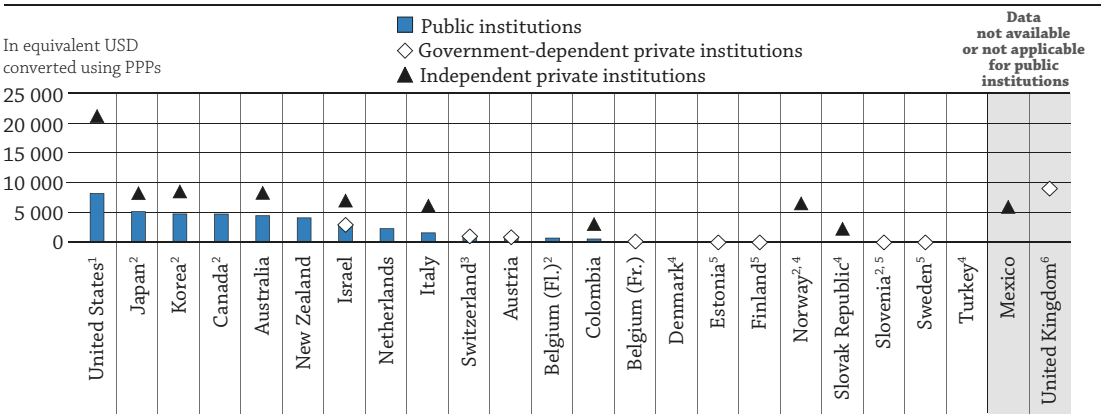
HOW MUCH DO TERTIARY STUDENTS PAY AND WHAT PUBLIC SUPPORT DO THEY RECEIVE?

- Independent private institutions charge higher annual tuition fees than public institutions for bachelor's or equivalent programmes in all OECD and partner countries with available data. In 2013/14, independent private institutions in some countries charged on average more than twice as much as public institutions.
- Countries with a low level of tuition fees do not appear to achieve better access to tertiary education than those with higher fees. Australia, Denmark, New Zealand and Slovenia all have first-time entry rates to tertiary education above 70% for national students, but Denmark and Slovenia have no tuition fees, while public institutions in Australia and New Zealand charge average annual tuition fees of over USD 4 000.
- Countries in which a large proportion of students benefit from public loans at the bachelor's, master's and doctoral or equivalent levels tend to offer the highest average annual loan per student, more than USD 4 000 in 2013/14 (or a close academic year) in all countries where the majority of students benefit from public loans.

Figure B5.1. Tuition fees charged by public and private institutions at bachelor's or equivalent level (2013/14)

Average annual tuition fees charged to full-time national students, converted in USD using PPPs for GDP, academic year 2013/14



Note: This figure does not take into account grants, subsidies or loans that partially or fully offset the student's tuition fees. 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 figures 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.

1. Reference year 2011/12 for tuition fees.
2. Reference year 2014/15 for tuition fees (2014 in Korea).
3. Financial reference year 2013 and academic reference year 2012/13.
4. No tuition fees are charged by public institutions.
5. No tuition fees are charged by public and government-dependent private institutions.
6. Data refer to England only.

Countries and economies are ranked in descending order of tuition fees charged by public institutions and in alphabetical order if tuition fees are the same, except for Mexico and the United Kingdom, which do not have data for public institutions and are presented separately (in alphabetical order).

Source: OECD. Table B5.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink http://dx.doi.org/10.1787/888933397984

Context

OECD and partner countries have different approaches to sharing spending on tertiary education 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 the costs of 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. Among the many

factors influencing the level of costs: salaries of teachers and researchers (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); 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 relating to 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 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 among households with and without children in education.

Other findings

- The difference between public institutions and government-dependent private institutions in average annual tuition fees at the bachelor's or equivalent level is minimal for all countries with available data.
- Annual tuition fees for foreign students are, on average, more than USD 10 000 higher than national students' fees in Australia, Canada, Denmark, Estonia, New Zealand and Sweden, and around USD 8 000 higher than national students' fees in the United States.
- Governments use a variety of strategies related to interest rates to reduce the financial burden on students, reducing interest rates and sometimes applying different interest rates before and after the end of studies.
- Among countries with available information, the proportion of students benefitting from remission and/or forgiveness of their loans ranges from less than 2% to 10%, across countries with available data.

Trends

From 2010 to 2014, reforms in the levels of tuition fees in tertiary education have been implemented in 10 countries out of 25 which provided data. Of these ten countries, seven combined these reforms in tuition fee systems with a change in the level of public subsidies available to students. The United Kingdom, for example, substantially increased both the maximum tuition fees cap and the tuition fee loans available to students. Hungary decreased the number of fully-financed places in tertiary institutions, increased the number of students receiving partial support and introduced a new loan system (Table B5.2).

