

Nordic launch of Education at a Glance 2026

Joint webinar by Denmark, Finland, Iceland, Norway and Sweden

21 October 2026

Teacher shortage and the attractiveness of the teaching profession

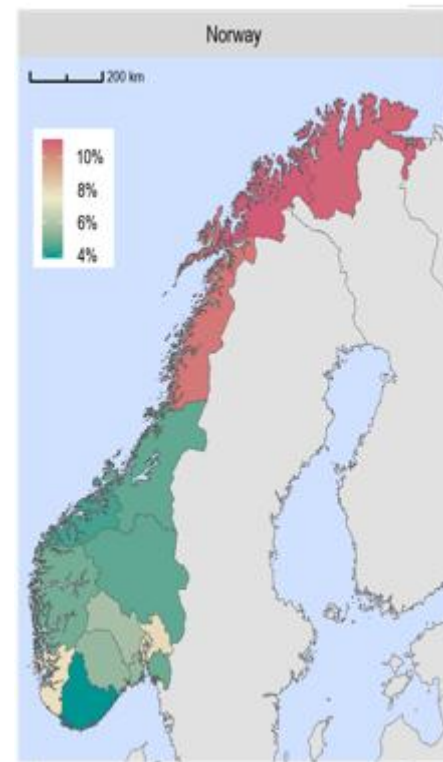
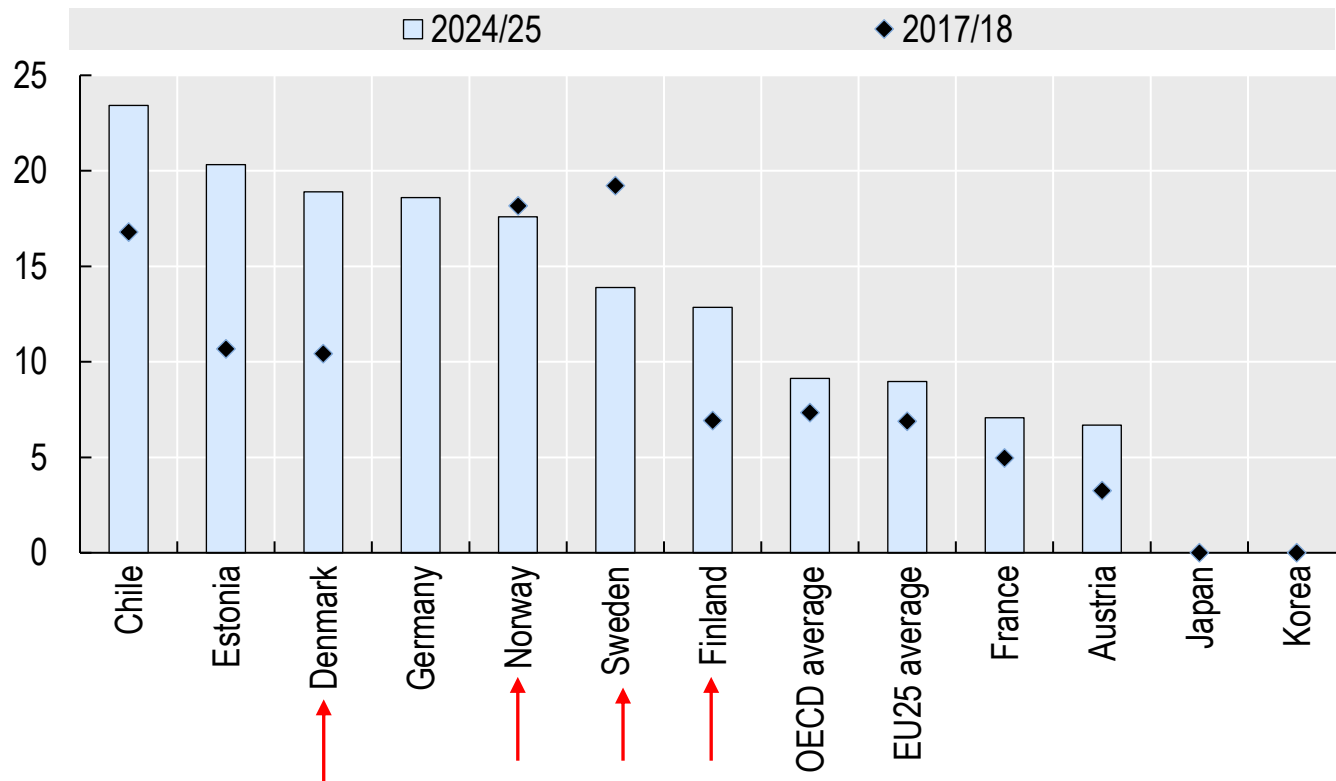
Eric Charbonnier
OECD

21 October 2026



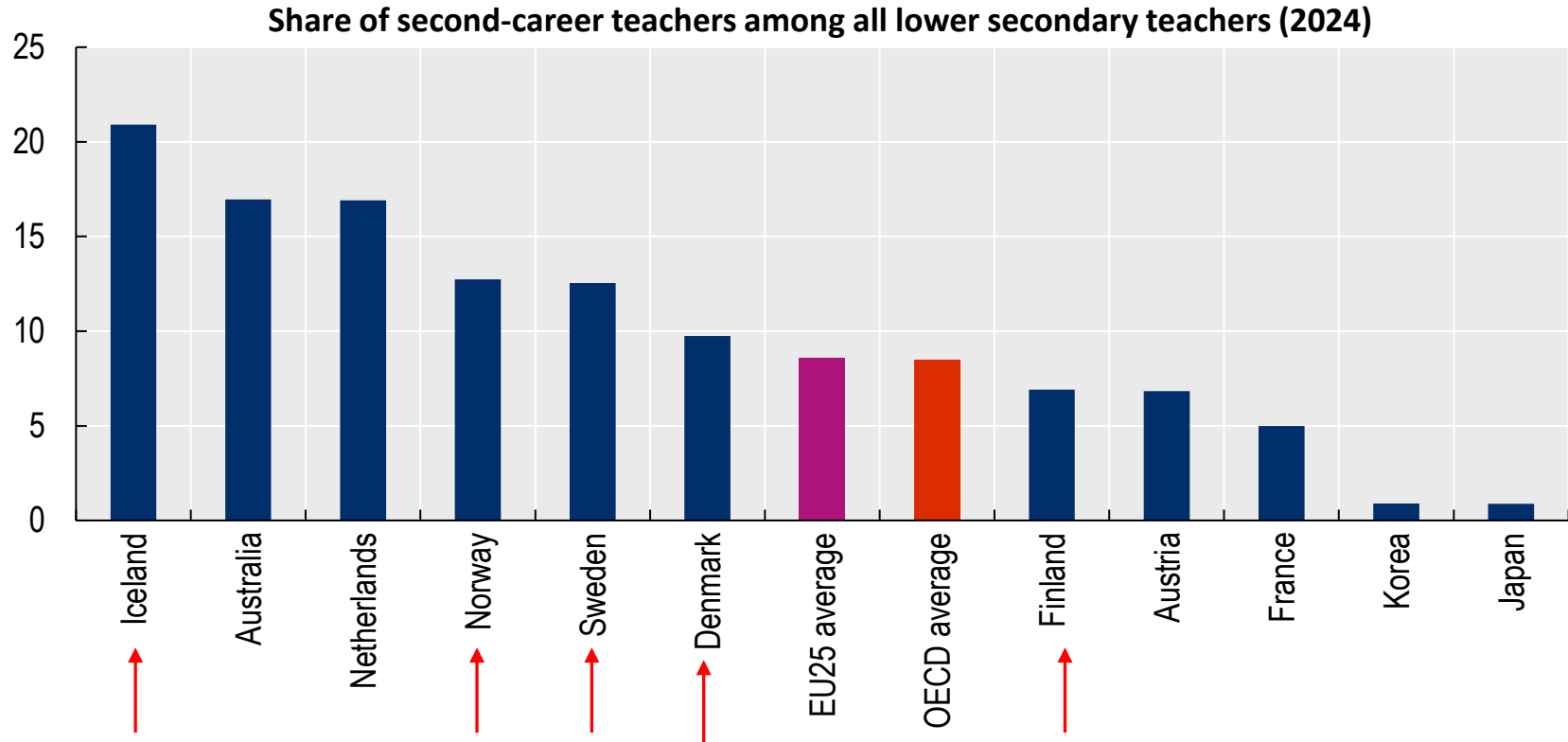
The Nordic education systems rely on teachers who are not fully qualified.

