

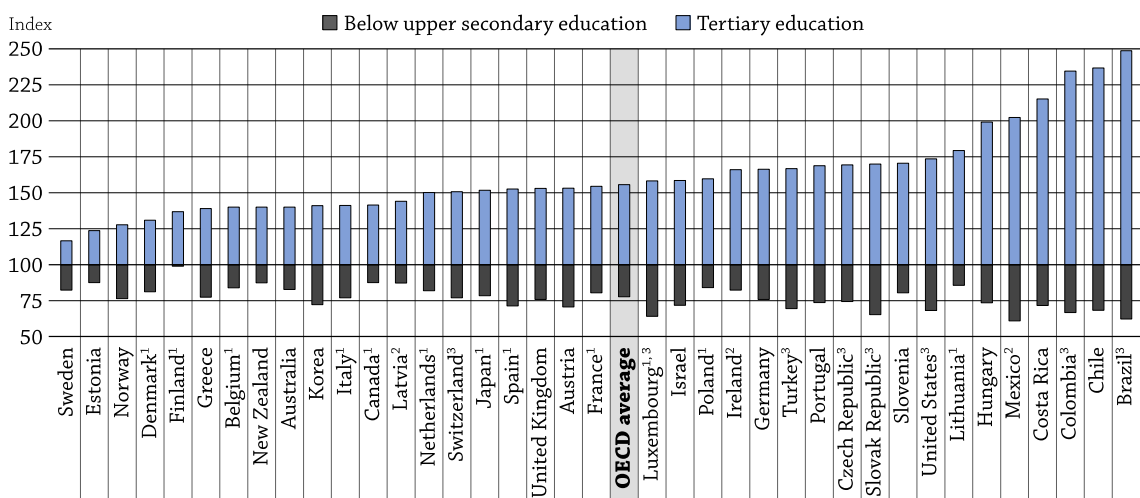
## EDUCATION AT A GLANCE 2017

*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 the 35 OECD countries and a number of partner countries.

### Chile

- **Engineering, manufacturing and construction are popular** in both upper secondary vocational and tertiary programmes. **However, the gender imbalances in these fields are significant.**
- **Chile's annual expenditure per student is low, but it allocates a larger share of total government expenditure to education than the OECD average** at the primary, secondary and tertiary levels.
- **Chile has a larger share of young adults with an upper secondary education than the OECD average**, at 53% compared to 42%. **However, a below-average share of young adults have completed tertiary education:** 30% in Chile compared to 42% on average across the OECD.
- **Holders of a master's, doctoral or equivalent degree earn close to four times as much as those with an upper secondary education (372% more)** – the highest earnings advantage among countries with available data.
- Chile has **one of the highest student-teachers ratios and the longest teachers' statutory working time among OECD countries with available data** at the pre-primary to upper secondary levels.

**Figure 1. Relative earnings of adults, by educational attainment (2015)**  
25-64 year-olds with income from employment; upper secondary education =100



**Note:** Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.


1. Year of reference differs from 2015. Refer to the source table for details.

2. Earnings net of income tax.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

Countries are ranked in ascending order of the relative earnings of 25-64 year-olds with tertiary education.