The number of students at the bachelor's, master's and doctoral or equivalent levels who benefitted from a student loan increased in 11 out of 16 countries with available data in the decade between 2004/05 and 2014/15. Over this time period, the number tripled in Colombia and it increased more than five-fold in Brazil and Italy. In Brazil, almost 2 million students benefitted from a student loan in 2014/15. Large proportional increases were also registered in Australia, Japan, the Netherlands and Turkey. This confirms the long-term trend of greater cost sharing between the government and other stakeholders in tertiary education, including students and their families (Sanyal and Johnstone, 2011). However, the number of students benefitting from a student loan decreased by around one-half in the Slovak Republic, two-thirds in Hungary and four-fifths in Estonia (Table B5.4).

B5

Analysis

Tuition fees and access to tertiary education

The level of tuition fees charged by tertiary educational institutions is one of the most hotly debated public policy issues in education today, both in civil society and among policy makers, with many countries implementing reforms in the last few years (Table B5.2).

National and local governments can affect tuition fees either by regulating the tertiary education sector (for example, by not allowing tuition fees or introducing a cap on the level of fees) or by subsidising tertiary institutions – or both. Governments may wish to reduce the level of tuition fees to boost access to tertiary education or to reduce disparities in access between different parts of the population, making the tertiary education system more equitable. In fact, the level of tuition fees is only one of the tools available to governments to achieve these goals. Different methods of combining tuition fees and other tools, particularly financial support to students, can greatly influence access to and equity in tertiary education.

In addition, even without considering how levels of tuition fees interact with various forms of student support, it is not straightforward to determine their relationship to access and equity. Governments must strike a difficult balance between providing sufficient financial support to institutions through tuition fees and allowing all potential students to study at an affordable cost.

On the one hand, higher tuition fees increase the resources available to educational institutions, support their efforts to maintain quality academic programmes and develop new ones, and can help accommodate increases in student enrolment. These additional resources seem especially important in light of the massive expansion of tertiary education in all OECD countries in recent decades and budgetary pressures on governments stemming from the prolonged economic crisis in many countries.

On the other hand, lower tuition fees can help to promote access to tertiary education, particularly for students from low-income backgrounds in the absence of a strong system of public support to help them pay or reimburse the cost of their studies. In addition, lower tuition fees may encourage some students to enrol in fields that require extended periods of study but offer uncertain labour-market opportunities.

In light of these arguments, it is not surprising that countries with a low level of tuition fees for national students do not appear to achieve better access to tertiary education than other countries. In Figure B5.2, average annual tuition fees charged by public institutions at the bachelor's or equivalent level (vertical axis) are plotted against first-time entry rates to tertiary education for 17 countries with available data. First-time entry rates can be interpreted as the proportion of young adults that will enter tertiary education during their lifetime (see Indicator C3). Among the four countries with first-time entry rates above 70%, two (Australia and New Zealand) have tuition fees higher than USD 4 000 (among the highest in the sample), and two (Denmark and Slovenia) have no tuition fees for national and European Economic Area (EEA) students. The United Kingdom has the highest level of tuition fees, but it is close to the median for first-time entry rates, while Austria, the median country with respect to the level of tuition fees, ranks almost at the bottom (before Italy) in terms of first-time entry rates.