Trends in the share of non-fully qualified teachers in primary and secondary education (2017/18 and 2024/25)





Recruiting second-career teachers can diversify the teaching workforce



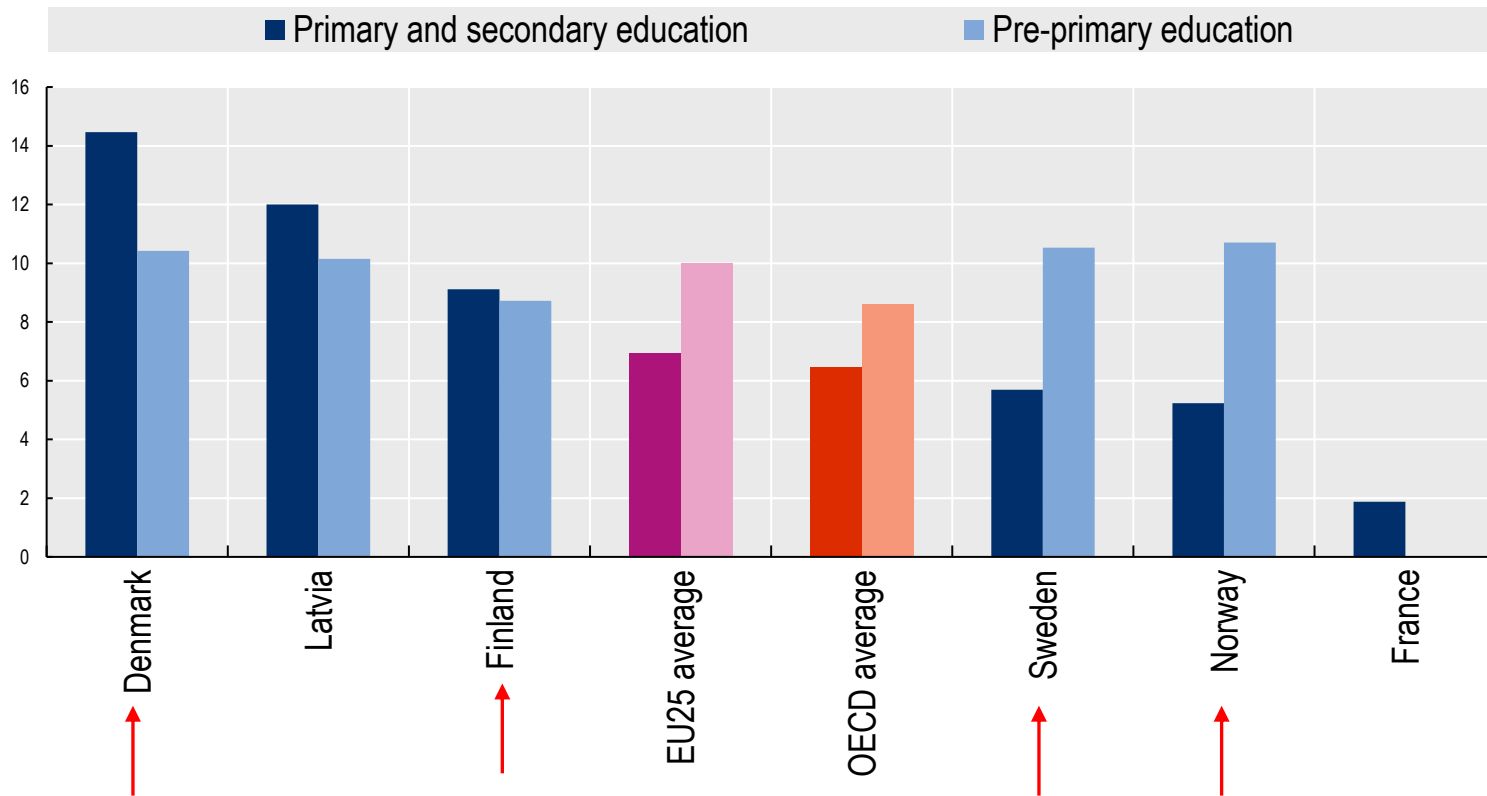
Note: Second-career teachers are defined as those with at least ten years of work experience outside teaching and for whom teaching was not a first career choice.



The share of primary and secondary teachers leaving the profession varies widely across Nordic countries

Figure 8

Fully qualified teachers who left the profession as a percentage of the total teaching workforce, by level of education (2024/25)