**Source:** OECD (2017), Table A6.1. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933557375>

## Engineering, manufacturing and construction are popular fields of study, but gender imbalances are high

- In 2015, around 39% of upper secondary graduates from vocational programmes in Chile obtained a qualification in engineering, manufacturing and construction, and 33% in business, administration and law. The combined share of graduates in these two broad fields is 71%, the second highest after Japan (73%), and it is well above the OECD average of 54%. However, gender imbalances in these fields are already marked at upper secondary level. Fewer than one-fifth of upper secondary vocational graduates in engineering, manufacturing and construction were women (18%). Interestingly, although this proportion is very low, it is still higher than the OECD average of 12%. On the other hand, women were over-represented in business, administration and law at this level, accounting for 65% of graduates compared to 66% on average across the OECD.
- At the tertiary level, as in most OECD countries, the highest shares of graduates are found in the fields of business, administration and law, and health and welfare, but the difference between them is small, at 23% and 21% respectively. On average across OECD countries, 24% of graduates studied business, administration and law, and 15% health and welfare, a 9 percentage-point difference.
- The share of tertiary graduates in the science, technology, engineering and mathematics (STEM) fields is 20% overall in Chile, close to the OECD average of 23%. Although 16% of graduates had studied engineering, manufacturing and construction, only 3% obtained a degree in information and communication technologies (ICT), and just 1% in natural sciences, mathematics and statistics. This latter is the lowest share among OECD countries with available data – 4 percentage points below the OECD average.
- There is a high level of gender disparity in the choice of fields of study among entrants to tertiary education. For most fields, Chile displays a larger gender imbalance than the OECD average, with the share of female students further from the 50% which would represent an equal distribution. For instance, women make up 80% of tertiary entrants to the field of education, and 78% of entrants to health and welfare, compared to the OECD averages of 78% and 76% respectively. The imbalance is even more striking in the STEM fields. For instance, just 17% of entrants into engineering, manufacturing and construction in Chile are women, the third lowest share (together with Switzerland) among OECD countries. In comparison, the OECD average is 24%.

## High-quality education needs sustainable funding

- In Chile, annual expenditure per student from the public and private sectors in 2015 was low compared to most countries. Chile spent USD 4 401 per student at the primary and secondary levels, and USD 6 952 at the tertiary level.<sup>1</sup> Both values are significantly lower than the OECD averages of USD 9 489 and USD 16 143 respectively. However, Chile is in line with other Latin American countries with available data. From primary to tertiary education combined, Chile spent an average of USD 5 135 per student in 2015 – close to the expenditure of USD 4 240 per student in Argentina, USD 5 610 in Brazil, USD 3 245 in Colombia and USD 3 703 in Mexico.
- Looking at public and private expenditure relative to gross domestic product (GDP), Chile spent the same as the OECD average of 5.2% of GDP on primary, secondary and tertiary institutions in 2015. However, there are important variations across education levels. While expenditure on primary institutions was the same as the OECD average, at 1.5% of GDP, for secondary institutions it amounted to 1.7% of GDP, below the OECD average of 2.1%. In contrast, Chile spent 2% of its GDP on tertiary educational institutions, above the OECD average of 1.5%.
- Chile devoted an above-average share of its total government expenditure to primary, secondary and tertiary education in 2015. For instance, it allocated 5% of government expenditure to tertiary education, compared to 3.1% on average across the OECD. Overall, Chile spent 15.8% of total government expenditure on education, the third highest share in the OECD after only Mexico (17.3%) and New Zealand (18.7%), and well above the OECD average of 11.3%.
- In 2015, 64% of total funds for educational institutions (primary to tertiary) came from public sources. This is the lowest share among OECD countries with available data and much lower than the OECD average of 85%. At the primary and secondary levels, around 83% of funds came from public sources, 9 percentage points less than the

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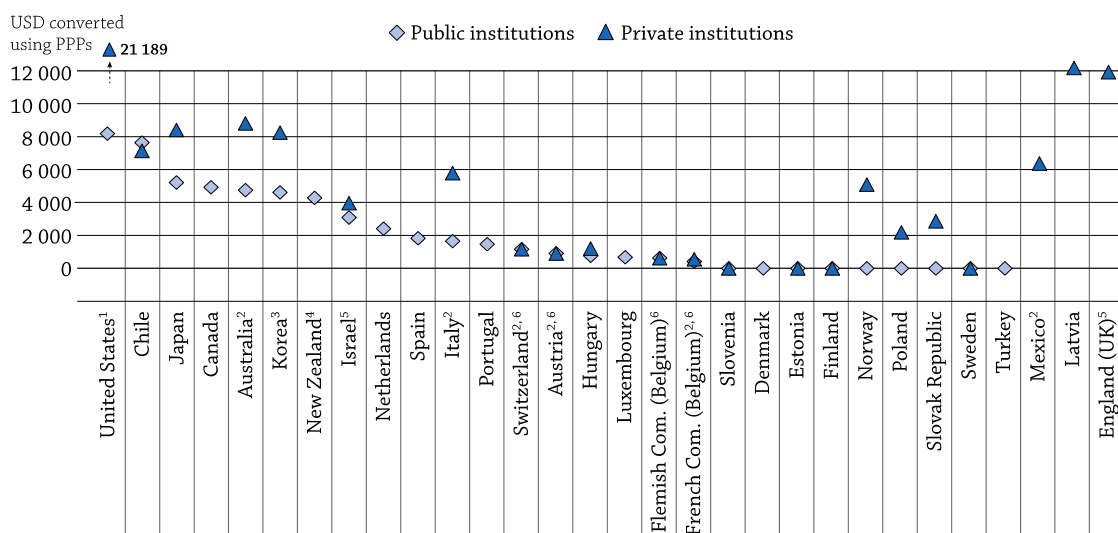
<sup>1</sup> In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents.

