

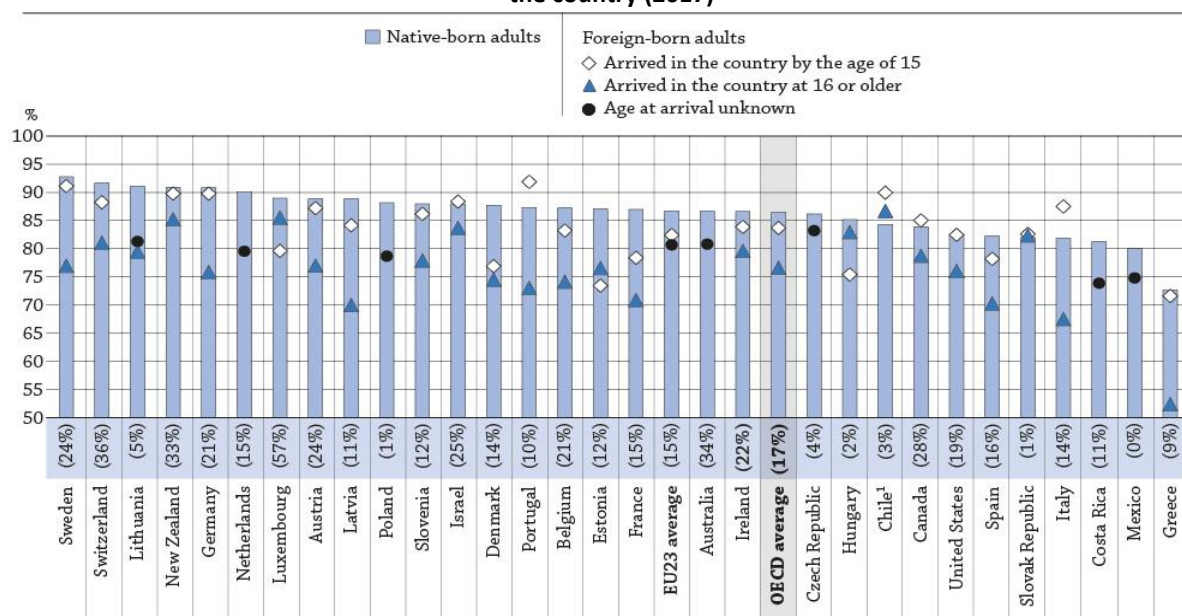
EDUCATION AT A GLANCE 2018

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.

Switzerland

- The tertiary attainment of women in Switzerland has increased twice as fast as that of men over the past decade, resulting in **one of the smallest gender gaps** in tertiary attainment across all OECD countries.
- Although the employment rate of tertiary-educated native-born adults is higher than that of similarly educated foreign-born adults, **foreign-born adults arriving both before and after the age of 16 enjoy better employment prospects in Switzerland than on average across OECD countries.**
- At upper secondary level, vocational programmes are popular in Switzerland and enrolment in **school-based work programmes is among the highest across OECD countries.**
- **Across all levels of education and throughout their career, teachers' annual salaries are markedly higher in Switzerland than on average across OECD countries.**

Figure 1. Employment rates of native- and foreign-born 25-64 year-olds with tertiary education, by age at arrival in the country (2017)



Note: The percentage in parentheses represents the share of foreign-born adults among 25-64 year-olds.

1. Year of reference differs from 2017. Refer to the source table for details.

Countries are ranked in descending order of the employment rate of tertiary-educated native-born adults.

Source: OECD/ILO (2018), Table A3.4. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Individuals from disadvantaged groups are more likely to participate in higher education and have better outcomes than on average across OECD countries