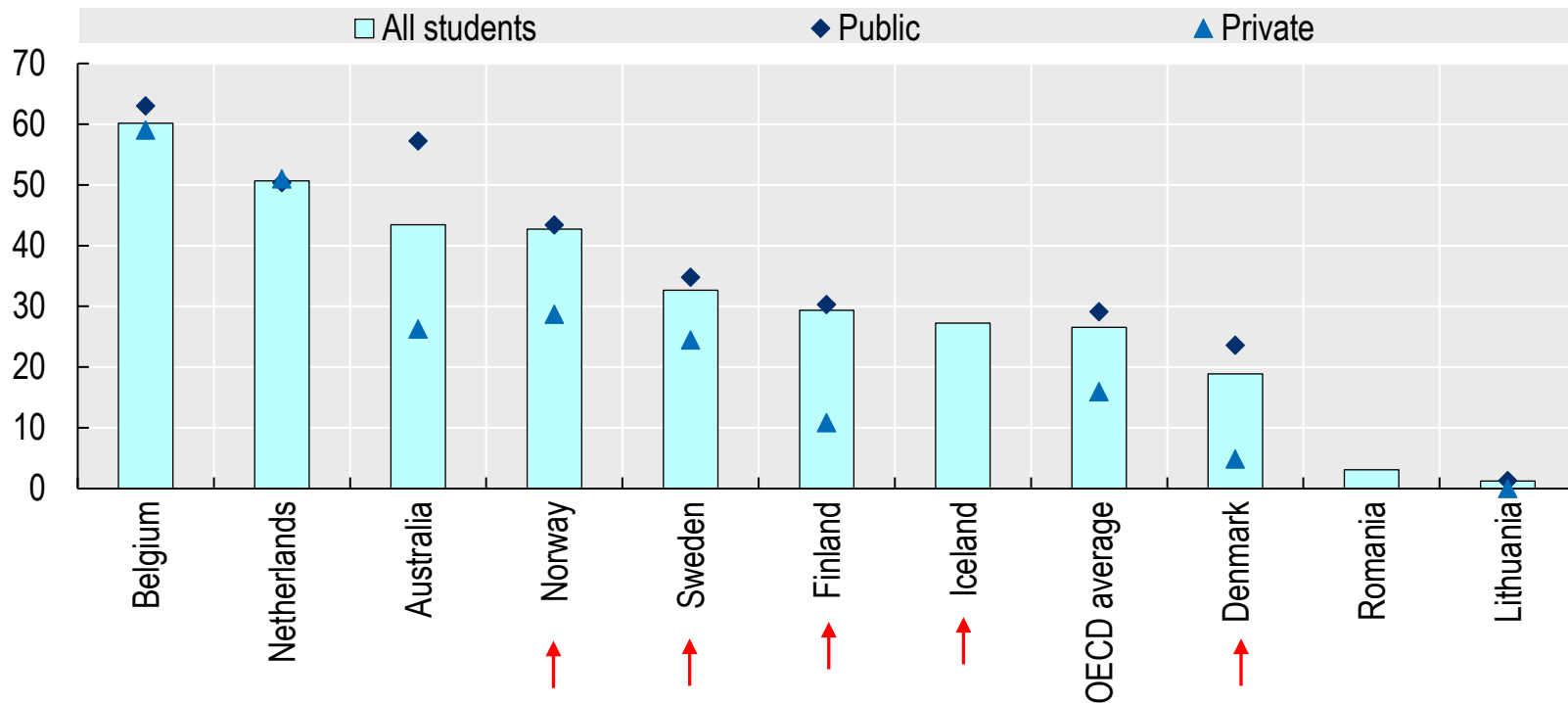




Temporary absences of teachers are more common in public than in private schools in most countries

Figure 6

More than one in four 15-year-old students across the OECD (27%) attended schools whose principal reported that student learning was hindered by teacher absenteeism “to some extent” or “a lot” (PISA 2022)

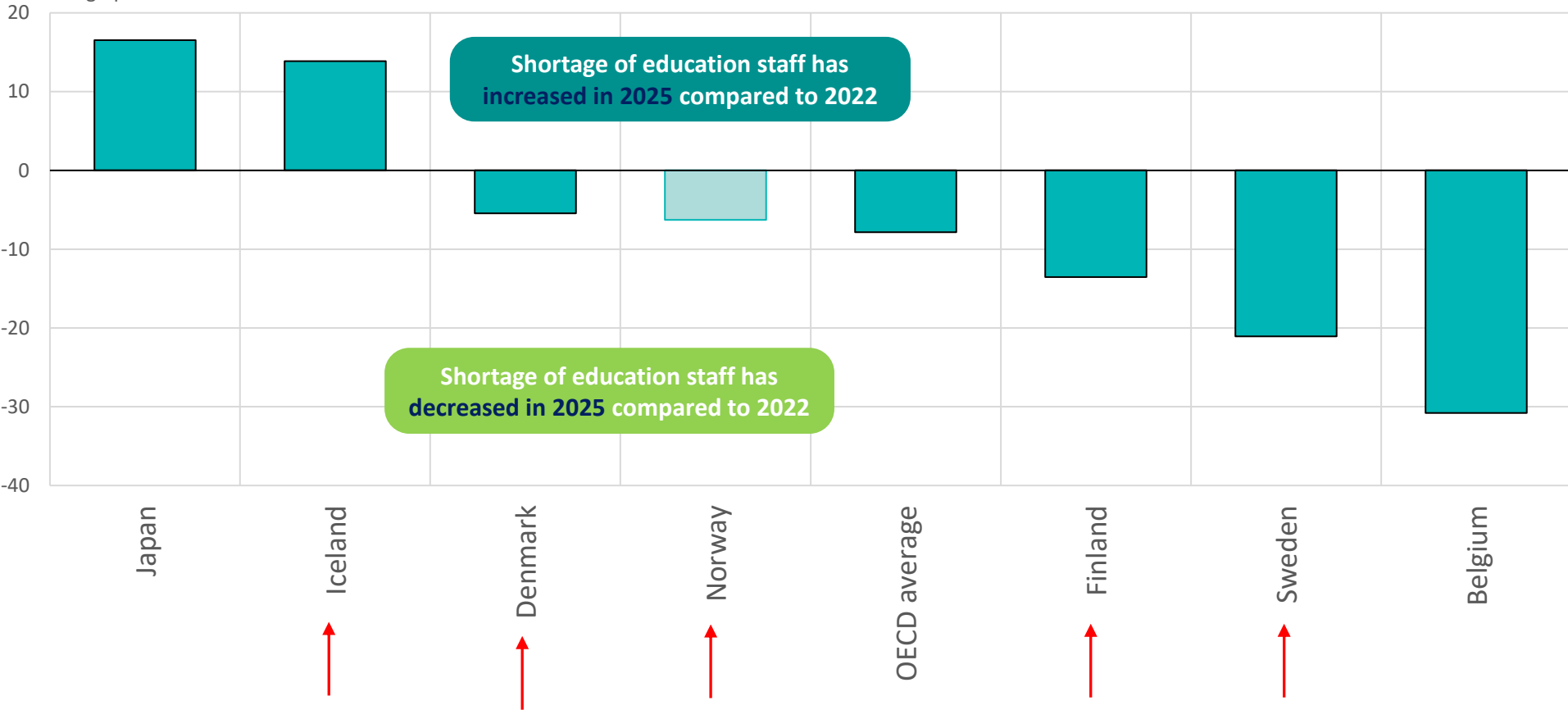




According to principals, teacher shortages decreased between 2022 and 2025 in all Nordic countries except Iceland

PISA 2025-
Figure I.4.18

Percentage-point difference





Demographic change will affect the need for teachers over the last decade

Figure 15

Projected changes in the population of children between 2024 and 2033, by age group