OECD average. The private sector is particularly important at the tertiary level in Chile, providing 64% of funding for educational institutions. In contrast, on average across OECD countries 70% of the funding for tertiary institutions is public. The high share of private expenditure at the tertiary level in Chile goes together with an above-average share of students enrolled in private institutions: 85% in Chile, compared to 32% on average across the OECD.

- Between 2010 and 2014, both public and private expenditure on primary and secondary institutions increased in Chile. The increase in public expenditure was 10% (higher than the OECD average increase of 3%), while the increase in private expenditure was 6% (below the OECD average of 13%). At the tertiary level, the divergence from OECD trends is striking. Public expenditure on tertiary institutions increased by 94%, the second highest increase after Turkey (130%), and well above the OECD average of 14%. Moreover, private funding at the tertiary level fell by 1% in Chile, while on average across the OECD it increased by 7%.
- In 2015/16, Chile was the only OECD country with available data where tuition fees for national students on bachelor's or equivalent degrees were higher in public institutions (USD 7 654) than in private ones (USD 7 156) (Figure 2). Public institutions in Chile charge the second highest tuition fees in the OECD after the United States (USD 8 202). In contrast, in about one-third of OECD countries with available data, students pay no tuition fees for bachelor's or equivalent degrees in public institutions.

**Figure 2. Tuition fees charged by public and private institutions at bachelor's or equivalent level (2015/16)**

Average annual tuition fees charged to full-time national students, converted in USD using PPPs for GDP



**Note:** For countries and economies for which only a range was available, this figure plots the average between the minimum and maximum tuition fee levels: Flemish Com. (Belgium), Latvia, Luxembourg and Portugal.

1. Year of reference 2011/12.

2. Year of reference 2014/15.

3. Year of reference 2016.

4. Estimates include short-cycle tertiary and bachelor's or equivalent programmes in universities only and exclude second programmes at ISCED 6, such as postgraduate certificates and diplomas. Data include goods and services tax (15%).

5. Year of reference 2013/14.

6. Private institutions cover government-dependent private institutions only.

Countries and economies are ranked in descending order of the tuition fees charged by public institutions.

**Source:** OECD (2017), Table B5.1. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## Access to early childhood education has increased over the past decade, but it remains below the OECD average

- In 2015, 56% of 3-year-olds were enrolled in early childhood education overall (both early childhood development and pre-primary programmes) in Chile. This is relatively low compared to the OECD average of 78%, but is in line with Latin American countries such as Argentina (40%), Brazil (60%) and Mexico (46%), and well above Costa Rica (5%).
- Over the past decade, the enrolment rate of 3-year-olds in pre-primary education has more than doubled, from 23% in 2005 to 49% in 2015, but it remains well below the OECD average of 73% in 2015.
- In 2015, 69% of children in early childhood development programmes attended public institutions, which is higher than the OECD average of 45%. On the other hand, only 32% of pre-primary pupils attend public institutions in Chile, compared to 67% on average in the OECD. The majority of children at the pre-primary level attend government-dependent private institutions (61%). This is the fourth highest share after Australia (79%), Korea (79%) and New Zealand (99%), and 40 percentage points above the OECD average.
- Chile has the highest ratio of children to teaching staff in early childhood institutions overall. There are 25 children per teacher in Chile, compared to 13 on average across the OECD. Nevertheless, at this level of education, other staff also work closely with children, and the ratio of children to contact staff overall corresponds to the OECD average of 11.
- Chile spent USD 6 153 per student on early childhood education in 2015, which is below the OECD average of USD 8 858. However, Chile dedicates 1.1% of its GDP to early childhood education, above the OECD average of 0.8%.
- In 2015, 84% of total expenditure on early childhood education came from public sources, which is slightly higher than the OECD average of 82%. While the share of public funds is the same as the OECD average for pre-primary institutions (83%), it is 15 percentage points higher for early childhood development ones: 86% in Chile compared to 71% on average.