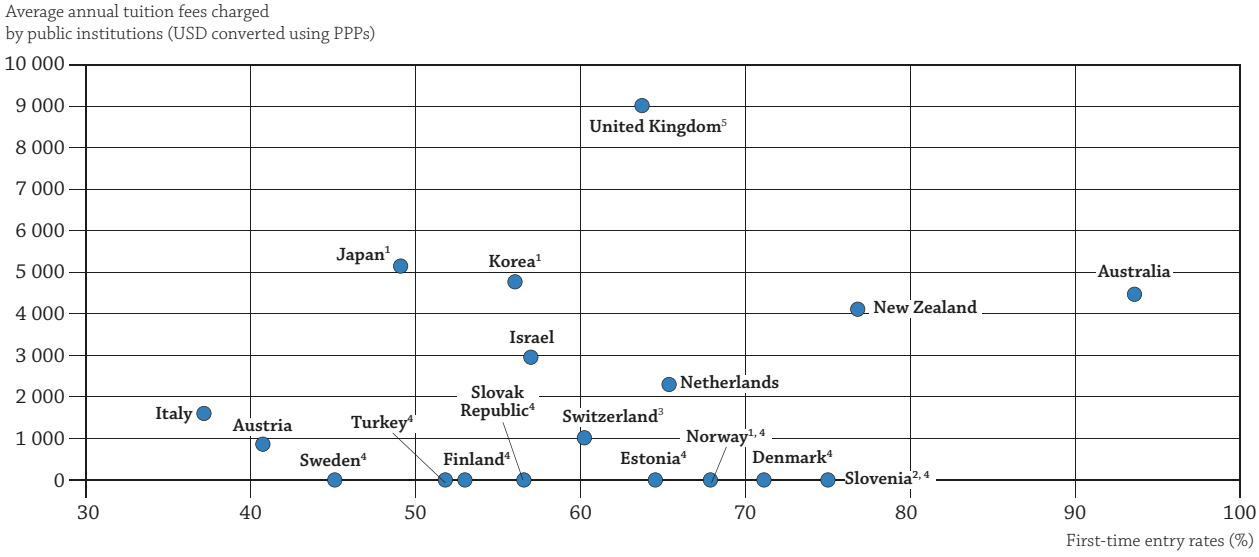
Differentiation of tuition fees across tertiary educational institutions, programmes and levels

The need for financial resources and the goal of guaranteeing an affordable education for all lead to different levels of tuition fees for different institutions and at different levels of education. Independent private institutions are often less affected by government regulation and less reliant on public funds than public institutions. In some cases, they are also more pressed by competition to provide the best possible services to students. As a result, they charge on average 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 private and public institutions tends to be very large in all countries with available data. In the United States, the average annual tuition fee charged by independent private institutions for bachelor's or equivalent level is USD 21 189, more than two-and-a-half times the average annual tuition fee in public institutions (USD 8 202). In Japan and Korea, the average annual tuition fee at this level of education is above USD 8 000 in private institutions, while it is closer to USD 5 000 for public institutions. Tuition fees are about five times higher in private institutions than in public institutions in Colombia, four times higher in Italy and about twice as high in Australia and Israel. In Norway, the average annual tuition fee is USD 6 552, and in the Slovak Republic, it is USD 2 300, with no tuition fees in public institutions in either country.

Figure B5.2. Tuition fees charged by public institutions and first-time entry rates at bachelor's or equivalent level (2013/14)

Vertical axis: average annual tuition fees charged to full-time national students, converted in USD using PPPs for GDP, academic year 2013/14; horizontal axis: sum of age-specific entry rates to bachelor's or equivalent programmes



Note: Data on first-time entry rates include international students. For some countries with a large proportion of international students, such as Australia, Austria and New Zealand, this implies that the entry rates shown in this figure are substantially larger than first-time entry rates for domestic students (see Indicator C3). 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 figures 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.

1. Reference year 2014/15 for tuition fees (2014 in Korea).
2. Reference year 2011/12 for tuition fees.
3. Financial reference year 2013 and academic reference year 2012/13.
4. No tuition fees are charged by public institutions.
5. Data on tuition fees refer to government-dependent instead of public institutions, for England only.

Source: OECD. Tables B5.1 and C3.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In contrast, the difference between public institutions and government-dependent private institutions in average annual tuition fee at the bachelor's or equivalent level is minimal for all countries with available data. There is no fee in either type of institution in Estonia, Finland, Slovenia and Sweden, and private and public institutions charge very similar average tuition fees in Austria, Belgium (Flemish and French Communities), Israel and Switzerland.

Differences in the annual educational expenditure per student by educational institution for short-cycle tertiary education, compared to the bachelor's and master's or equivalent level (see Indicator B1), could be one reason for lower student tuition fees in several countries. For example, in the United States, the difference in the average annual tuition fee between a short-cycle and a bachelor's or equivalent programme is about USD 6 000, while it is around USD 2 000 in Korea and USD 1 400 in Japan. In Belgium (French Community), 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 Colombia, annual tuition fees in short-cycle tertiary programmes offered by public institutions are USD 553 on average, similar to the tuition fee at the bachelor's or equivalent level, but lower than at the master's or equivalent level. In no country with available data is the average tuition fee for short-cycle tertiary education programmes higher than for more advanced levels of education, although it is the same in the Netherlands and in countries with no tuition fees (Denmark, Finland, Norway, Slovenia, Sweden and Turkey).

Tuition fees for non-national students

National policies regarding 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 they are charged or financial support they may receive from the country in which they study 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 mobile students.