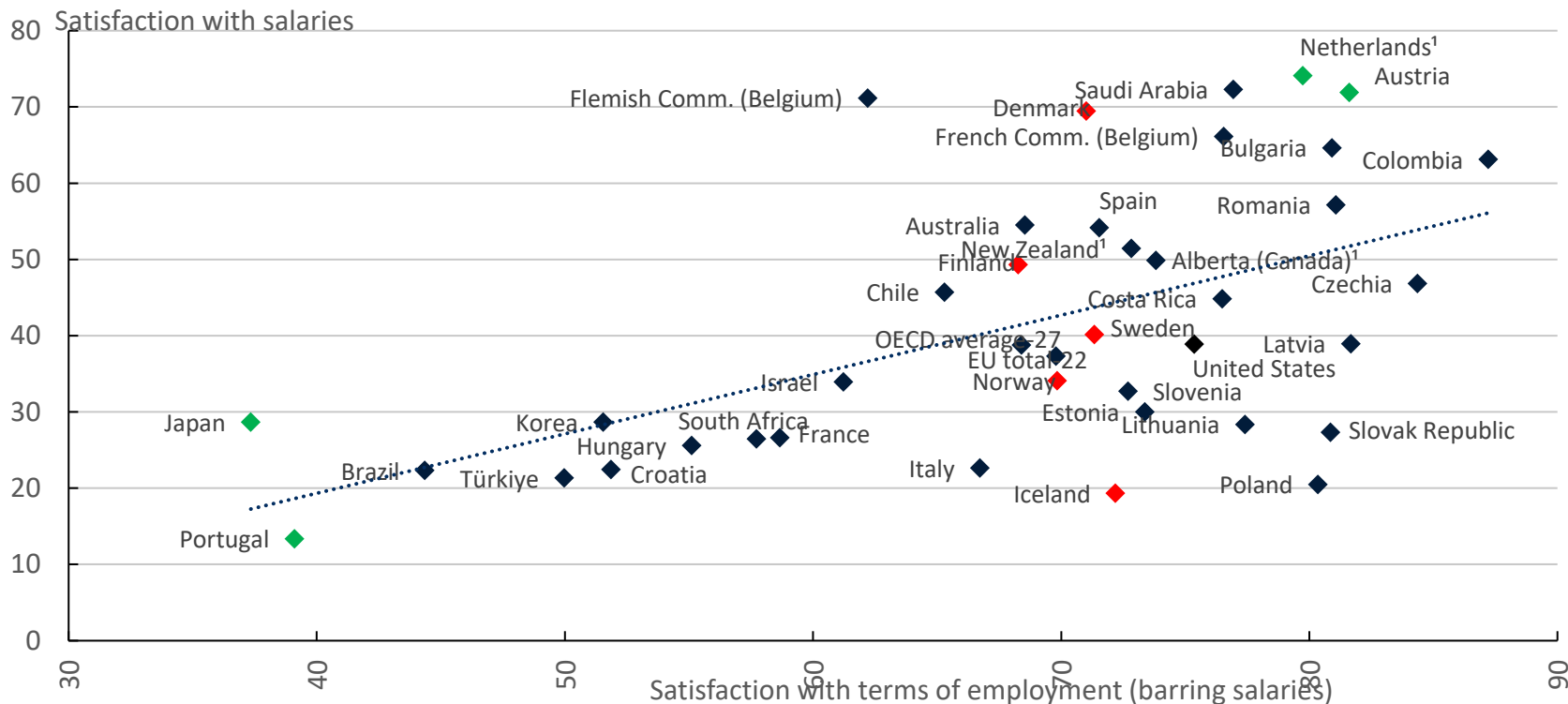




Teachers' satisfaction with salaries varies widely across Nordic countries, while satisfaction with other employment conditions is relatively similar

Figure 12

Across OECD countries, 68% of lower secondary teachers are satisfied with their employment conditions excluding salaries, compared to only 39% who are satisfied with their salaries (TALIS 2024)

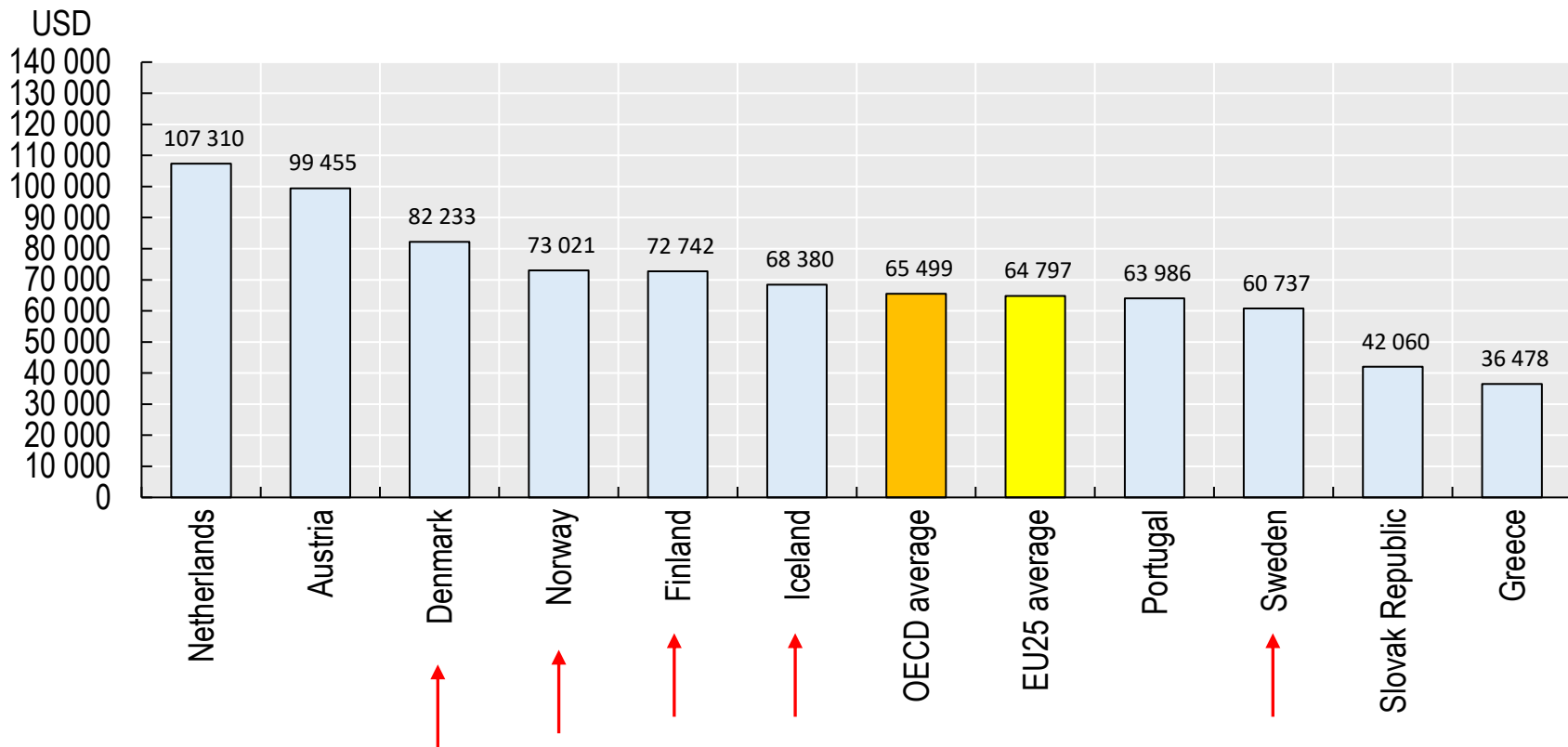




Teachers' actual salaries, including bonuses received by individual teachers, are above the OECD average in all Nordic countries except Sweden

