary level, where public expenditure accounts for 89% of funding compared to the OECD average of 67%. The OECD average share of expenditure on tertiary institutions covered by individuals, businesses and other private sources is 30%, compared to 8% in Iceland. This results from low tuition fees in Icelandic tertiary public institutions (Figure 3).

Figure 3. Distribution of public, private and international expenditure on educational institutions (2015)



1. Excluding international sources.

2. Primary education includes data from pre-primary and lower secondary education.

3. Year of reference 2016.

Note: International expenditure is aggregated with public expenditure for display purposes.

Countries are ranked in descending order of the proportion of public and international expenditure on educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C3.1. 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/10.1787/888933804470>

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.


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

References

OECD (2018a), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.
OECD (2018b), *Education Policy Outlook 2018. Putting Student Learning at the Centre*, OECD Publishing, Paris, <https://doi.org/10.1787/9789264301528-en>.
OECD (2018c), *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*, OECD Reviews of Migrant Education, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264292093-en>.
OECD (2015), *Education Policy Outlook: Iceland*, OECD Publishing, Paris, www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Iceland.pdf.

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:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=ISL&treshold=10&topic=EO>.

Questions can be directed to: Marie-Helene Doumet Directorate for Education and Skills marie-helene.doumet@oecd.org	Country note author: Anna Katarzyna Wozniczka Directorate for Education and Skills anna.wozniczka@oecd.org
---	---

Key Facts for Iceland in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Iceland		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	24%	15%	17%	14%
	Upper secondary or post-secondary non-tertiary	37%	29%	46%	37%
	Tertiary	39%	57%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	**		13%	
	Foreign-born	**		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	**	**	56%	60%
	Upper secondary or post-secondary non-tertiary	**	**	76%	72%
	Tertiary	**	**	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	**		78%	
	Upper secondary or post-secondary non-tertiary	**		78%	
	Tertiary	**		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	**		39%	
	Upper secondary	**		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	37%	11%	22%	20%
	Engineering, manufacturing and construction	14%	4%	22%	10%
	Health and welfare	16%	31%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	62%		57%	
	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	**		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%	
	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	97%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	85%		68%	
	Private institutions	15%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 12 339		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	32%		44%	
	Combined school- and work-based programmes	15%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	57%		54%	
	Vocational programmes	41%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 8 142		USD 8 981	
	Vocational programmes	USD 14 821		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level ²	2016			
Table B6.1	Bachelor's or equivalent	4%		4%	
	Master's or equivalent	9%		12%	
	Doctoral or equivalent	36%		26%	
	All tertiary levels of education	7%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	2%		14%	
	Bachelor's or equivalent	98%		75%	
	Master's or equivalent	0%		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	89%		81%	
	Bachelor's or equivalent	92%		84%	
	Master's or equivalent	95%		88%	
	Doctoral or equivalent	98%		92%	
	All tertiary levels of education	93%		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	**		123	
	Bachelor's or equivalent	**		145	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	**		155	

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

Source	Main topics in <i>Education at a Glance</i>	Iceland		OECD 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 11 215		USD 8 539	
	Secondary	USD 11 149		USD 9 868	
	Tertiary (excluding R&D activities)	**		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	5.8%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015			
Figure C3.1	Public expenditure	92%		73%	
	Private expenditure	8%		21%	
	Public to private transfers	**		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	13.9%		11.1%	
	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
Table D3.2a	Pre-primary	**	**	0.82	**
	Primary	**	**	0.86	1.21
	Lower secondary (general programmes)	**	**	0.91	1.34
	Upper secondary (general programmes)	**	**	0.96	1.42
	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
Table D3.1a	Pre-primary	USD 34 394	USD 38 105	USD 30 229	USD 40 436
	Primary	USD 35 756	USD 39 477	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 35 756	USD 39 477	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 30 347	USD 32 706	USD 34 534	USD 47 869
	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
Table D4.1	Pre-primary	1 620 hours	1 760 hours	1 029 hours	1 628 hours
	Primary	624 hours	1 760 hours	778 hours	1 620 hours
	Lower secondary (general programmes)	624 hours	1 760 hours	701 hours	1 642 hours
	Upper secondary (general programmes)	485 hours	1 800 hours	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	**		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	83%		83%	
	Lower secondary	83%		69%	
	Upper secondary	**		60%	
	Tertiary	**		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	19		21	
	Lower secondary	20		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), "Iceland", in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-50-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.