In the majority of countries with available data (20 out of 38), the tuition fees charged by public educational institutions may differ for national and non-national students enrolled in the same programme (Table B5.3), 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, for example, the average tuition fees charged by public institutions for students who are not citizens of EU or EEA countries are twice the fees charged for citizens of these countries (for bachelor's, master's and doctoral or equivalent programmes in public institutions). Foreign students pay on average over USD 10 000 per year more than national students in Australia, Canada, Denmark, New Zealand and Sweden, and around USD 8 000 more than national students in the United States. In contrast, national and foreign students pay on average the same tuition fees in Colombia, Italy, Israel, Japan, Korea and Switzerland, and in countries that charge no tuition fees to foreign or international students (Finland, Iceland, Norway, the Slovak Republic and Slovenia) (see Tables B5.1 and B5.3).

Country approaches to funding tertiary education

The approaches countries choose to provide financial support to tertiary education students are not static. Governments frequently implement reforms to change the level of tuition fees and the availability of grants and loans, often in combination (see the section on *Trends*).

Despite the policy changes within countries and the policy differences across OECD countries, some patterns can be identified to draw a classification of approaches to funding tertiary education. 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, for a detailed description of these groups).

The first group is composed of the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden), where students pay no tuition fee and benefit from generous public support for higher education. In these countries, more than 55% of students benefit from public grants, public loans or a combination of the two (OECD, 2015, Table B5.3), and the average entry rate into bachelor's programmes is 62%, above the OECD average of 59% (see Indicator C3, Table C3.1). However, over the past decade, Denmark and Sweden (as of 2011) decided to introduce tuition fees for students coming from outside the EEA, and Finland will follow soon. Such a change may discourage international students from studying in these countries (see Box C4.2).

The second group includes Australia, Canada, New Zealand, the United Kingdom and the United States. On the one hand, tuition fees charged by public institutions for bachelor's programmes (government-dependent private institutions in the United Kingdom) are substantial: they exceed USD 4 000 in all these countries. On the other hand, at least 85% of tertiary students receive support from public loans or scholarships/grants in Australia, New Zealand, the United Kingdom and the United States, the four countries with available data (OECD, 2015, Tables B5.1a and B5.3). Entry rates to bachelor's or equivalent programmes are above the OECD average for the countries within this group of countries for which data are available (although the data for Australia and New Zealand are heavily influenced by the high proportion of international students). Since 1995, the 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 increased and the student-support system developed (see Figure B5.1 in OECD, 2014).

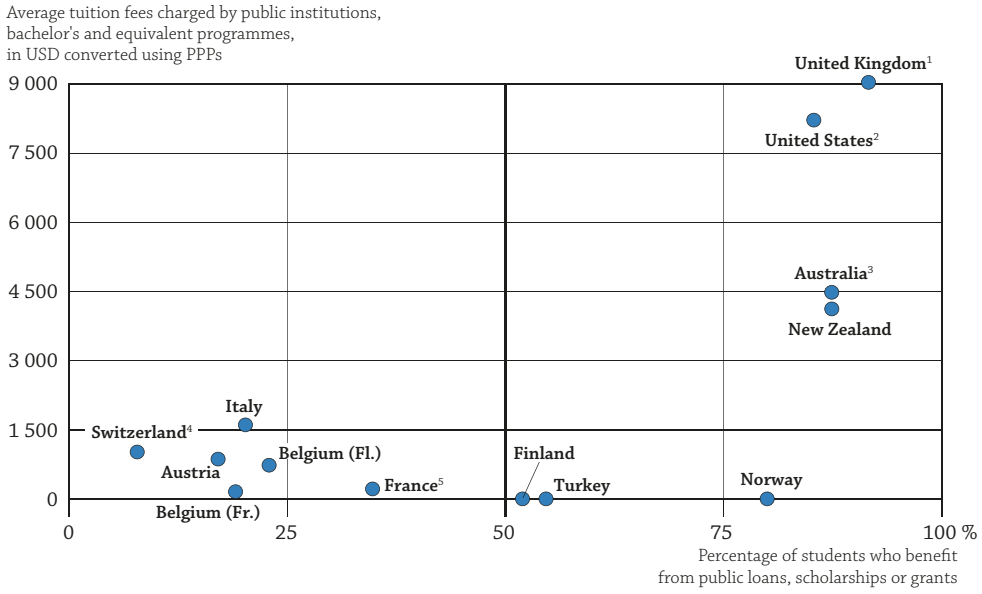
In the third group of countries, including Chile, Japan and Korea, most students are charged high tuition fees (more than USD 4 700 for bachelor's programmes in public institutions in Japan and Korea in 2013/14 and more than USD 5 800 in Chile, as based on data from OECD, 2014), but student-support systems are somewhat less developed than those in groups 1 and 2. Entry rates into bachelor's programmes are close to the OECD average of 59% (55% in Chile, 49% in Japan and 56% in Korea). However, Japan and Korea have recently implemented reforms to improve their student-support systems.