## A large share of adults complete upper secondary education, but tertiary education attainment is low

- A large proportion of adults attain upper secondary education in Chile. In 2015, 42% of 25-64 year-olds had completed upper secondary education, rising to 53% among young adults (25-34 year-olds). For both age groups, these are above the OECD averages of 39% and 42% respectively.
- Based on current patterns, it is estimated that 86% of today's young adults in Chile will graduate from upper secondary education before the age of 25, compared to 80% on average in OECD countries.
- In contrast, Chile has a low level of tertiary attainment. In 2015, 13% of 25-64 year-olds had a bachelor's or equivalent degree, compared to 16% on average across the OECD. This share falls to 1% for master's, doctorate or equivalent, which is considerably below the OECD average of 12%. The share of young adults with a tertiary degree is higher, at 30%, but it remains significantly lower than the OECD average of 42%.
- If current patterns continue, 57% of young adults in Chile are expected to enter a bachelor's or equivalent programme at least once over their lifetime, which corresponds to the OECD average. However, this proportion falls to 11% for master's or equivalent programmes, and to 0.5% for doctorate or equivalent –which are both below the respective OECD averages of 23% and 2.4% respectively.
- In terms of equity of access to tertiary education, 79% of 18-24 year-olds do not have a tertiary-educated parents, but this share falls to 67% among entrants to bachelor's or equivalent programmes.

## Tertiary education has a significant impact on the labour market

- In Chile, the employment rate is 72% for 25-64 year-olds with an upper secondary education, rising to 84% for those with a tertiary education. Both rates are close to the OECD averages (74% and 84% respectively). Within tertiary levels, employment rates increase sharply from 80% for those with a short-cycle tertiary qualification to 86% for a bachelor's or equivalent and 95% for a master's, doctorate or equivalent degree.
- Young adults also gain significantly from having a tertiary education. Employment rates rise from 69% for 25-34 year-olds with an upper secondary qualification to 85% for those with a tertiary degree. Chile's employment

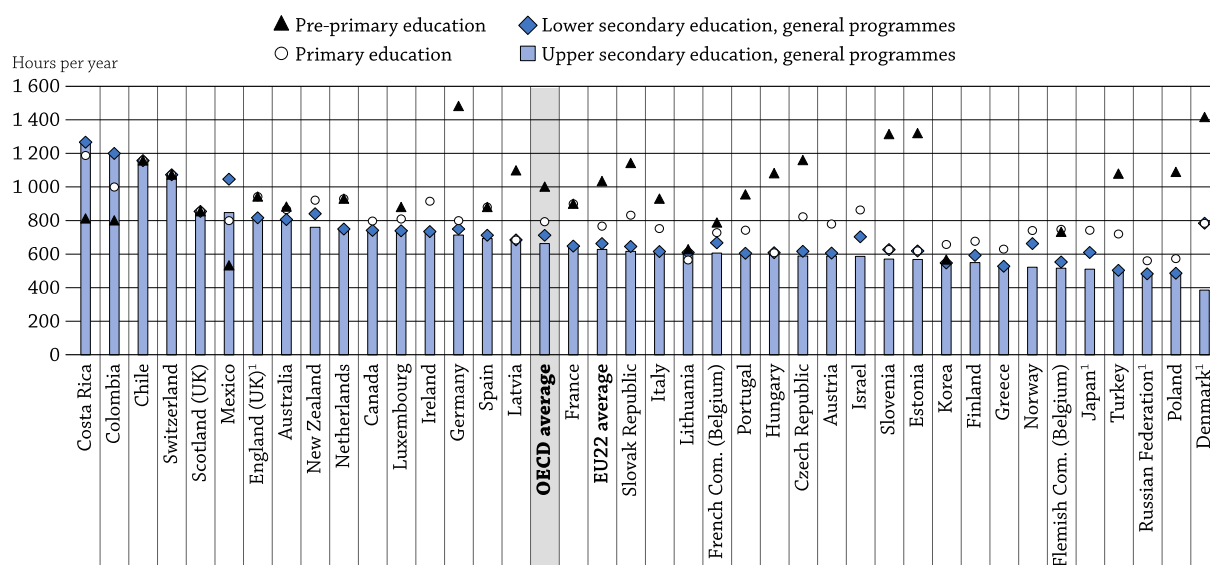
rate for young adults with an upper secondary education is 7 percentage points below the OECD average, while it is 3 percentage points above the OECD average for tertiary-educated young adults.

