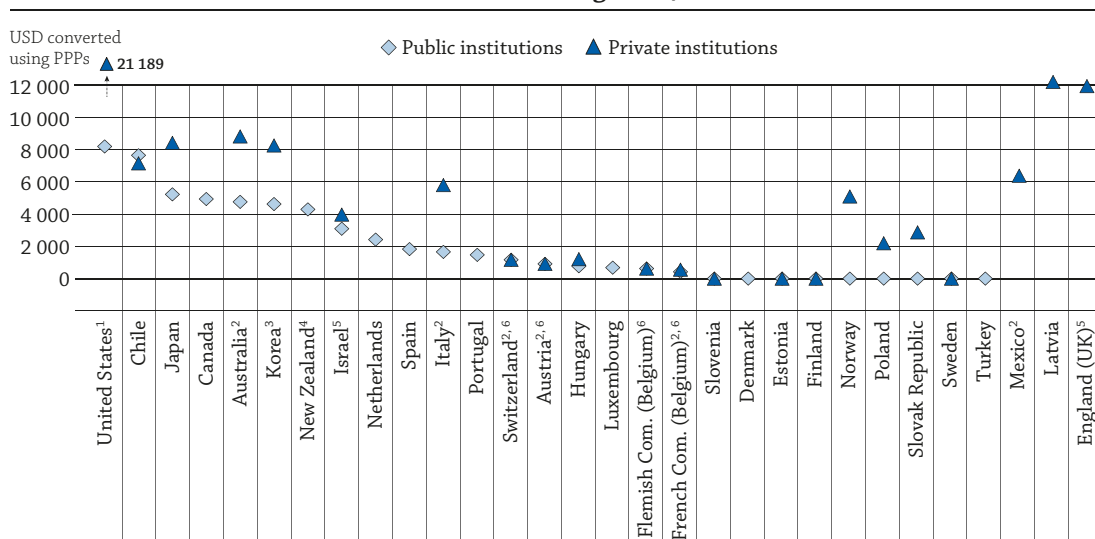


HOW MUCH DO TERTIARY STUDENTS PAY AND WHAT PUBLIC SUPPORT DO THEY RECEIVE?

- In about one-third of the countries with available data, public institutions do not charge tuition fees at all at bachelor's or equivalent level. In addition, in 10 countries annual tuition fees¹ are less than USD 4 000, while in Australia, Canada, Chile, Japan, Korea, New Zealand and the United States they are much higher – they can exceed USD 4 000 and reach over USD 8 000 per year.
- Private institutions that are less bound by government regulations and less supported by government funding are more dependent on tuition fees as a revenue source. Private institutions in Australia, Italy and the United States have much higher tuition fees than public institutions offering bachelor's or equivalent programmes (excluding countries where tuition fee is free in public institutions): private institutions in these three countries charge at least USD 4 000 per year more than public institutions.
- Half of the countries that charge tuition fees also differentiate them by field of study. Engineering, manufacturing, construction, social sciences, journalism and information together with health and welfare tend to have the highest tuition fees, while education and information and communication technologies (ICT) tend to have the lowest for the countries with available data.

Figure B5.1. 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).

StatLink <http://dx.doi.org/10.1787/888933558021>

■ Context

OECD and partner countries have different approaches to sharing tertiary education's costs among governments, students and their families, and other private entities, and to providing financial support to students. All countries want students to be able to afford to attend tertiary education, but some prefer to invest the resources they dedicate to this goal in lower tuition fees, while others decide to offer student loans and grants to cover tuition fees and/or living costs.

Tuition fees bridge the gap between the costs incurred by tertiary educational institutions and the revenues they receive from sources other than students and their families. Many factors may influence the level of costs, including: teachers' and researchers' salaries (especially for institutions competing to hire the best in a global academic market); development of digital learning and non-teaching services (e.g. employment services, relations with companies); changes in demand for tertiary education; investments to support internationalisation; and the amount and type of research activities undertaken by faculty and staff. Tertiary educational institutions partly cover their costs through internal resources (endowments) or revenue from private sources other than students and their families (see Indicator B3). The remainder of the costs is covered by student tuition fees or by public sources.

Hence, policy decisions on tuition fees can affect not only the cost to students of tertiary education, but also the resources available to tertiary institutions. Some countries therefore prefer to let tertiary educational institutions charge higher tuition fees, while providing financial support to students in other ways, particularly through grants and public loans. Public loans are often available to students at better conditions than they could find on the private market, typically with lower interest rates and/or conditions under which the loan is remitted or forgiven.

Public support to students and their families enables governments to encourage participation in education, while also indirectly funding tertiary institutions. Channelling funding to institutions through students may also help increase competition among institutions and better respond to student needs. Students' support comes in many forms, including means-based subsidies, family allowances for students, tax allowances for students or their parents, or other household transfers. The trade-offs between different ways to fund tertiary education have been widely discussed in the literature, from different points of view (e.g. Barr, 2004; Borck and Wimbersky, 2014). Governments strive to strike the right balance among these different subsidies, especially in periods of financial crisis. Based on a given amount of subsidies, public support, such as tax reductions or family allowances, may provide less support for low-income students than means-tested subsidies, as tax reductions or family allowances are not targeted specifically to low-income students. However, they may still help to reduce financial disparities between households with and without children in education.

■ Other findings

- In most countries (except Australia, Chile, Korea, Spain and the United States), the tuition fees charged by public institutions for national students in master's and doctoral or equivalent programmes are generally not much higher than those charged for bachelor's programmes.
- Financial support helps offset the burden of high tuition fees charged by certain institution. Tuition fees in Australia, England (United Kingdom) and the United States are among the highest across OECD countries, but at least 75% of students in these countries benefit from public loans or scholarships/grants. In Austria, the Flemish and French Communities of Belgium, Italy and Switzerland – where tuition fees are more moderate – the public sector provides more limited support to students, only targeting specific groups.