- As in other countries in the OECD, the largest share of the adult population, 45%, attain upper secondary as their highest qualification level in Switzerland. However, attainment at bachelor's level (21%) and master's level (19%) are both above the OECD average. Switzerland also has a higher proportion of doctorate holders than any other OECD country at 3% of its adult population.
- Students in Switzerland have more opportunities for upward educational mobility than on average across other OECD countries. The share of 18-24 year-olds without tertiary-educated parents in the population is 14 percentage points larger than their share among new entrants to bachelor's or long first degree programmes compared to 17 percentage points on average across countries with available data. The gap is less pronounced for individuals with an immigrant background: 27% of 18-24 year-olds in Switzerland are first- or second-generation immigrants, compared to 21% of new entrants to bachelor's or long first degrees.
- Switzerland has a smaller gap between the participation of 25-34 year-old women and men to tertiary education than on average across OECD countries: 51% of women obtain a tertiary degree compared to 49% of men. This 2 percentage point difference is in stark contrast to the 12 percentage points observed on average across OECD countries. However, women's tertiary attainment in Switzerland has increased twice as much as men's over the past decade.
- Swiss adults across all levels of educational attainment enjoy higher and more equal employment opportunities than on average across OECD countries. For example, 82% of adults with upper secondary and post-secondary non-tertiary qualifications are employed in Switzerland, 6 percentage points less than the 88% employment rate among tertiary-educated adults. By way of comparison, on average across OECD countries, the employment rate of adults with upper secondary or post-secondary non-tertiary education is 9 percentage points less than for those with a tertiary education (76% and 85% respectively).
- Tertiary-educated foreign-born adults also enjoy better employment prospects than on average in the OECD: 88% of those who arrived by the age of 15 and 81% of those that arrived at 16 or older are employed, compared to the OECD averages of 84% and 77% respectively (Figure 1).
- While higher qualifications generate better employment opportunities, the earnings advantages are less prominent in Switzerland than in other countries, leading to more income equality. An individual graduating with a bachelor's degree or equivalent will earn on average 41% more than someone with an upper secondary qualification, slightly below the OECD average. However, those with a master's or doctoral degree earn 67% more, 24 percentage points lower than the average premium across OECD countries.

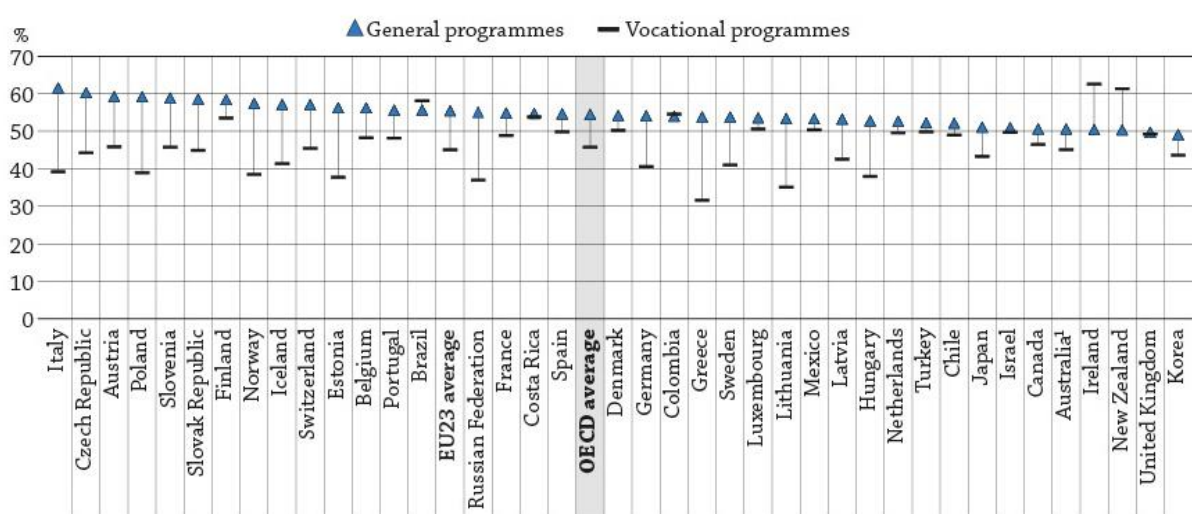
Switzerland has the highest enrolment rate in combined school- and work-based programmes across OECD countries at upper secondary level