- Chile also has one of the highest earnings advantages for tertiary-educated adults (Figure 1), and these advantages increase sharply with the level of education. While adults aged 25-64 with a short-cycle tertiary degree earn 42% more than those with an upper secondary education, those with a bachelor's or equivalent earn 164% more. Both values are well above the OECD averages of 22% and 46% respectively. The premiums are even more significant for holders of a master's, doctoral or equivalent degree, who earn almost four times as much as those with an upper secondary education (372% more). This is the highest earnings advantage of all countries with available data, and considerably higher than the OECD average of 98%.
- Gender imbalances in earnings are significant, in particular among tertiary-educated adults. In Chile, women aged 25-64 with a tertiary education only earn 65% of the earnings of their male counterparts, 10 percentage points below the OECD average. This is a larger earnings gap than between men and women with an upper secondary education (35% compared with 27%).

### **The school environment and workload all influence teachers' decisions to enter – and remain in – the profession**

- The teaching workforce is young in Chile compared to other OECD countries, and it is significantly younger than it was in 2005. At the primary to upper secondary levels combined, the share of teachers aged 50 and over fell from 36% in 2005 to 28% in 2015. This share is at least 5 percentage points lower than the OECD average in 2015 at the primary, lower secondary and upper secondary levels. For instance, at the lower secondary level, 22% of teachers in Chile are under the age of 30, 49% are between 30 and 49, and 29% are 50 and over. This compares to the OECD averages of 10%, 54% and 36% respectively.
- Between 2005 and 2015, the share of female teachers at the primary to upper secondary levels increased slightly from 70% to 71%. This share is now lower than the OECD average, which rose from 68% in 2005 to 72% in 2015.
- In 2015, classes in Chile were large compared to other countries. They averaged 30 students at the primary level and 31 at the lower secondary level, well above the OECD averages of 21 and 23.
- Chile also had one of the highest ratios of students to teaching staff in the OECD, for primary and secondary education. At the primary level, Chile has 21 students per teacher, compared to 15 on average across the OECD. At the secondary level, the student-teacher ratio increases to 23 – the second highest ratio among OECD countries after Mexico (27).
- In spite of large class sizes and student-teacher ratios, teachers in Chile work more hours than in other OECD countries. Their statutory working time is 2 015 hours per year at the pre-primary to upper secondary levels, the highest among OECD countries with available data. The time spent on teaching is also high, 1 157 hours per year from pre-primary to upper secondary education. Across OECD countries, average teaching time ranges from 1001 hours in pre-primary education to 662 hours in upper secondary education (Figure 3).
- Although teachers' salaries increase sharply with experience (salaries at the top of the scale are more than twice starting salaries), they remain significantly lower than the OECD average for all levels of education. For instance, primary teachers earn USD 18 301 at the beginning of their careers, rising to USD 38 702 at the top of the scale. This compares to the OECD averages of USD 30 838 starting out and USD 52 748 at the top of the scale.
- In Chile, teachers earn significantly less than other tertiary-educated workers. For example, upper secondary teachers aged 25-64 earn 81% of the wages of other workers with a tertiary degree, and this number drops to 76% for pre-primary teachers. As in many countries, there is a high gender imbalance in teachers' relative salaries. For instance, at the lower secondary level, female teachers earn 95% of the wages of other female tertiary-educated workers, while for men this share is just 65%. These relative salaries are below the OECD average for both genders.