Analysis

Differentiation of tuition fees across tertiary educational institutions, programmes and fields of study

B5

The goal of ensuring an affordable education for everyone and educational institutions' need for financial resources lead to different levels of tuition fees according to the type of institutions and at different levels of education. Independent private institutions are less affected by government regulations; therefore they rely less than public institutions on public funds and may be more pressed by competition in terms of quality of services provided to students. As a result, they may charge higher annual tuition fees than public institutions for bachelor's or equivalent programmes in all OECD and partner countries with available data (Figure B5.1 and Table B5.1).

The difference in fees between public and private institutions tends to be very large in several countries. In Australia, Japan and Korea, the average tuition fee for bachelor's or equivalent programmes is above USD 8 000 in private institutions, compared to between USD 4 500 and USD 5 300 for public institutions. In the United States, the average annual tuition fee charged by independent private institutions for bachelor's or equivalent level is almost USD 21 200, more than two-and-a-half times the average annual tuition fee in public institutions (around USD 8 200). Tuition fees are about three times as high in private institutions as in public institutions in Italy, and 30% to 60% higher in the French Community of Belgium, Hungary and Israel. In Norway, the average annual tuition fee in private institutions is about USD 5 100, in Poland about USD 2 200, and close to USD 2 900 in the Slovak Republic, while tuition is free in public institutions in all three countries.

However, in some countries the difference between fees for national students in public versus private institutions at the bachelor's or equivalent level is much smaller. Neither public nor private institutions charge tuition fees in Finland, Slovenia and Sweden, and private and public institutions on average charge similar tuition fees in the Flemish Community of Belgium and Switzerland. In Austria, tuition fees are capped in public and government-dependent private institutions, whereas in independent private ones they are at the discretion of individual institutions.

In all OECD countries with available data, graduates with a master's, doctoral or equivalent degree have higher salaries and better employment opportunities than those with only a bachelor's degree (see Indicators A5 and A6). Continued education after bachelor's level can lead to better labour outcomes. Tuition fees charged by public institutions for national students in master's and doctoral or equivalent programmes are not always much higher than those charged for bachelor's programmes. One-third of OECD countries charge similar tuition fees to full-time students in public institutions regardless of the level of the programme (Table B5.1). There are no tuition fees in public institutions in Denmark, Estonia,² Finland, Norway, Poland, the Slovak Republic, Slovenia (except for doctoral programmes), Sweden (for national students) or Turkey. In another group of countries, similar tuition fees are charged across the different levels of tertiary education: in Austria (about USD 920), Canada (about USD 5 000 for bachelor's and master's programmes), England (United Kingdom) (about USD 12 800, in government-dependent private institutions), Hungary (between USD 600 and USD 800 for bachelor's to doctoral or equivalent programmes), Italy (from USD 1 700 to 1 800 for bachelor's and master's or equivalent programmes), Japan (about USD 5 200), Luxembourg (about USD 450 after the first two semesters), the Netherlands (USD 2 400 for bachelor's and master's programmes) and Switzerland (about USD 1 170).

However, the difference between tuition fees for bachelor's and master's programmes can be substantial in some countries. In Chile, Korea and the United States tuition fees for master's programmes in public institutions are about 30% higher than for bachelor's programmes, and in Australia and Spain they are over 50% higher. Expressed in United States dollars, these differences range between USD 1 000 and USD 3 100 (Table B5.1). In a few countries, tuition fees charged by public institutions for national students in doctoral programmes are much lower than for bachelor's and master's programmes. These include Australia, Hungary, Italy and Switzerland. In Australia, for example, annual tuition fees in public institutions amount to USD 317 for a doctoral programme, compared with USD 4 763 for a bachelor's programme. In fact, very few national doctoral students pay any fee in Australia (less than 5% of doctoral students in public institutions). However, in Chile, Korea, New Zealand, Slovenia and the United States,³ tuition fees for doctoral programmes in public institutions are higher than for bachelor's and master's programmes.

In all the countries with data available with the exception of the Netherlands, tuition fees for short-cycle tertiary programmes in public institutions are much lower, and in most cases amount to half the tuition fees in bachelor's programmes or less (Table B5.1). For example, in the United States and Chile, the difference in the average annual tuition fee between a short-cycle and a bachelor's programme is about USD 6 000 and USD 4 000 respectively, while it ranges between USD 1 400 and USD 2 000 in Japan, Korea and Spain. In the French Community of Belgium, there is no tuition fee for short-cycle tertiary programmes, but there is a moderate tuition fee for bachelor's and master's or

equivalent programmes. In no country with available data are the average tuition fees for short-cycle tertiary education programmes higher than for the bachelor's, master's or doctoral levels of education. In the Netherlands they are the same, as well as in those countries where higher education is generally free (Denmark, Estonia, Norway, Poland, Slovenia, Sweden and Turkey).