Countries in the fourth group, including Austria, Belgium, France, Italy and Switzerland, charge moderate tuition fees compared to other countries (except the Nordic countries), combined with relatively low levels of support for students, which is mainly targeted to specific groups. The average tuition fees charged by public institutions

in this group of countries is lower than USD 1 600, and in countries for which data are available, most students do not benefit from public support (OECD, 2015, Tables B5.1 and B5.3). In these countries, the average entry rate into bachelor's programmes (52%) is relatively low, but in some countries, such as Austria and Spain this is complemented by above-average entry rates into short-cycle tertiary programmes. Turkey, where no tuition fees are charged for most students in public institutions as of academic year 2012/13, is moving from group 4 to group 1. Since 1995, reforms were implemented in some of these countries, particularly Austria and Italy, to increase tuition fees in public institutions (Figure B5.1 and Box B5.1 in OECD, 2012).

Figure B5.3. Tuition fees charged by public institutions related to the proportion of students who benefit from public loans, scholarships or grants at bachelor's or equivalent level (2013/14)

For full-time national students, in USD converted using PPPs for GDP, academic year 2013/14.



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 figures 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.
1. Tuition fees refer to England only.
2. Reference year 2011/12.
3. Only includes the major Australian Government scholarships programmes. It excludes all scholarships provided by educational institutions and the private sector.
4. Financial reference year 2013 and academic reference year 2012/13.
5.Tuition fees range from USD 215 to USD 715 for university programmes depending on the Ministry of Higher Education.
Sources: OECD. Table B5.1 and OECD (2015, Table B5.3). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
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Support to students through loans

Public loans to students are meant to provide financial support while shifting some of the cost of education to those who benefit most from higher education, namely individual students, reflecting the high private returns of completing tertiary education (see Indicator A7). Opponents of loans argue that student loans are less effective than other support tools (particularly grants) in encouraging low-income students to pursue their education, and that loans may be costly because of the various types of support provided to borrowers or lenders and the costs of administration and servicing.

The general trend is towards more students taking loans. In most OECD and partner countries with available data, the number of students at the bachelor's, master's and doctoral or equivalent levels who benefit from a student loan increased by 40% or more between 2004/05 and 2014/15. However, this trend masks very important differences across countries. The number of students benefitting from a loan increased by more than five times in Brazil and

Italy, tripled in Colombia and increased by 50% or more in Australia, Japan, the Netherlands, Switzerland and Turkey. But it decreased by one-half in the Slovak Republic, two-thirds in Hungary and four-fifths in Estonia. Sometimes these large proportional changes reflect the fact that the absolute number of students benefitting from them is still very limited. For example, despite the five-fold increase in Italy, only 4 614 students (0.3% of the total) benefitted from a state-guaranteed loan in 2014/15. In other cases, there are massive increases in terms of absolute numbers of loans, as in Brazil, where almost 2 million students benefitted from a public loan in 2014/15 (Table B5.4).

The same trend is visible among short-cycle tertiary students, although data are scarcer for this level of education. The number of students with a public loan increased in six out of eight countries with available data, most notably in Australia, Colombia and Turkey, where it more than doubled between 2004/05 and 2014/15.

Amount of public loans and debt at graduation

Across the OECD and partner countries with available data, countries with a larger proportion of students benefitting from a public loan at the bachelor's, master's and doctoral or equivalent levels (in public and private institutions combined) also tend to be those in which the average annual amount of student loans is largest. Among the countries with available data, the average annual gross amount of public loan available per student exceeds USD 4 000 in all countries where the majority of students benefit from a public loan: Australia, Norway, Sweden, the United Kingdom and the United States. In contrast, in Belgium (French Community), Estonia and Finland, where a smaller proportion of students (9% to 22%) benefit from a loan, the average annual gross amount of loan per student is no more than USD 3 500 (Table B5.4). However, there are also countries in which the proportion of students taking a loan is not very large, such as Korea (18.5%) and Japan (38%), where the average amount available per student exceeds USD 5 000.