**Figure 3. Number of teaching hours per year, by level of education (2015)**  
*Net statutory contact time in public institutions*



1. Actual teaching time.

Countries and economies are ranked in descending order of the number of teaching hours per year in general upper secondary education.

Source: OECD (2017), Table D4.1. See Source for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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#### Note regarding data from Israel

The statistical data for Israel are supplied by and 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.

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OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2017** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

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

Explore, compare and visualise more data and analysis using: **Education GPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=CHL&treshold=10&topic=EO>.

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## Key Facts for Chile in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
<b>Fields of study</b>					
<b>Graduates in upper secondary vocational programmes</b>		2015			
		%	% Women	%	% Women
Table A2.1	Business, administration and law	33%	65%	20%	66%
	Engineering, manufacturing and construction	39%	18%	34%	12%
	Health and welfare	6%	83%	12%	82%
	Services	12%	69%	17%	60%
<b>New entrants to tertiary education</b>		2015			
		%	% Women	%	% Women
Table C3.1	Education	9%	80%	9%	78%
	Business, administration and law	22%	56%	23%	54%
	Engineering, manufacturing and construction	21%	17%	16%	24%
<b>Tertiary students enrolled, by mobility status</b>		2015			
		International students <sup>1</sup>	National students	International students <sup>1</sup>	National students
Table C4.2.	Education	6%	10%	3%	8%
	Business, administration and law	26%	21%	27%	23%
	Engineering, manufacturing and construction	18%	20%	17%	12%
<b>Tertiary-educated 25-64 year-olds</b>		2016			
Table A1.3	Education	17%		13%	
	Business, administration and law	25%		23%	
	Engineering, manufacturing and construction	17%		17%	
<b>Employment rate of tertiary-educated 25-64 year-olds</b>		2016			
Table A5.3	Education	83%		83%	
	Business, administration and law	83%		85%	
	Engineering, manufacturing and construction	89%		87%	
<b>Early childhood education</b>					
<b>Enrolment rates in early childhood education at age 3</b>		2015			
Table C2.1	ISCED 01 and 02	56%		78%	
<b>Expenditure on all early childhood educational institutions</b>		2014			
Table C2.3	As a percentage of GDP	1.1%		0.8%	
	Proportions of total expenditure from public sources	84%		82%	
<b>Vocational education and training (VET)</b>					
<b>Enrolment in upper secondary education, by programme orientation</b>		2015			
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	42%	19%	37%	25%
<b>Graduation rates, by programme orientation</b>		2015			
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	61%	29%	54%	44%
<b>Employment rate, by programme orientation</b>		2016			
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	66%	77%	70%	80%
<b>Tertiary education</b>					
<b>Share of international or foreign students, by level of tertiary education</b>		2015			
Table C4.1.	Bachelor's or equivalent	0%		4%	
	Master's or equivalent	1%		12%	
	Doctoral or equivalent	8%		26%	
	All tertiary levels of education	0%		6%	
<b>Educational attainment of 25-64 year-olds</b>		2016			
Table A1.1	Short-cycle tertiary	8%		8%	
	Bachelor's or equivalent	13%		16%	
	Master's or equivalent	1%		12%	
	Doctoral or equivalent	**		1%	
<b>Employment rate of 25-64 year-olds, by educational attainment</b>		2016			
Table A5.1	Short-cycle tertiary	80%		81%	
	Bachelor's or equivalent	86%		83%	
	Master's or equivalent	95%		87%	
	Doctoral or equivalent	**		91%	
	All tertiary levels of education	84%		84%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>		2015			
Table A6.1	Short-cycle tertiary	142		122	
	Bachelor's or equivalent	264		146	
	Master's, doctoral or equivalent	472		198	
	All tertiary levels of education	237		156	