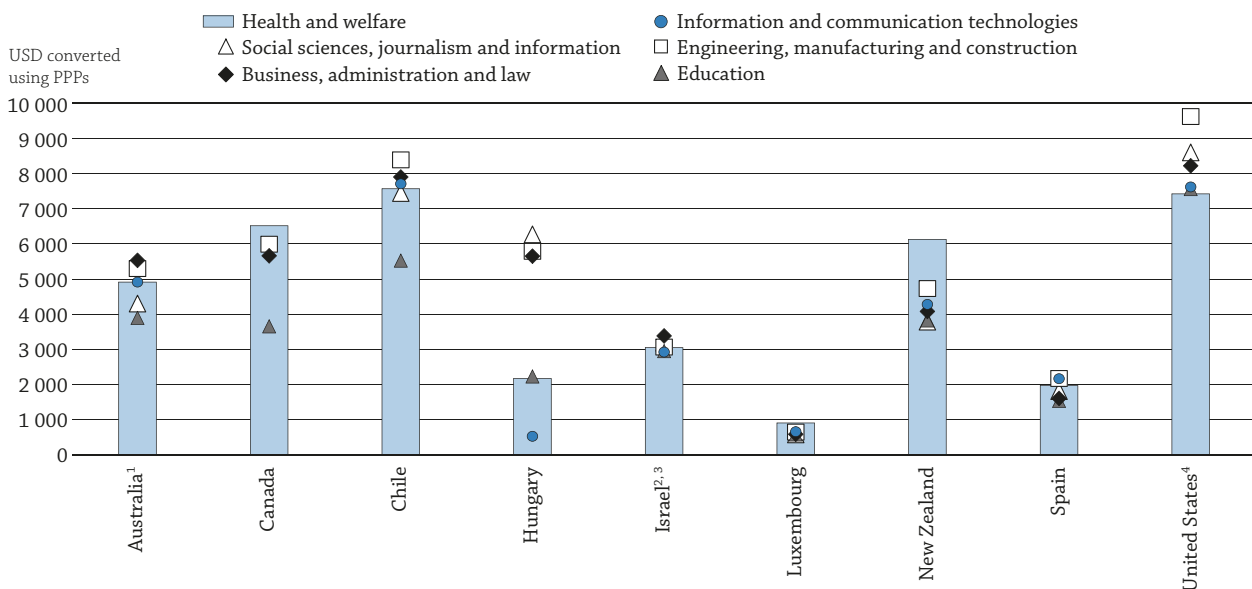
In half the countries where tertiary institutions charge tuition fees to students, these fees are also differentiated by field of study (Table B5.3). This is often done to improve equity in access to tertiary education, and to account for differences in costs to provide education and labour market opportunities (OECD, 2015). The latter is the main reason to introduce differentiated fees, although in the United States, for example, differences in tuition fees between fields of study result from differences in tuition fees between institutions rather than differences within institutions.

The difference in fee is limited in public institutions in Israel (public and government-dependent private institutions), the Slovak Republic⁴ and Spain, while in Canada, Chile and Hungary the range of tuition fees paid by students in different fields of study is larger. Hungary shows the highest variation in public institutions' tuition fees by field of study: students enrolled in the fields of engineering, manufacturing, construction, social sciences, journalism and information are expected to pay up to USD 4 000 more per year than education, health and welfare students. However, in New Zealand students in this latter field of study face the highest charges (Figure B5.2).

Students enrolled in the field of education in public institutions pay among the lowest fees in almost all the countries with data available. Engineering, manufacturing, construction, health and welfare are amongst the most expensive fields of study, as they often have the highest market returns. On the other hand, fields such as agriculture, forestry, fisheries and veterinary, which demand high fees in public institutions in Australia, Chile and New Zealand, have the lowest tuition in Hungary. Natural sciences, mathematics and statistics have relatively high tuition fees in public institutions in Chile and Spain.

Figure B5.2. Average tuition fees charged by public institutions at bachelor's or equivalent level for selected fields of study (2015/16)

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



Note: Countries that do not differentiate tuition fees by field of study are not reported in this figure.

1. Year of reference 2014/15.

2. Year of reference 2013/14.

3. Public and government-dependent private institutions.

4. Year of reference 2011/12. Differences in tuition fees by field of study are a result of differences in tuition charged at different institutions, not differences in tuition fees charged within an institution for different fields of study. Generally, within an institution tuition fees charged are the same for all fields of study within an ISCED level.

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

StatLink  <http://dx.doi.org/10.1787/888933558040>

Tuition fees for non-national students

National policies on tuition fees and financial aid to students generally cover all students studying in the country's educational institutions. Countries' policies also take into account non-national students (those coming from abroad, either international or foreign, as defined in Indicator C4). Differences between national and non-national students in fees or financial support can have an impact on the international flows of students, as can other factors, such as public support from their home countries. These differences can attract students to study in some countries and discourage them from studying in others (see Indicator C4), especially in a context where an increasing number of OECD countries are charging higher tuition fees for non-national students than for national students.

In about half of the countries with available data, the tuition fees charged by public educational institutions may differ for national and foreign students enrolled in the same programme (Table B5.1), although countries in the European Union (EU) and the European Economic Area (EEA) charge the same tuition fees for nationals and students from other EU and EEA countries. In Austria, the average tuition fees charged by public institutions to students who are not citizens of EU or EEA countries are twice those for citizens (for bachelor's, master's and doctoral or equivalent programmes). Foreign students pay on average over USD 10 000 per year more than national students in Australia, Canada, New Zealand and the United States.⁵ In public institutions in Poland and Sweden, tuition is free for national students while non-EU students pay over USD 4 500 at bachelor's level. By contrast, national and foreign students generally pay the same tuition fees in Chile, Israel, Italy, Japan, Korea, Latvia,⁶ Luxembourg, Mexico, Portugal and Switzerland, and in other countries that charge no tuition fees to national or international students (Finland, Norway, the Slovak Republic, Slovenia) (Tables B5.1 and B5.3).

Grants and loans to students

A robust financial support system and the type of aid on which this is based are key factors in ensuring good outcomes for students in higher education (OECD, 2008). A key question in many OECD countries is whether financial support for students in tertiary education should be provided primarily in the form of grants or loans. OECD governments support students' living or educational costs through different combinations of these two types of support.