Table D3.3

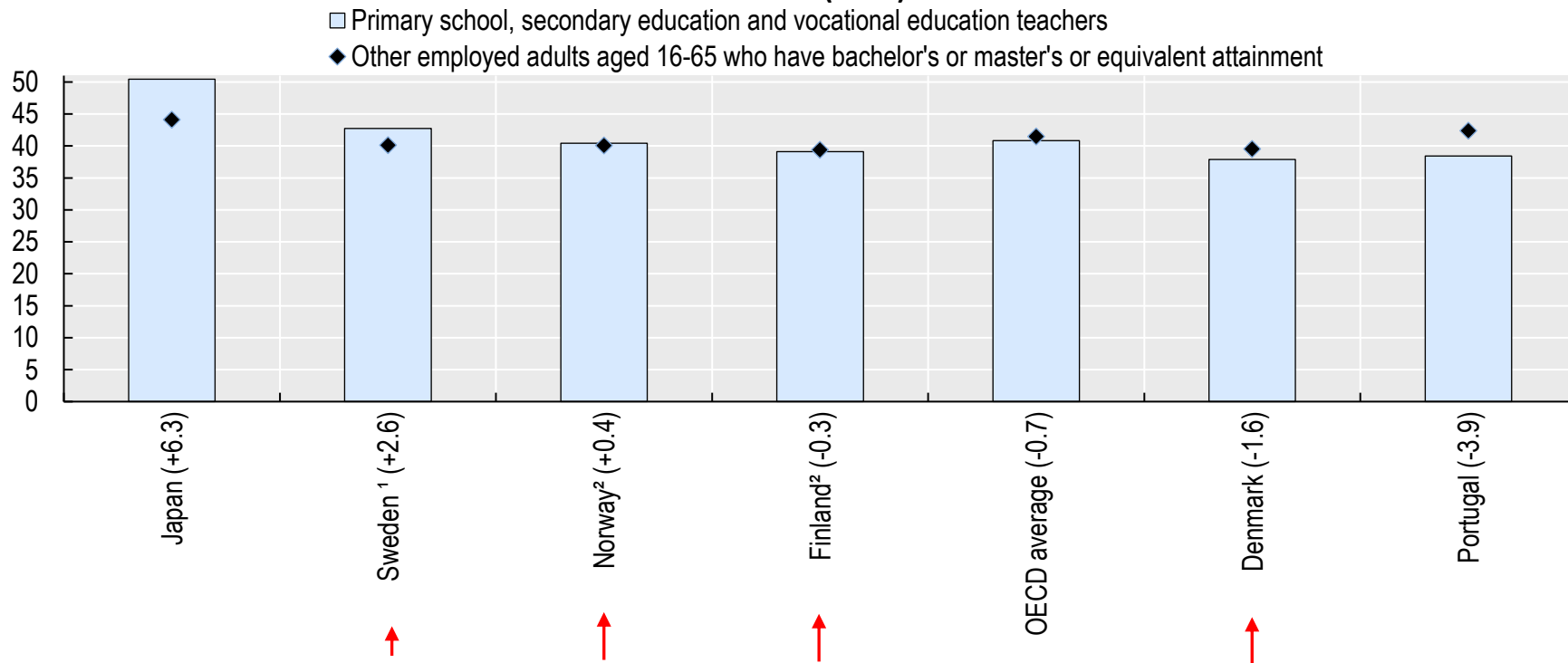
Average **actual salaries** of lower secondary 25-64 year-old teachers (2025)





Teachers work similar hours as other workers in most countries

Comparing the working hours per week of full-time teachers and the wider workforce with bachelor's or master's or equivalent attainment (2023)



1. In Sweden, most teachers have a so-called “ferietjänst”, meaning their annual working time is concentrated to school terms - often resulting in slightly longer workweeks - but includes extended continuous holidays when students are off.

2. Differences are not statistically significant.

Discussion



Upper secondary completion rates in the Nordic countries

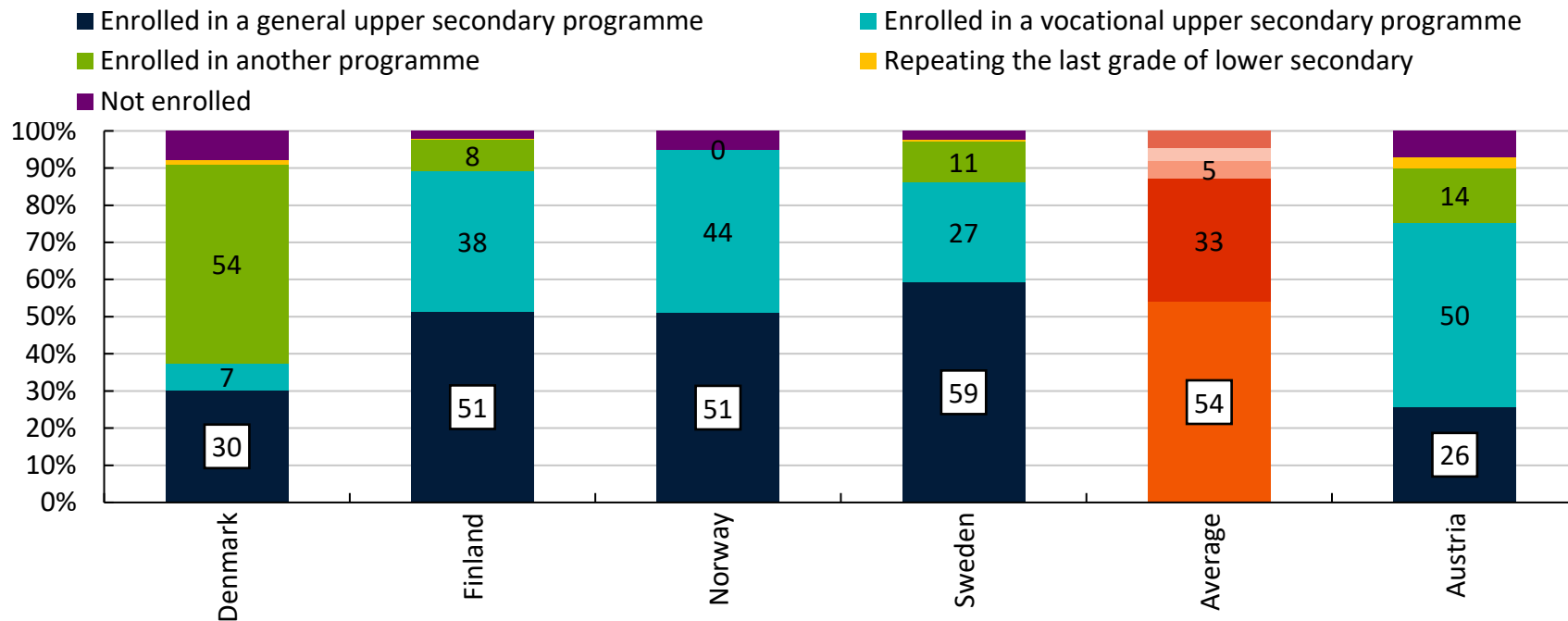
Corinne Heckmann
OECD



Nordic countries take different approaches to the transition into upper secondary education