Chile - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
<b>Adult education and learning</b>					
	<b>Participation of 25-64 year-olds in adult education<sup>2</sup></b>	<b>2015</b>		<b>2012<sup>3</sup></b>	
Table C6.1a	Participation in formal education only	3%		4%	
	Participation in non-formal education only	34%		39%	
	Participation in both formal and non-formal education	10%		7%	
	No participation in adult education	53%		50%	
<b>Financial investment in education</b>					
	<b>Annual expenditure per student, by level of education (in equivalent USD, using PPPs)</b>	<b>2014</b>			
Table B1.1	Primary education	USD 4 321		USD 8 733	
	Secondary education	USD 4 478		USD 10 106	
	Tertiary (including R&D activities)	USD 6 952		USD 16 143	
	<b>Total expenditure on primary to tertiary educational institutions</b>	<b>2014</b>			
Table B2.1	As a percentage of GDP	5.2%		5.2%	
	<b>Total public expenditure on primary to tertiary education</b>	<b>2014</b>			
Table B4.1	As a percentage of total public expenditure	15.8%		11.3%	
<b>Teachers</b>					
	<b>Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education</b>	<b>2015</b>			
Table D3.2a	Pre-primary school teachers	0.76		0.78	
	Primary school teachers	0.74		0.85	
	Lower secondary school teachers (general programmes)	0.75		0.88	
	Upper secondary school teachers (general programmes)	0.81		0.94	
	<b>Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)</b>	<b>2015</b>			
		<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>
Table D3.1a	Pre-primary school teachers	USD 18 301	USD 27 684	USD 29 636	USD 39 227
	Primary school teachers	USD 18 301	USD 27 684	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 18 301	USD 27 684	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	USD 18 753	USD 28 276	USD 33 824	USD 46 631
	<b>Organisation of teachers' working time in public institutions over the school year</b>	<b>2015</b>			
		<b>Net teaching time</b>	<b>Total statutory working time</b>	<b>Net teaching time</b>	<b>Total statutory working time</b>
Table D4.1	Pre-primary school teachers	1157 hours	2015 hours	1001 hours	1608 hours
	Primary school teachers	1157 hours	2015 hours	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	1157 hours	2015 hours	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	1157 hours	2015 hours	662 hours	1620 hours
	<b>Percentage of teachers who are 50 years old or over</b>	<b>2015</b>			
Table D5.1	Primary education	27%		32%	
	Upper secondary education	30%		40%	
	<b>Share of female teachers in public and private institutions</b>	<b>2015</b>			
Table D5.2	Primary education	81%		83%	
	Upper secondary education	56%		59%	
	Tertiary education	**		43%	
	<b>Ratio of students to teaching staff</b>	<b>2015</b>			
Table D2.2	Primary education	21		15	
	Secondary education	23		13	
	Tertiary education	**		16	
<b>Equity</b>					
	<b>Intergenerational mobility in education<sup>2</sup></b>	<b>2015</b>		<b>2012<sup>3</sup></b>	
		<b>Both parents have less than tertiary</b>	<b>At least one parent attained tertiary</b>	<b>Both parents have less than tertiary</b>	<b>At least one parent attained tertiary</b>
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	76%	24%	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	16%	32%	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	9%	44%	20%	55%
<b>Transition from school to work</b>					
	<b>Percentage of people not in employment, nor in education or training (NEET)</b>	<b>2016</b>			
Table C5.1	18-24 year-olds	21%		15%	
<b>Education and social outcomes</b>					
	<b>Percentage of adults who report having depression</b>	<b>2014</b>			
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Table A8.1	Below upper secondary	**	**	10%	15%
	Upper secondary or post-secondary non-tertiary	**	**	6%	10%
	Tertiary	**	**	5%	6%

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

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

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





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