As a result of taking loans, most students are in debt at graduation. The extent to which this can be a problem mostly depends on the amount of debt, the uncertainty of graduates' earnings and employment prospects, and the conditions for repayment of the loans. Countries whose tertiary institutions charge high tuition fees are also those whose students have the highest levels of debt at graduation from public loans or loans guaranteed by the state. In countries with a relatively small proportion of students taking public loans, the debt burden also tends to be lighter. For example, in Finland, where about 22% of students benefit from a public loan, the average debt at graduation is USD 8 300. In contrast, in the United Kingdom (England only), where nine out of ten students have debt from loans, the debt at graduation is on average USD 30 000 (Table B5.4).

Financial support through interest rates

Students often benefit from special conditions on their public or state-guaranteed loans, for example in interest rates, repayment system or remission/forgiveness mechanisms (Table B5.5). Governments often introduce these special conditions to reduce the cost of loans and, in some cases, to protect students from uncertainty in the labour market after they graduate. By doing so, governments take a considerable part of the cost on themselves, as a generous policy of public or state-guaranteed loans can be expensive (Barr, 2004).

The structure of interest rates, for both public and private loans, differs across countries, so the comparison between the interest rates offered on public loans in different countries must be treated with caution. However, the available data show that governments use a variety of strategies to reduce the financial burden on students, including reducing interest rates, and sometimes applying different interest rates before and after the end of studies. Some countries charge no nominal interest rate at all on loans, while others link the interest rate to indexes lower than market rates, usually the cost of government borrowing or an inflation index (Table B5.4).

In Canada, Japan, New Zealand and the Slovak Republic, there is no nominal interest rate on a public loan during the period of studies, but after this period, students/graduates may incur an interest charge related to the cost of government borrowing or even higher. For example, New Zealand, which made loans interest-free for borrowers while they reside in New Zealand, charges an interest rate on loans to borrowers who are overseas.

In the Netherlands and Sweden, and in Denmark after the end of their studies, students pay a rate which is equal to or lower than the cost of government borrowing and is not higher than 1%. The interest rate in Norway (2.52%, but only after the end of studies) and the United States (4.66% to 7.21%) is linked to – but exceeds – the cost of government borrowing.

In Australia, interest on student debt is set at the rate of the Consumer Price Index, so that the real interest rate is zero. The same happens in Hungary for the *Diákhitel2* loans, aiming to cover costs directly related to education,

such as tuition fees. In Turkey there is no payment at all until after graduation, when the interest rate is equal to the Producer Price Index, while in the United Kingdom and Colombia, the interest rate is equal to an inflation index with a surcharge (3% in the United Kingdom and 8% in Colombia).

Estonia is the only country with available data where interest rates are based on a financial index not related to the cost of government borrowing or inflation. The interest rate paid by students is capped at 5%, which was the actual average rate paid by students in 2013/14. The relatively high interest rate may be partly responsible for the sharp decline of student loans in Estonia in the last decade (Table B5.4)

Repayment of loans

The current reporting of household expenditure on education as part of private expenditure (see Indicator B3) does not take into account the repayment of public loans by previous recipients. The repayment period varies among countries, ranging from 10 years or less in Australia, Canada, Estonia, New Zealand, the Slovak Republic and Turkey to 20 years or more in Norway, Sweden and the United States (for income-based repayments).

Among the 16 countries with available data on repayment systems, 7 countries make repayment of loans dependent on graduates' level of income: Australia, Hungary, the Netherlands, New Zealand and the United Kingdom; and Korea and the United States for part of the student's loans. Among countries with income-contingent repayment systems, the minimum annual income threshold above which borrowers have to reimburse the loan ranges from USD 13 000 in New Zealand to more than USD 30 000 in Australia and the United Kingdom (Table B5.5).

Besides repayment, schemes for remission and/or forgiveness of student loans exist in nearly all countries with student-loan systems. These systems may benefit significant proportions of students who take a loan during their studies. Among countries with available information, the proportion of students benefitting from remission and/or forgiveness varies from 2% or less in Finland, Hungary, Japan, New Zealand and Sweden, to 10% in the Netherlands. This can translate into significant proportions of loans that are not repaid. In Australia, Canada and the Netherlands, it is estimated that 10% of loans or more will not be repaid (Table B5.5).

The conditions to benefit from such mechanisms vary between countries. Death, disability or poor financial situation of the graduate who took the loan are commonly accepted reasons for obtaining remission or forgiveness. Furthermore, conditions for remission and/or forgiveness are linked in some countries to the labour market situation or to students' results. For example, in the United States, teachers and individuals in public service may apply to loan-forgiveness programmes, and in Australia, graduates of specific fields (and employed in a related occupation) and graduates who take up related occupations or work in specified locations benefit from remission through a reduction of their repayments. In Colombia and Japan, some graduates with particularly outstanding results may also expect forgiveness of all or part of their student loan.