On the one hand, advocates of student loans argue that they allow for the scaling up of the number of students that can benefit from the available resources (OECD, 2014). If the amount spent on scholarships/grants were used to guarantee and subsidise loans instead, the financial aid would be available to more students, and overall access to higher education would increase. Loans also shift some of the cost of education to those who benefit most from higher education, the individual student, reflecting the high private returns of completing tertiary education (see Indicator A7).

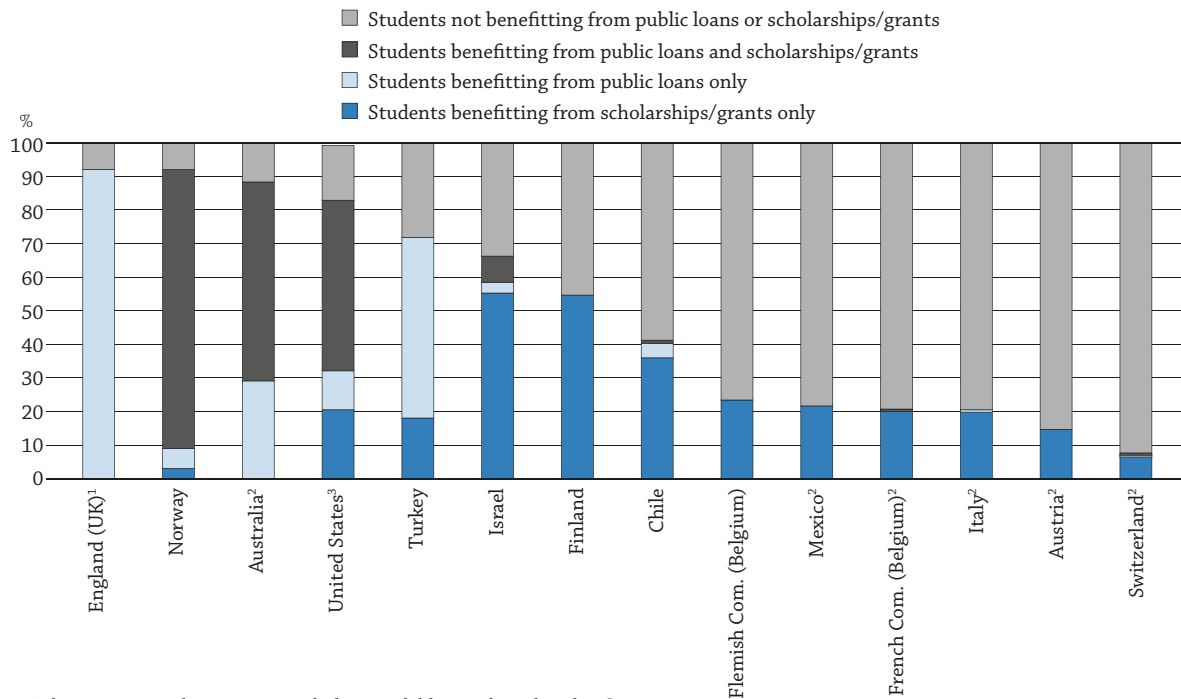
On the other hand, student loans are less effective than grants in encouraging low-income students to access tertiary education. Opponents of loans argue that high levels of student debt at graduation may have adverse effects both for students and for governments, if large numbers of students are unable to repay their loans (OECD, 2014).

At least 75% of students in bachelor's or equivalent level programmes in Australia, England (United Kingdom), Norway, and the United States benefit from public loans or scholarships/grants (Figure B5.3). With the exception of Norway where tuition is free in public institutions and public support covers students' living costs, these countries also have some of the highest tuitions fees amongst OECD countries. In Austria, the Flemish and French Communities of Belgium, Italy and Switzerland, tuition fees are moderate, and most students in these countries do not benefit from financial support. Those who do, usually receive such support in the form of scholarships and grants. In Finland and Turkey, public institutions do not charge tuition fees, and most students benefit from scholarships/grants (Finland) or from loans (Turkey) (Table B5.4 and Figure B5.3).

Country approaches to funding tertiary education

OECD countries have different and evolving approaches to providing financial support to students enrolled in tertiary education. Governments frequently implement reforms to change the level of tuition fees, and the availability of scholarships, grants and loans, often in combination, in order to improve or adjust the way the public and private sectors, including students and their families, share the costs of tertiary education.

National financing systems for higher education can be grouped and classified according to a number of common characteristics, despite the policy changes over time within individual countries and differences across countries.

Figure B5.3. Distribution of financial support to students at bachelor's or equivalent level (2015/16)*National students, based on full-time students*

Note: Only countries and economies with data available are plotted in this figure.

1. Excluding independent private institutions. Students benefitting from scholarships/grants are included with students benefitting from public loans only.

2. Year of reference 2014/15.

3. Based on combination estimations on the academic year 2011/12 applied to enrolment data from 2013/14. Estimates referring to public loans include students receiving private loans.

Countries and economies are ranked in descending order of the share of students benefitting from scholarships/grants and/or loans only.