Figure B3.1

Status of students one year after the last grade of lower secondary education



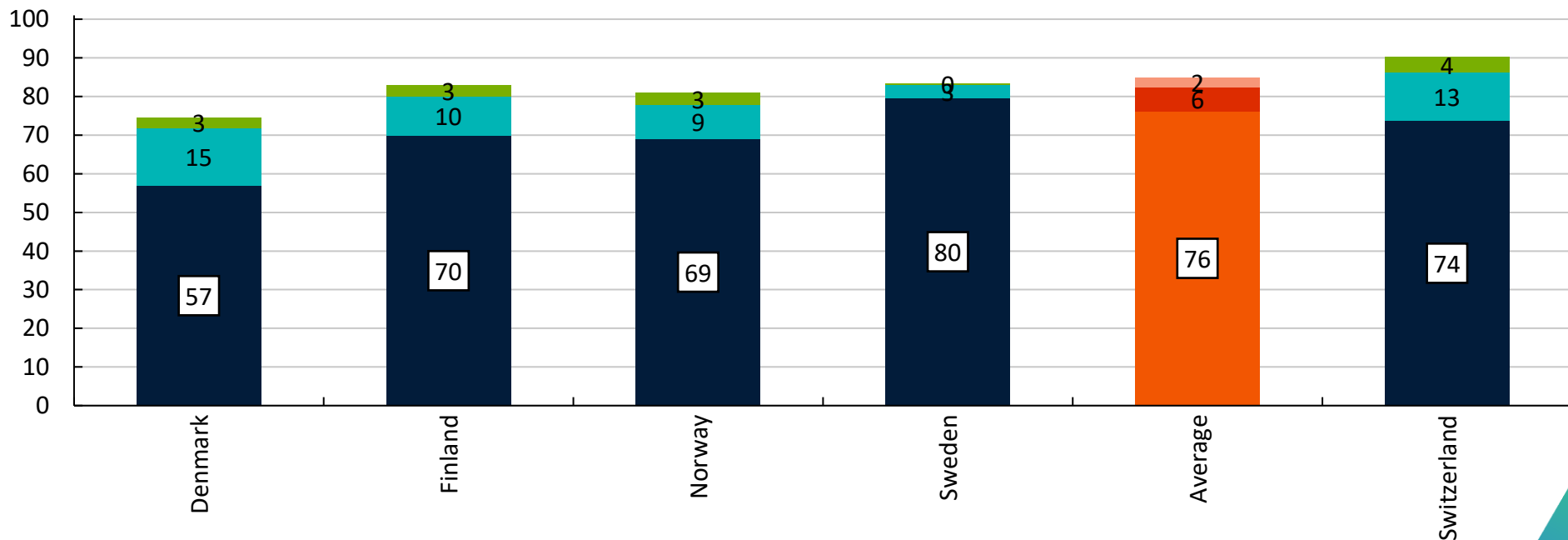


Upper secondary completion takes longer in some Nordic countries

Cumulative upper secondary completion rates, by timeframe (2022-2024)

■ By the end of the theoretical duration (2022)

■ One year after the end of the theoretical duration (2023)

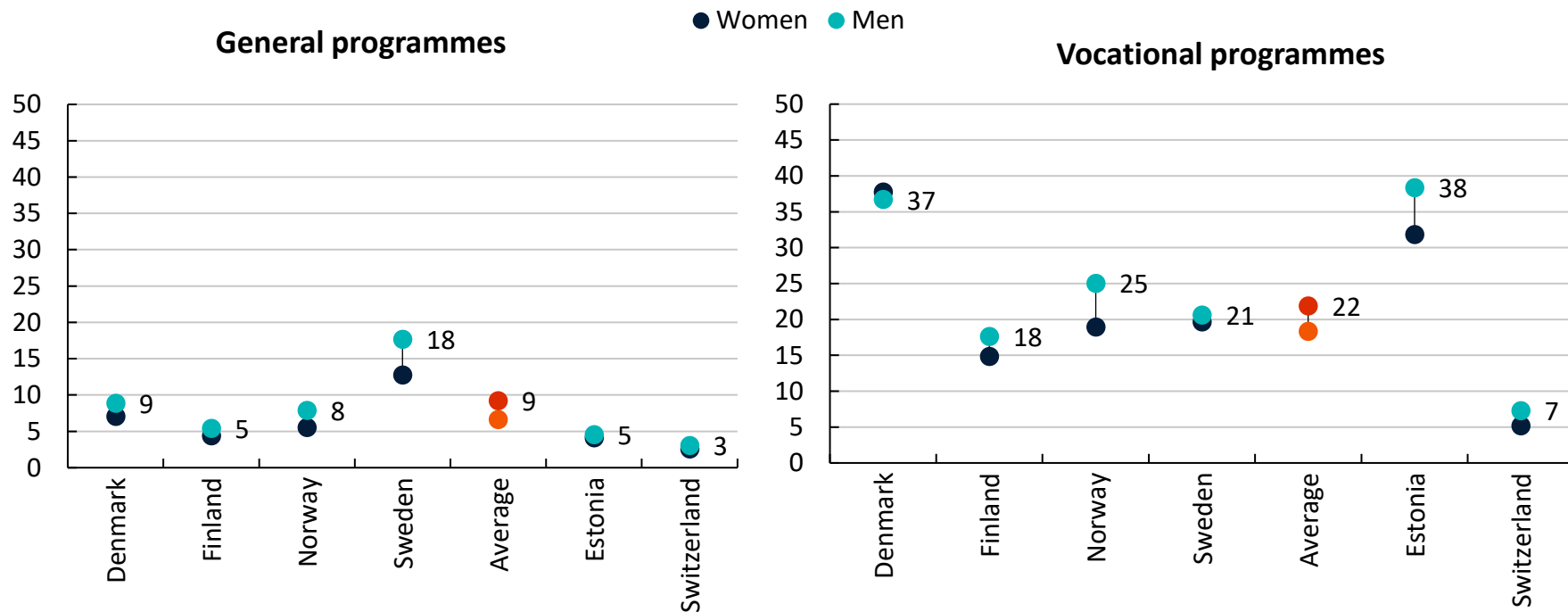




Dropout rates are substantially higher in vocational programmes across Nordic countries

Figure B3.5

Upper secondary drop out rates two years after the end of the theoretical duration of the programme, by gender and programme orientation (2024)