- Vocational programmes are particularly prominent in the Swiss educational landscape. In Switzerland, 65% of upper secondary students enrol in vocational programmes compared to 44% across the OECD. A large share of these students, 58%, are enrolled in combined school- and work based programmes, the highest share across all OECD countries. School- and work-based programmes provide a combination of classroom and professional practice and facilitate the transition between school and work through the acquisition of skills relevant for the labour market.
- On average, vocational programmes can offer lifelong learning opportunities for adults to gain new skills relevant for the labour market. Vocational students are therefore more likely to be older than those pursuing general programmes. In Switzerland, 24% of students enrolled in upper secondary vocational programmes are above the typical age of 20, compared to 11% in general programmes. This is lower than the average across OECD countries for vocational programmes, although higher than the average for general ones.
- Women comprise 45% of all graduates from upper secondary vocational programs in Switzerland, similar to the average across OECD countries (Figure 2); however their distribution across different fields of study is unequal. While women represent 90% of graduates from health and welfare upper secondary vocational programmes (compared to 77% on average across OECD countries), they make up only 12% of graduates from engineering,

manufacturing and construction programmes (similar to the OECD average). Gender imbalances in fields of study can translate into imbalances in the labour market, making gender parity more difficult to achieve in the workforce.

- Graduates from upper secondary education benefit from higher employment rates in Switzerland than the OECD average, in particular due to the strong relevance of the vocational programmes to the Swiss labour market. In 2017, 85% of 25-34 year-olds with an upper secondary or post-secondary non-tertiary qualification were employed, compared to 77% on average across OECD countries, and this has remained relatively stable in the past decade. An upper secondary or post-secondary non-tertiary qualification in Switzerland also has a stronger impact on the employment rate of women than on average across OECD countries. In Switzerland, 82% of women with such qualifications are employed, 14 percentage points higher than on average across OECD countries. In comparison, the employment rate of men with similar qualifications is only 5 percentage points higher in Switzerland than on average across OECD countries.


Figure 2. Share of women among upper secondary graduates, by programme orientation (2016)



1. Year of reference 2015.

Countries are ranked in descending order of the share of women in general programmes.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. 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>).

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Public investment in education is high in Switzerland and teachers' salaries are the second highest among OECD countries

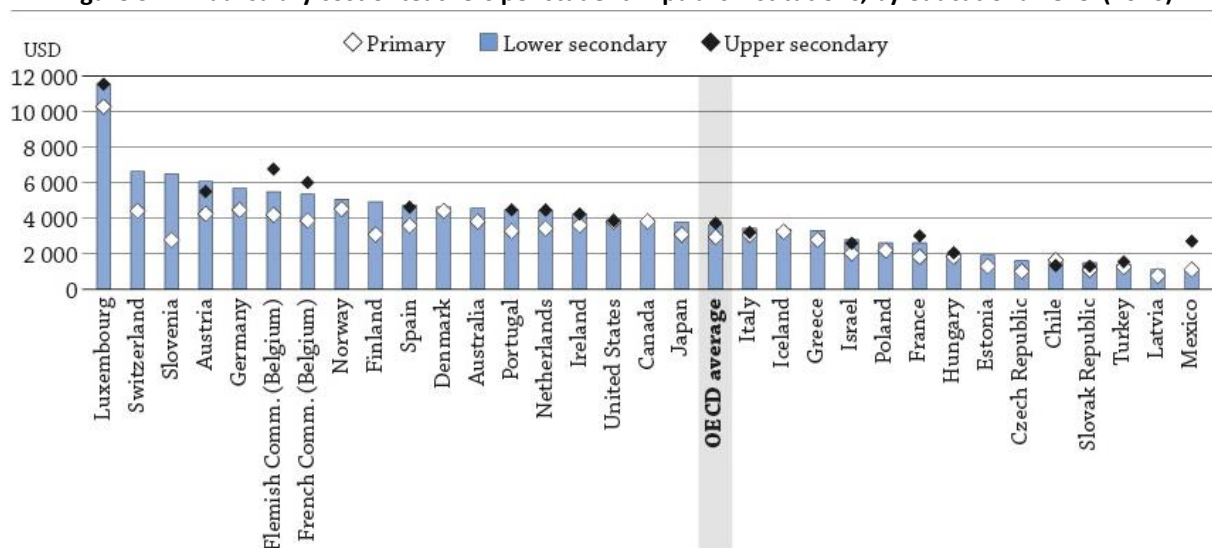
- Public expenditure on primary to tertiary educational institutions has increased in Switzerland by 9% between 2011 and 2015, compared to 5% on average across OECD countries. In 2015, total public expenditure on primary, secondary, and post-secondary non-tertiary educational institutions made up 3.2% of Switzerland's gross domestic product (GDP), similar to the OECD average, while public spending on tertiary institutions made up 1.3% of GDP, slightly larger than the OECD average.
- Among the different types of expenditure, Switzerland devotes a significant share of its investment in tertiary education to research and development (R&D): USD 14 282 per student was spent on R&D in 2015, over three times the OECD average.¹
- Compensation of teachers represents 65% of total public expenditure on primary, secondary and post-secondary non-tertiary institutions in Switzerland, higher than the OECD average of 59%. The financial investment in teachers' salaries in Switzerland is reflected across different levels of education and throughout a teacher's career progression. From pre-primary to upper secondary and throughout their careers, teachers in Switzerland earn