Source: OECD (2017), Table B5.4. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933558059>

Countries can be roughly divided into four groups according to two factors: level of tuition fees and financial support available through the country's student financial aid system for tertiary education (see OECD, 2015):

- Group one comprises the Nordic European countries (Finland and Norway), where students are not charged any tuition fee and the majority of them benefit from public financial support when enrolled in higher education.⁷ In these countries, 55% of students or more benefit from public grants, scholarships and/or loans. Luxembourg is very similar, with low tuition fees for students and high financial support from the state. However, Finland (as of 2017) has decided to introduce tuition fees for students coming from outside the EEA. This change may discourage international students from entering tertiary education in these countries (see Box C4.1).
- Group two is composed of Australia, Canada, England (United Kingdom), and the United States. Here annual tuition fees charged by public and private institutions for bachelor's programmes are relatively high, exceeding USD 4 000. On the other hand, in Australia, England (United Kingdom) and the United States (the three countries with data available), at least 80% of tertiary students receive support in the form of public loans or scholarships/grants (Table B5.4). Since 1995, England (United Kingdom) has moved to this group from the group of countries with lower tuition fees and less-developed student-support systems. The Netherlands can be considered as moving to this group from the first group (Nordic countries) as tuition fees have increased while the student-support system has developed (see Figure B5.1 in OECD, 2014). Despite the high tuition fees and also thanks to the financial support to students, entry rates to bachelor's or equivalent programmes are above the OECD average for this group of countries.

- Group three comprises Chile, Japan and Korea (OECD, 2015), where most students pay high tuition fees for bachelor's programmes in public institutions, but student-support systems are somewhat less developed than in the groups listed above. Tuition fees range from around USD 4 600 in Korea to around USD 5 200 in Japan and USD 7 700 in Chile. However, Japan has recently implemented reforms to improve the financial support system to students, including a grant-type scholarship scheme, increased interest-free student loans, and the introduction of an income-based repayment system (a flexible monthly repayment system after graduation).
- Group four includes Austria, Belgium, Italy and Switzerland: public institutions in these countries charge lower tuition fees than most other countries (lower than USD 1 700 on average), but offer only limited public sector financial support to students, targeting only specific groups (OECD, 2015, Tables B5.1 and B5.3). Turkey is moving from group 4 to group 1, as no tuition fees have been charged as from academic year 2012/13. Despite the lower tuition fees, in two of these countries (in Austria and Italy), the average entry rate into bachelor's programmes is lower than the OECD average.

Definitions

In this chapter, **national students** are defined as the citizens of a country who are studying within that country. **Foreign and international students** are defined in Indicator C4. For countries that are EU members, citizens from other EU countries usually have to pay the same fees as national students. In these cases, foreign students refer to students that are citizens from countries outside the EU.

Methodology

Data refer to the school year 2015/16 and are based on a special survey administered by the OECD in 2017 (for details see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

Amounts of tuition fees and amounts of loans in national currency are converted into equivalent USD by dividing the national currency by the purchasing power parity (PPP) index for GDP. Amounts of tuition fees and associated proportions of students should be interpreted with caution as they represent the weighted average of the main tertiary programmes and do not cover all educational institutions.

This indicator presents average tuition fees charged in public and private tertiary institutions based on full-time students and distinguishes tuition fees between short-cycle, bachelor's, master's, and doctoral or equivalent programmes. This indicator gives an overview of tuition fees at each level by type of institution and shows the proportions of students who do or do not receive scholarships/grants that fully or partially cover tuition fees. Levels of tuition fees and associated proportions of students should be interpreted with caution, as they are derived from the weighted average of the main programmes.

Student loans include the full range of student loans in order to provide information on the level of support received by students. The gross amount of loans provides an appropriate measure of the financial aid to current participants in education. Interest payments and repayments of principal by borrowers should be taken into account when assessing the net cost of student loans to public and private lenders. In most countries, loan repayments do not flow to education authorities, and the money is not available to them to cover other expenditures on education.

OECD indicators take the full amount of scholarships and loans (gross) into account when discussing financial aid to current students. Some OECD countries have difficulty quantifying the amount of loans to students. Therefore, data on student loans should also be treated with caution.

Notes

1. Average tuition fees refer to full-time students. See *Methodology* section.
2. For programmes in Estonian only.
3. Some of these differences may be due to the more prestigious nature and location of the institutions that offer the doctoral programmes compared to those institutions that only offer bachelor's and master's degree programmes.
4. No tuition fees in public institutions.
5. International students in public institutions are classified as "out-of-state" and pay the same price that national out-of-state students would pay. See Annex 3 for more details.
6. In Latvia, this depends on the type of study programme.
7. Student loans and grants are for living costs in Norway.

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.

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Indicator B5 Tables


StatLink  <http://dx.doi.org/10.1787/888933560529>

Table B5.1 Estimated annual average tuition fees charged by tertiary educational institutions (2015/16)

WEB **Table B5.2** Estimated index of change in the tuition fees charged by educational institutions (ISCED levels 5 to 8) and reforms related to tuition fees implemented in recent years on tertiary education (2015/16)

Table B5.3 Average tuition fees charged by tertiary public institutions, by field of study (2015/16)

Table B5.4 Distribution of financial support to students (2015/16)

WEB **Table B5.5** Repayment and remission of public loans to students in tertiary educational programmes (academic year 2015/16)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table B5.1. [1/2] **Estimated annual average tuition fees charged by tertiary educational institutions (2015/16)**

In equivalent USD converted using PPPs, by type of institutions and degree structure, based on full-time students