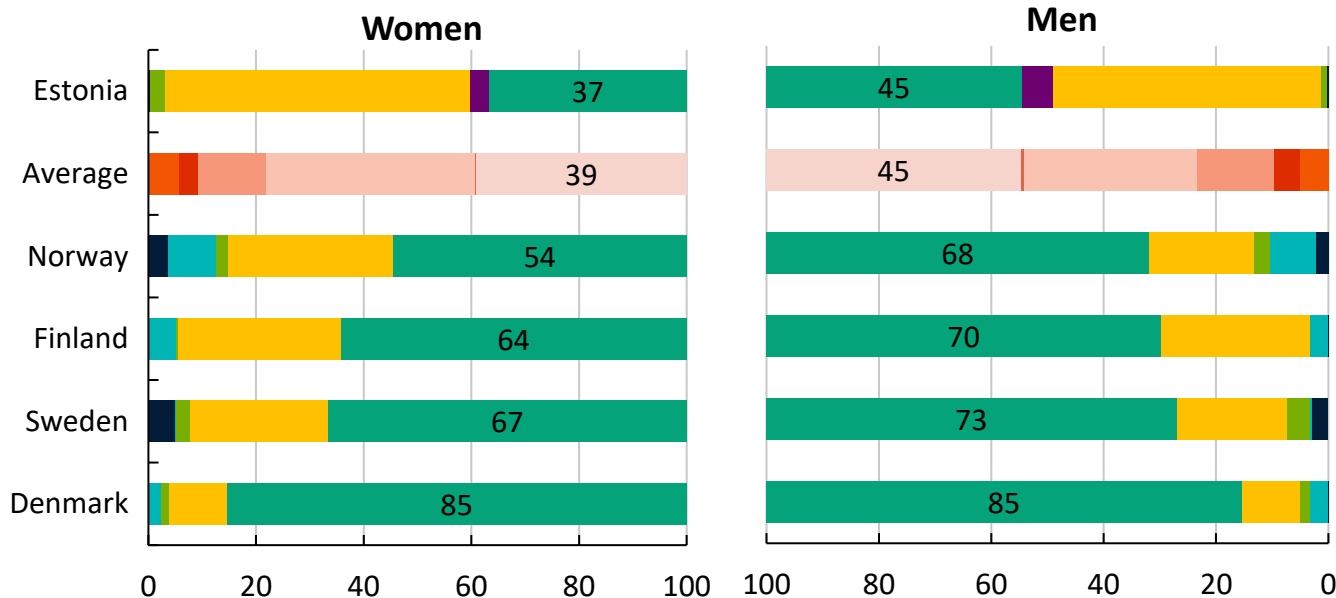


Immediate transitions to tertiary education are less common in Nordic countries

Figure B3.7

Status of graduates from upper secondary programmes in the year after their graduation, by gender (2023)

- Enrolled in an upper secondary general programme
- Enrolled in an upper secondary vocational programme
- Enrolled in a post-secondary non-tertiary programme or short-cycle tertiary programme
- Enrolled in a bachelor's or master's degree programme
- Enrolled in another type of programme



Discussion



Finance indicators in tertiary education

Viktoria Kis
OECD



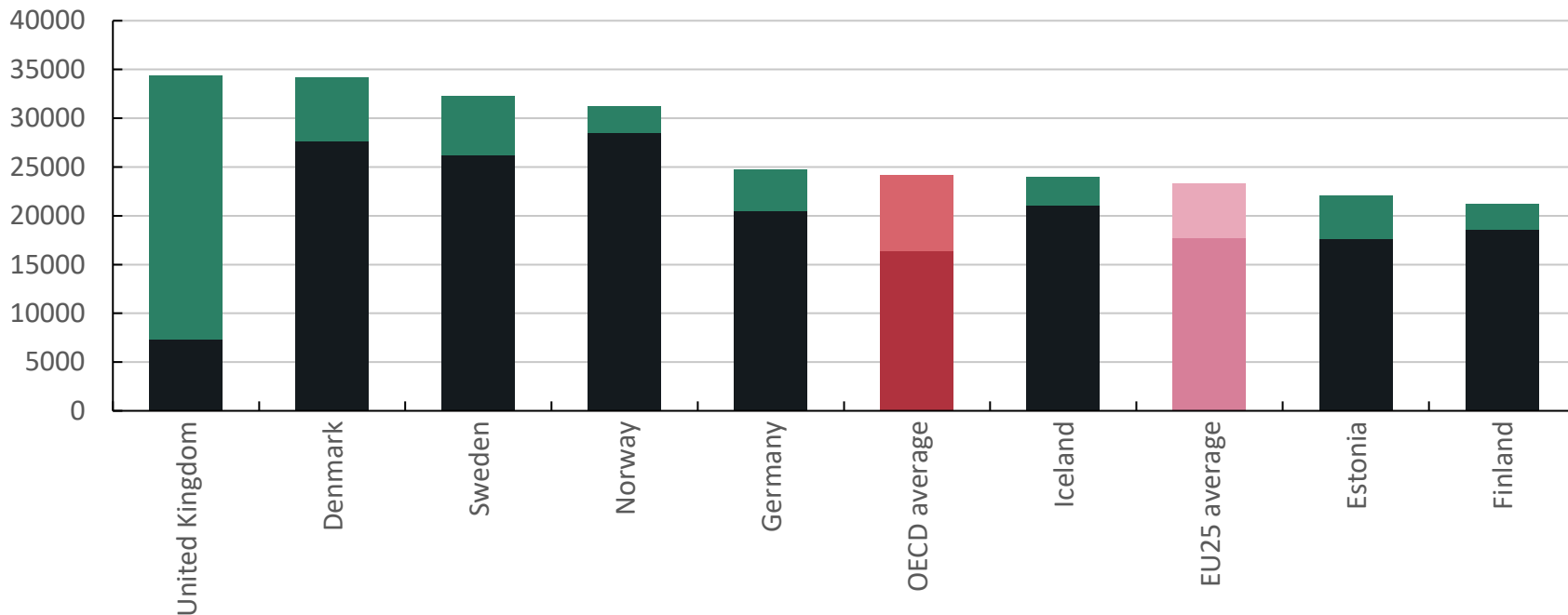
Nordic tertiary spending is high, but funding models differ

Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by source of expenditure (2023)

USD converted
using PPPs

■ Government expenditure

■ Private and non-domestic expenditure





Research expenditure accounts for a substantial share of Nordic tertiary spending