Definitions

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

Average tuition fees charged in public and private tertiary institutions 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 refers to 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 also have difficulty quantifying the amount of loans to students. Therefore, data on student loans should also be treated with caution.

Methodology

Data refer to the financial year 2013 or school year 2013/14 and are based on a special survey administered by the OECD and undertaken in 2015 (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.

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/10.1787/888933397928

Table B5.1	**Estimated annual average tuition fees charged by educational institutions (short-cycle tertiary, bachelor's and master's or equivalent levels) (2013/14)**
Table B5.2	**Estimated index of changes in the tuition fees charged by educational institutions (ISCED levels 5 to 7) and reforms related to tuition fees implemented in recent years on tertiary education (2013/14)**
Table B5.3	**Estimated annual average tuition fees charged, by educational institutions for foreign students (2013/14)**
Table B5.4	**Public loans to students in tertiary education (2013/14) and trends in the number of beneficiaries (2004/05 and 2014/15)**
Table B5.5	**Repayment and remission of public loans to students in bachelor's, master's, doctoral or equivalent programmes (academic year 2013/14)**

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: http://dx.doi.org/10.1787/eag-data-en

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Table B5.1. [1/2] Estimated annual average tuition fees charged by educational institutions (short-cycle tertiary, bachelor's and master's or equivalent levels)[1] (2013/14)

National students, in equivalent USD converted using PPPs, by type of institutions and degree structure, based on full-time students, academic year 2013/14

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 figures 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. Proportions of students reported in Columns 1, 2 and 3 are based on the data collection used for other indicators (UOE data collection), and refer to school year 2013/14.

		Percentage of full-time students enrolled in:			Annual average tuition fees *in USD charged by institutions (for full-time students)*								
		Short-cycle tertiary programmes, bachelor's and master's or equivalent level			Public institutions			Government-dependent private institutions			Independent private institutions		
		Public institutions	Government-dependent private institutions	Independent private institutions	Short-cycle tertiary programmes	Bachelor's or equivalent level	Master's or equivalent level	Short-cycle tertiary programmes	Bachelor's or equivalent level	Master's or equivalent level	Short-cycle tertiary programmes	Bachelor's or equivalent level	Master's or equivalent level
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	92	2	6	m	4 473	7 334	a	a	a	m	8 322	7 537
	Austria	83	m	m	m	861	861	m	861	861	m	m	m
	Belgium (Fl.)[2]	41	59	1	0 to 676	729	729	x(4)	x(5)	x(6)	m	m	m
	Belgium (Fr.)	m	m	m	0	155	710	0	151	721	a	a	a
	Canada[2]	m	m	m	m	4 761	4 961	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	87	2	11	m	m	m	m	m	m	m	m	m
	Denmark	98	2	0	No tuition fees	No tuition fees	No tuition fees	m	m	m	m	m	m
	Estonia	19	73	8	a	No tuition fees	No tuition fees	a	No tuition fees	No tuition fees	a	m	m
	Finland	65	35	a	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	a	a	a
	France	m	m	m	0 to 1 019	0 to 8 313	300 to 2 166	x(12)	x(10)	x(11)	3 009 to 10 245	1 808 to 7 598	1 098 to 12 994
	Germany	93	m	m	m	m	m	m	m	m	m	m	m
	Greece				m	m	m	m	m	m	m	m	m
	Hungary	88	6	7	m	m	m	m	m	m	m	m	m
	Iceland				m	m	m	m	m	m	m	m	m
	Ireland	98	2	0	m	m	m	m	m	m	m	m	m
	Israel	17	66	17	m	2 957	m	m	2 934	m	m	7 028	m
	Italy	90	a	10	m	1 602	x(5)	a	a	a	m	6 168	x(11)
	Japan[2]	21	a	79	3 728	5 152	5 150	a	a	a	6 690	8 263	6 926
	Korea	19	a	81	2 747	4 773	6 281	a	a	a	6 948	8 554	11 510
	Latvia	9	71	21	m	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	69	a	31	m	m	m	a	a	a	m	5 970	m
	Netherlands	m	m	m	2 300	2 300	2 300	m	m	m	m	m	m
	New Zealand	88	9	3	m	4 113	m	m	m	m	m	m	m
	Norway[2]	84	6	10	No tuition fees	No tuition fees	No tuition fees	m	m	m	6 552	6 552	8 263
	Poland	87	a	13	m	m	m	m	m	m	m	m	m
	Portugal	82	0	18	m	m	m	m	m	m	m	m	m
	Slovak Republic	93	a	6	m	No tuition fees	No tuition fees	a	a	a	m	2 300	1 700
	Slovenia[2]	94	5	a	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	a	a	a
	Spain	83	3	14	m	m	m	m	m	m	m	m	m
	Sweden	87	13	a	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	a	a	a
	Switzerland[3]	91	5	4	m	1 015	1 015	m	1 015	1 015	m	m	m
	Turkey	93	a	7	No tuition fees	No tuition fees	No tuition fees	a	a	a	m	m	m
	United Kingdom[2]	a	100	a	a	a	a	m	9 019	9 019	m	m	m
	United States[4]	68	a	32	2 276	8 202	10 818	a	a	a	10 612	21 189	16 932
Partners	Argentina				m	m	m	m	m	m	m	m	m
	Brazil	26	a	74	m	m	m	a	a	a	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	553	574	3 212	a	a	a	1 294	3 082	7 097
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	94	a	6	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m