	Percentage of full-time national students (tertiary education) enrolled in:			Annual average tuition fees for full-time national students charged by institutions					
	Public institutions	Government-dependent private institutions	Independent private institutions	Public institutions			Private institutions		
				All tertiary			All tertiary		
				Total	Of which: bachelor's or equivalent level	Of which: master's or equivalent level	Total	Of which: bachelor's or equivalent level	Of which: master's or equivalent level
(1)	(2)	(3)	(4)	(7)	(8)	(10)	(13)	(14)	
OECD Countries									
Australia ^{1, 2}	94	2	4	4 841	4 763	7 897	8 691	8 827	7 659
Austria ^{1, 3}	m	m	m	914	914	914	914	914	914
Canada ⁴	m	m	m	4 963	4 939	5 132	m	m	m
Chile	15	12	72	7 695	7 654	10 359	6 275	7 156	11 432
Denmark ⁵	m	m	m	0	0	0	m	m	m
Estonia	m	m	m	0	0	0	0	0	0
Finland	53	47	a	0	0	0	0	0	0
Hungary	90	6	4	753	766	799	1 164	1 210	1 137
Israel ⁶	15	65	20	3 095	3 095	m	3 976	3 976	m
Italy ¹	90	a	10	1 650	1 658	1 828	5 777	5 807	6 408
Japan	26	a	74	5 215	5 229	5 226	8 269	8 428	6 956
Korea ⁷	m	m	m	2 635 to 6 846	4 578	6 024	6 664 to 11 769	8 205	11 040
Latvia	7	70	24	1 010 to 4 344	a	a	1 802 to 27 823	1 802 to 22 612 ^d	2 025 to 27 823
Luxembourg	m	m	m	227 to 3 629	454 to 907	454 to 3 629	m	m	m
Mexico ¹	70	a	30	m	m	m	6 390	6 390 ^d	x(13)
Netherlands	m	m	m	2 420	2 420	2 420	m	m	m
New Zealand ⁸	m	m	m	m	4 295 ^d	m	m	m	m
Norway	84	6	10	0	0	0	5 099	5 099 ^d	x(13)
Poland ⁹	93	a	7	0	0	0	1 683	2 196	664
Portugal	m	m	m	1 124 to 10 661	1 124 to 1 821	1 124 to 10 661	m	m	m
Slovak Republic	95	a	m	0	0	0	3 180	2 872	3 559
Slovenia	94	5	1	68	0	0	m	0	0
Spain	82	x(3)	18 ^d	m	1 830	2 858	m	m	m
Sweden ⁵	87	13	a	0	0	0	0	0	0
Switzerland ^{1, 3}	83	7	10	1 097	1 168 ^d	1 168	1 168	1 168 ^d	1 168
Turkey	m	a	m	0	0	0	m	m	m
United States ¹⁰	67	a	33	6 347	8 202	11 064	19 127	21 189	17 084
Economies									
England (UK) ^{3, 11}	m	m	m	a	a	a	m	11 951	m
Flemish Com. (Belgium) ³	m	m	m	0 to 1 115	132 to 1 115	132 to 1 115	0 to 1 115	132 to 1 115	132 to 1 115
French Com. (Belgium) ^{1, 3}	40	60	a	420	420 ^d	x(7)	559	559 ^d	x(13)

Note: Tuition fees should be interpreted with caution as they result from the weighted average of the main tertiary programmes and do not cover all educational institutions. However, the data reported can be considered as good proxies and show the difference among countries in tuition fees charged by main educational institutions and for the majority of students.

Additional data breakdowns by ISCED level and type of institution are available on line (see *StatLink* below).

1. Year of reference 2014/15.

2. Averages over ISCED levels exclude short-cycle tertiary programmes.

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

4. Averages over ISCED levels exclude short-cycle tertiary, and doctoral and equivalent programmes.

5. Tuition fees for foreign students refer to students from outside the European Economic Area.

6. Year of reference 2013/14. Averages over ISCED levels exclude short-cycle tertiary, master's, doctoral and equivalent programmes.

7. Year of reference 2016.

8. Estimates include universities only and exclude ISCED 7 and second programmes at ISCED 6, such as postgraduate certificates and diplomas. Data include goods and services tax (15%).

9. Tuition fees for foreign students refer to students from countries outside the European Union.

10. Year of reference 2011/12.

11. Excluding master's and equivalent programmes.

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

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933560434>

Table B5.1. [2/2] **Estimated annual average tuition fees charged by tertiary educational institutions (2015/16)***In equivalent USD converted using PPPs, by type of institutions and degree structure, based on full-time students*

B5

	Annual average tuition fees for full-time foreign students charged by institutions					
	Public institutions			Private institutions		
	All tertiary			All tertiary		
	Total	Of which: bachelor's or equivalent level	Of which: master's or equivalent level	Total	Of which: bachelor's or equivalent level	Of which: master's or equivalent level
(24)	(27)	(28)	(30)	(33)	(34)	
OECD Countries						
Australia ^{1, 2}	15 096	15 678	14 426	10 407	10 108	10 918
Austria ^{1, 3}	1 826	1 826	1 826	1 826	1 826	1 826
Canada ⁴	15 793	17 498	12 809	m	m	m
Chile	No differentiation for foreign students.					
Denmark ⁵	1 099 to 2 060					
Estonia	Differentiation of tuition fees based on the language of the programmes: tuition fees may be charged in programmes taught in languages other than Estonian.					
Finland	No differentiation for foreign students.					
Hungary	4 011	1 331	5 463	2 356	2 791	2 032
Israel ⁶	No differentiation for foreign students.					
Italy ¹	No differentiation for foreign students.					
Japan	No differentiation for foreign students.					
Korea ⁷	No differentiation for foreign students.					
Latvia	No differentiation for foreign students.					
Luxembourg	No differentiation based on nationality.					
Mexico ¹	No differentiation for foreign students.					
Netherlands	m	m	m	m	m	m
New Zealand ⁸	m	18 524 ^d	m	m	m	m
Norway	No differentiation for foreign students.					
Poland ⁹	3 907	4 590	2 443	3 028	3 112	2 608
Portugal	No differentiation for foreign students.					
Slovak Republic	No differentiation for foreign students.					
Slovenia	m	0	0	m	0	0
Spain	No differentiation for foreign students.					
Sweden ⁵	8 968	14 010	14 459	10 480	14 010	14 459
Switzerland ^{1, 3}	No differentiation for foreign students.					
Turkey	m	m	m	m	m	m
United States ¹⁰	14 091	16 066	16 489	27 327	29 234	24 095
Economies						
England (UK) ^{3, 11}	a	a	a	m	m	m
Flemish Com. (Belgium) ³	For students from outside the European Economic Area, institutions have the autonomy to fix the amount of the tuition fee, except for some categories of students (e.g. refugees, asylum seekers).					
French Com. (Belgium) ^{1, 3}	m	1 487	1 984	m	x(27)	x(28)