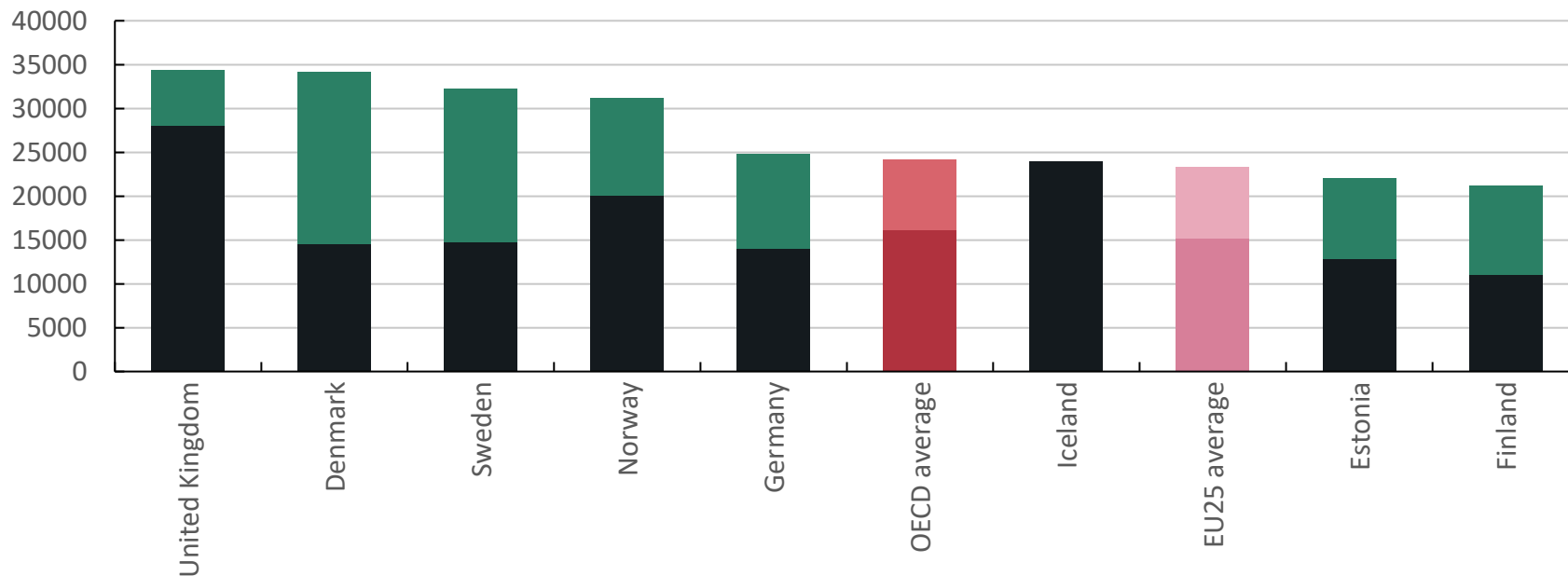
Figure C5.3

Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by expenditure component (2023)

USD converted
using PPPs

■ Expenditure excluding R&D

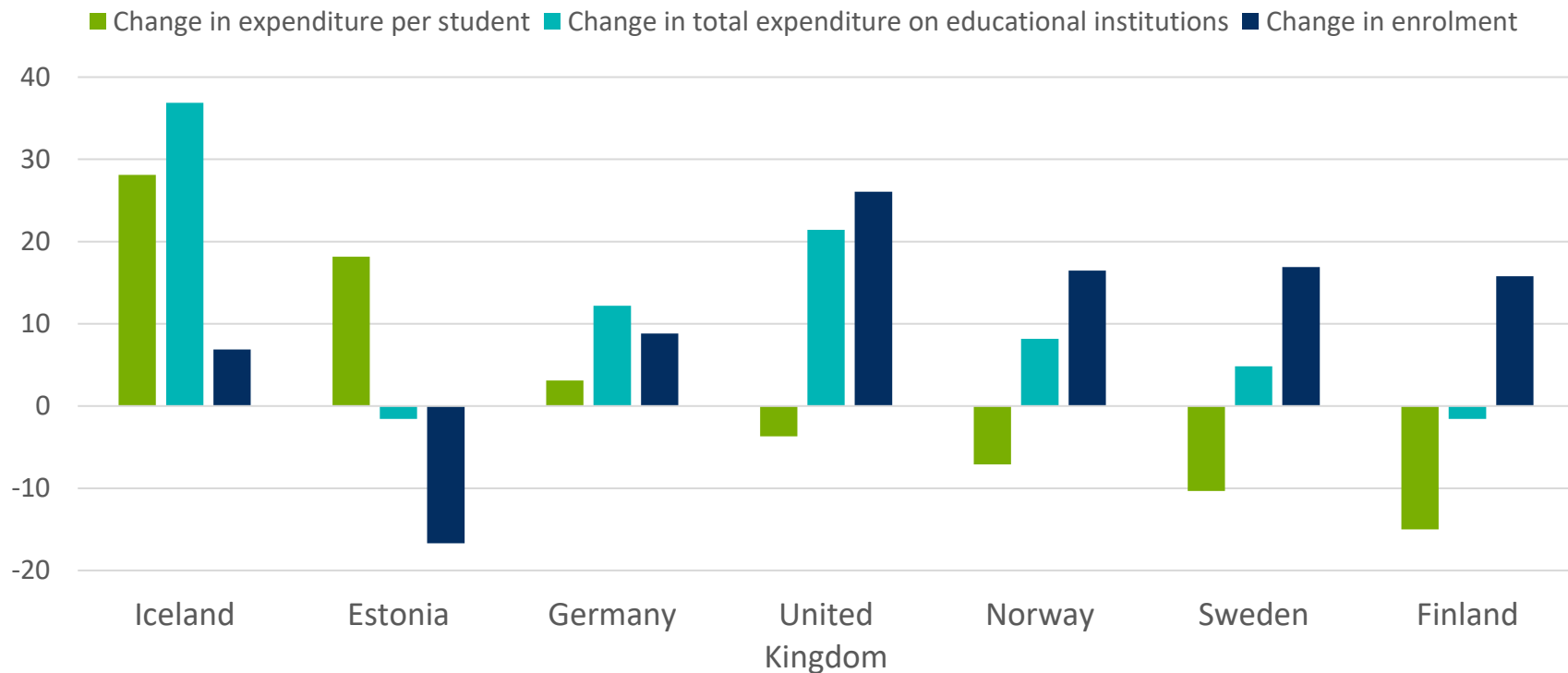
■ R&D





Spending per tertiary student has followed different trends since 2015

Percentage change in expenditure, expenditure per FTE student and enrolment (2015 and 2023)



Discussion

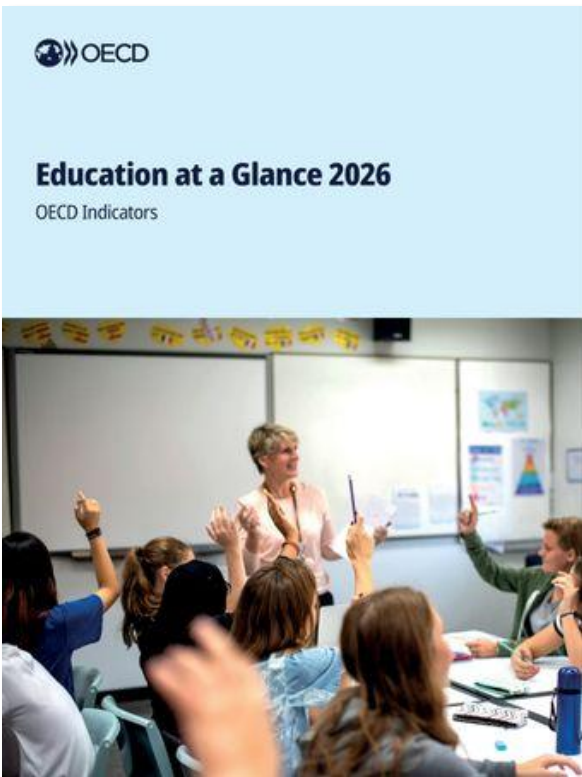


Q&A





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Thank you