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

consistently more than on average across OECD countries. For example, a lower secondary teacher in a public institution can expect to earn USD 63 308 at the start of their career and USD 96 997 at the top of the scale, compared to an average starting salary across OECD countries of USD 33 126 and USD 55 846 at the top of the scale. For an upper secondary teacher, salaries start at USD 71 249 and reach USD 109 240 at the top of the scale, almost double the average salary across OECD countries.

- The higher statutory salaries impact the annual salary cost of teachers per student which is higher in Switzerland than on average across OECD countries at all levels of education. As an example, the salary cost per student at lower secondary level is USD 6 621 compared to USD 3 604 on average across OECD countries, but this difference is largely driven by the above-average teacher salaries which drive the cost up by USD 2 784 compared to the OECD average. The lower estimated class size also tends to push the salary cost of teachers per student up compared to the the OECD average although to a much lesser extent.

Figure 3. Annual salary cost of teachers per student in public institutions, by educational level (2016)



Countries and economies are ranked in descending order of the annual salary cost of teachers per student in lower secondary education.

Source: OECD (2018), Table C7.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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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.

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

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-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 under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



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

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Key Facts for Switzerland in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Switzerland		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	8%	8%	17%	14%
	Upper secondary or post-secondary non-tertiary	42%	41%	46%	37%
	Tertiary	49%	51%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	7%		13%	
	Foreign-born	15%		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	66%	68%	56%	60%
	Upper secondary or post-secondary non-tertiary	83%	79%	76%	72%
	Tertiary	92%	82%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	77%		78%	
	Upper secondary or post-secondary non-tertiary	83%		78%	
	Tertiary	78%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	43%		39%	
	Upper secondary	50%		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	30%	27%	22%	20%
	Engineering, manufacturing and construction	19%	9%	22%	10%
	Health and welfare	17%	25%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	49%		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	2%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	95%		68%	
	Private institutions	5%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	**		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	65%		44%	
	Combined school- and work-based programmes	58%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	57%		54%	
	Vocational programmes	45%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	**		USD 8 981	
	Vocational programmes	**		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level ²	2016			
Table B6.1	Bachelor's or equivalent	10%		4%	
	Master's or equivalent	29%		12%	
	Doctoral or equivalent	55%		26%	
	All tertiary levels of education	18%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	1%		14%	
	Bachelor's or equivalent	99%		75%	
	Master's or equivalent	0%		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	**		81%	
	Bachelor's or equivalent	88%		84%	
	Master's or equivalent	88%		88%	
	Doctoral or equivalent	92%		92%	
	All tertiary levels of education	88%		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	141		145	
	Master's, doctoral or equivalent	167		191	
	All tertiary levels of education	155		155	

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

Source	Main topics in <i>Education at a Glance</i>	Switzerland		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 8 539	
	Secondary	**		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	**		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015			
Figure C3.1	Public expenditure	**		73%	
	Private expenditure	**		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	13.6%		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 52 743	**	USD 30 229	USD 40 436
	Primary	USD 56 351	**	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 63 308	**	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 71 249	**	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	779 hours	2 142 hours	1 029 hours	1 628 hours
	Primary	817 hours	2 142 hours	778 hours	1 620 hours
	Lower secondary (general programmes)	760 hours	2 142 hours	701 hours	1 642 hours
	Upper secondary (general programmes)	646 hours	2 142 hours	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	36%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	83%		83%	
	Lower secondary	54%		69%	
	Upper secondary	44%		60%	
	Tertiary	35%		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	**		21	
	Lower secondary	**		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>.



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