Note: Tuition fees should be interpreted with caution as they result from the weighted average of the main tertiary programmes and do not cover all educational institutions. However, the data reported can be considered as good proxies and show the difference among countries in tuition fees charged by main educational institutions and for the majority of students.

Additional data breakdowns by ISCED level and type of institution are available on line (see *StatLink* below).

1. Year of reference 2014/15.

2. Averages over ISCED levels exclude short-cycle tertiary programmes.

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

4. Averages over ISCED levels exclude short-cycle tertiary, and doctoral and equivalent programmes.

5. Tuition fees for foreign students refer to students from outside the European Economic Area.

6. Year of reference 2013/14. Averages over ISCED levels exclude short-cycle tertiary, master's, doctoral and equivalent programmes.

7. Year of reference 2016.

8. Estimates include universities only and exclude ISCED 7 and second programmes at ISCED 6, such as postgraduate certificates and diplomas. Data include goods and services tax (15%).

9. Tuition fees for foreign students refer to students from countries outside the European Union.

10. Year of reference 2011/12.

11. Excluding master's and equivalent programmes.

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

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table B5.3. Average tuition fees charged by tertiary public and private institutions, by field of study (2015/16)

Tuition fees in equivalent USD converted using PPPs, for bachelor's, master's, doctoral or equivalent level, based on full-time students

		Annual average tuition fees charged by public institutions (for full-time national students)											
		All fields of study	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD	Australia ¹	Short-cycle tertiary	m	m	m	m	m	m	m	m	m	m	m
	Bachelor's or equivalent level	4 763	3 895	3 992	4 304	5 533	5 005	4 915	5 300	5 852	4 915	5 217	
	Master's or equivalent level	7 897	4 174	5 597	7 561	12 379	5 627	7 631	5 754	8 581	8 308	7 528	
	Doctoral or equivalent level	317	161	119	399	349	116	421	355	261	662	60	
Canada ²	Short-cycle tertiary	m	m	m	m	m	m	m	m	m	m	m	
	Bachelor's or equivalent level	4 939	3 655	4 280	m	5 662	m	m	5 993	4 583	6 518	m	
	Master's or equivalent level	5 132	4 611	3 799	m	7 915	m	m	5 224	4 296	5 065	m	
	Doctoral or equivalent level	m	m	m	m	m	m	m	m	m	m	m	
Chile	Short-cycle tertiary	3 312	3 047	3 158	0	3 115	3 994	3 318	3 515	3 085	3 231	3 314	
	Bachelor's or equivalent level	7 654	5 526	7 260	7 449	7 904	8 277	7 711	8 392	9 173	7 570	5 816	
	Master's or equivalent level	10 359	4 381	5 136	8 314	12 341	6 960	9 727	7 202	6 687	12 137	5 004	
	Doctoral or equivalent level	9 297	7 498	7 934	9 692	12 769	9 169	12 859	10 283	8 854	8 650	0	
Hungary	Short-cycle tertiary	399	447	422	961	3 470	1 148	1 560	3 662	1 573	592	320	
	Bachelor's or equivalent level	766	2 230	4 280	6 272	5 652	3 101	528	5 791	1 615	2 173	3 427	
	Master's or equivalent level	799	1 013	6 366	3 128	3 842	3 921	944	7 523	2 640	5 012	1 221	
	Doctoral or equivalent level	632	1 158	5 803	3 845	1 005	2 911	507	3 203	986	654	675	
Israel ³	Short-cycle tertiary	m	m	m	m	m	m	m	m	m	m	m	
	Bachelor's or equivalent level	3 095	3 095	a	a	a	a	a	a	a	a	a	
	Master's or equivalent level	m	m	m	m	m	m	m	m	m	m	m	
	Doctoral or equivalent level	m	m	m	m	m	m	m	m	m	m	m	
Luxembourg ²	Short-cycle tertiary	227	a	227	227	227	a	a	227	a	227	a	
	Bachelor's or equivalent level	454 to 907	581	676	581	586	654	659	648	a	907	a	
	Master's or equivalent level	454 to 3 629	454	454	857	3 511	454	454	454	454	a	a	
	Doctoral or equivalent level	454	454	454	454	454	454	454	454	a	a	a	
New Zealand	Short-cycle tertiary	Included with bachelor's and equivalent programmes.											
	Bachelor's or equivalent level	4 295	3 824	3 838	3 789	4 080	4 163	4 281	4 731	5 064	6 131	3 824	
	Master's or equivalent level	m	m	m	m	m	m	m	m	m	m	m	
	Doctoral or equivalent level	4 662	m	m	m	m	m	m	m	m	m	m	
Spain ¹	Short-cycle tertiary	163	163	163	163	163	163	163	163	163	163	163	
	Bachelor's or equivalent level	1 830	1 534	1 732	1 813	1 606	2 072	2 167	2 173	2 054	1 972	1 782	
	Master's or equivalent level	2 858	2 492	3 957	4 277	3 940	4 181	4 165	2 777	2 363	2 387	3 265	
	Doctoral or equivalent level												
United States ^{4,5}	Short-cycle tertiary	2 276	2 121	2 332	2 102	2 308	2 255	2 206	2 578	2 975	2 202	2 260	
	Bachelor's or equivalent level	8 202	7 560	8 110	8 604	8 224	8 595	7 622	9 624	8 372	7 425	7 497	
	Master's or equivalent level	11 064	7 153	12 023	9 268	13 232	10 488		11 555		12 230	9 521	
	Doctoral or equivalent level	13 264	12 223	14 476	11 971	11 158	13 327		15 755		14 494	11 676	

Note: Only countries which differentiate tuition fees by field of study are reported in this table. Data on private institutions are available on line (see StatLink below).

