Quality assurance relies on many instruments: inspections in most countries, teachers formally assessed only in Sweden.

Most teachers happy with their choice of career

<table>
<thead>
<tr>
<th>Country</th>
<th>Agreement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALIS countries</td>
<td>75</td>
</tr>
<tr>
<td>Estonia</td>
<td>80</td>
</tr>
<tr>
<td>Denmark</td>
<td>74</td>
</tr>
<tr>
<td>Norway</td>
<td>87</td>
</tr>
<tr>
<td>Sweden</td>
<td>79</td>
</tr>
<tr>
<td>Iceland</td>
<td>86</td>
</tr>
</tbody>
</table>

In Sweden and Norway inspections every three years.

Most decisions in the Nordic region are taken at local level. Responsibility for the learner is shared.

Quality assurance & monitoring

Statistics & monitoring

National level
- National curriculum
- State funding
- Quality assurance
- National assessment & examinations
- Statistics & monitoring

Regional level
- Monitoring
- Complaints
- Monitoring
- Complaints

Local/ School level
- Local curriculum
- Allocation of funding
- Quality assurance & monitoring
- Infrastructure
- Services for pupils
- Co-operation with parents and pupils

Illustration and layout: Joel Kanerva, Print: PunaMusta Oy, Helsinki 2019, 500 pcs
The learner’s school day varies: number of compulsory instruction hours highest in Denmark, lowest in Finland.

Expenditure and instruction time do not necessarily correlate with learning results. Total expenditure on primary education per pupil (2016, PPP-adjusted USD).

<table>
<thead>
<tr>
<th>Country</th>
<th>Total expenditure on primary education per pupil (2016, PPP-adjusted USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estonia</td>
<td>9,447</td>
</tr>
<tr>
<td>Finland</td>
<td>8,548</td>
</tr>
<tr>
<td>EU23 average</td>
<td>8,470</td>
</tr>
<tr>
<td>OECD average</td>
<td>9,884</td>
</tr>
</tbody>
</table>

*Data for Denmark missing

Non-selective Nordic education systems one factor behind small differences.

Whole child approach: learners are ensured support for well-being and studies.

Source: OECD PISA assessments.