1. Year of reference 2014/15.

2. Public institutions only.

3. Year of reference 2013/14.

4. Year of reference 2011/12.

5. Differences in tuition fees by field of study are primarily a result of differences in tuition charged at different public and private institutions, not differences in tuition fees charged within an institution for different fields of study. Generally, within an institution tuition fees charged are the same for all fields of study within an ISCED level.

 Source: OECD (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table B5.4. **Distribution of financial support to students (2015/16)***National students, based on full-time students*

B5

		Bachelor's or equivalent level								
		Distribution of scholarships/grants in support of tuition fees				Distribution of financial aid to students				
		Percentage of students who:				Percentage of students who:				
		...receive scholarships/grants that are higher than the tuition fees	...receive scholarships/grants whose amount is equivalent to the tuition fees	...receive scholarships/grants that partially cover the tuition fees	...do not receive scholarships/grants in support of tuition fees	...benefit from public loans only	...benefit from scholarships/grants only	...benefit from public loans and scholarships/grants	...do not benefit from public loans or scholarships/grants	
		(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
OECD	Countries									
	Australia ¹	x(11)	x(11)	59 ^d	41	29	0	59	12	
	Austria ¹	14	0 ^d	x(10)	85	a	15	a	85	
	Chile	0	17	20	63	4	36	1	59	
	Denmark	91	m	m	m	m	m	38	m	
	Finland	55 ^d	a	a	45 ^d	a	55 ^d	a	45 ^d	
	Israel	7	8	49	37	3 ^d	55 ^d	8 ^d	34 ^d	
	Italy ¹	9 ^d	4 ^d	7 ^d	80 ^d	0 ^d	20 ^d	0 ^d	80 ^d	
	Luxembourg ²	a	a	100	0	a	100	a	0	
	Mexico ¹	0	1	0	99	0	22	0	78	
	Norway	m	m	m	m	6	3	83	8	
	Spain	27	6	15	53	0	47	0	53	
	Switzerland ¹	7 ^d	0 ^d	0 ^d	93 ^d	0 ^d	7 ^d	0 ^d	92 ^d	
	Turkey	18	0	0	82	54	18	0	28	
	United States ³	m	m	m	29	12	20	51	16	
		Economies								
		England (UK) ⁴	m	m	m	m	92	x(13)	x(13)	8
	Flemish Com. (Belgium)	23 ^d	a	a	77 ^d	a	23 ^d	a	77 ^d	
	French Com. (Belgium) ¹	21 ^d	0 ^d	0 ^d	79 ^d	0 ^d	21 ^d	0 ^d	79 ^d	
		Master's or equivalent level								
		Distribution of scholarships/grants in support of tuition fees				Distribution of financial aid to students				
		Percentage of students who:				Percentage of students who:				
		...receive scholarships/grants that are higher than the tuition fees	...receive scholarships/grants whose amount is equivalent to the tuition fees	...receive scholarships/grants that partially cover the tuition fees	...do not receive scholarships/grants in support of tuition fees	...benefit from public loans only	...benefit from scholarships/grants only	...benefit from public loans and scholarships/grants	...do not benefit from public loans or scholarships/grants	
		(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	
OECD	Countries									
	Australia ¹	1	x(19)	99 ^d	0	0	24	76	0	
	Austria ¹	7	0 ^d	x(18)	93	a	7	a	93	
	Chile	0	5	7	88	1	11	1	87	
	Denmark	76	m	m	m	m	m	59	m	
	Finland	x(9)	a	a	x(12)	a	x(14)	a	x(16)	
	Israel	x(9)	x(10)	x(11)	x(12)	x(13)	x(14)	x(15)	x(16)	
	Italy ¹	x(9)	x(10)	x(11)	x(12)	x(13)	x(14)	x(15)	x(16)	
	Luxembourg ²	a	a	100	0	a	100	a	0	
	Mexico ¹	0	3	0	97	17	0	0	83	
	Norway	m	m	m	m	4	2	83	11	
	Spain	21	2	2	76	0	24	0	76	
	Switzerland ¹	6	0	0	94	1	5	0	94	
	Turkey	1	0	0	99	4	1	0	95	
	United States ³	m	m	m	64	43	12	25	21	
		Economies								
		England (UK) ⁴	m	m	m	m	m	m	m	m
	Flemish Com. (Belgium)	x(9)	a	a	x(12)	a	x(14)	a	x(16)	
	French Com. (Belgium) ¹	x(9)	x(10)	x(11)	x(12)	x(13)	x(14)	x(15)	x(16)	

Note: The distribution of financial aid to students and scholarships/grants in support of tuition fees in short-cycle tertiary and doctoral or equivalent programmes is available on line (see *StatLink* below).

1. Year of reference 2014/15.


2. The percentages presented refer to the number of students in each category as a share of the students entitled to apply for public support.

3. Estimation based on the academic year 2011/12. Estimates referring to public loans include students receiving private loans.

4. Excluding independent private institutions.

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

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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