1. Scholarships/grants that the student may receive are not taken into account.
2. Reference year 2014/15 for tuition fees (in Japan, for public institutions only; for Korea, 2014).
3. Financial reference year 2013 and academic reference year 2012/13.
4. Reference year 2011/12 for tuition fees.

Source: OECD. See 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/10.1787/888933397939

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Table B5.1. [2/2] Estimated annual average tuition fees charged by educational institutions (short-cycle tertiary, bachelor's and master's or equivalent levels)[1] (2013/14)

National students, in equivalent USD converted using PPPs, by type of institutions and degree structure, based on full-time students, academic year 2013/14

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 figures 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. Proportions of students reported in Columns 1, 2 and 3 are based on the data collection used for other indicators (UOE data collection), and refer to school year 2013/14.

		Comment
		(13)
OECD	Australia	
	Austria	Since the summer term 2009, only national students as well as EU/EEA students who exceed the theoretical duration of study plus a range of tolerance are not exempted from paying tuition fees (other reasons for exemption exist). Tuition fees do not include mandatory membership in the official body of university students (about USD 43).
	Belgium (Fl.)[2]	Bachelor's or master's or equivalent programmes: data refer to students without a scholarship. Tuitions fees are USD 122 for students receiving a scholarship and USD 482 for students receiving almost a scholarship (*bijna beursstudenten*). Short-cycle tertiary programmes: maximal tuition fee is for associate degree - higher educational adult education, while minimal fee refer to nursing programmes. In adult education a tuition fee of EUR 1.50 per teaching period is charged since 1 January 2015.
	Belgium (Fr.)	Tuition fees charged for programmes are the same for public and private institutions but the distribution of students differs between public and private institutions, so the weighted average is not the same.
	Canada[2]	
	Chile	
	Czech Republic	
	Denmark	
	Estonia	Starting from academic year 2013/14, all degree programmes taught in Estonian are free of charge for full-time students. Fees can be charged to students who do not succeed in studying full time.
	Finland	Excluding membership fees to student unions.
	France	In public institutions, tuitions fees in most bachelor's or equivalent programmes are less than USD 750; fees may exceed this amount for some paramedical training. Data on the registration fees other than those charged by public institutions depending on the Ministry of Higher Education or the Ministry of Agriculture are rough estimates.
	Germany	
	Greece	
	Hungary	Students are either fully financed through a state scholarship, partially financed through a state scholarship (50% of the cost of studies), or pay the full cost of studies.
	Iceland	
	Ireland	
	Israel	
	Italy	Each institution fixes scales for tuition fees depending on the economic circumstances of the student's family, according to equity and solidarity criteria that respect the general rules determined at national level. The annual average tuition fees are calculated on the basis of the actual tuition fee paid by each student (net amount); students totally exempted from fees are not included in the calculation. Students partially exempted are considered on the basis of their actual payment. Programmes at equivalent levels are excluded.
	Japan[2]	Average amount of annual tuition fees charged by independent private institutions refers to fees in private universities for the first academic year.
	Korea	
	Latvia	
	Luxembourg	
	Mexico	
	Netherlands	Tuition fees in public institutions refer to the mandatory fee and apply to all students from the European Economic Area.
	New Zealand	Average tuition fees for all tertiary levels in universities only.
	Norway[2]	Tuition fees for independent private institutions refer to the largest private institution, mainly providing courses in business administration (economics, marketing and management). Candidates for the doctorate degree are formally not students, but employed as research fellows. The contract period at the universities is normally four years, to allow for teaching activities in addition to the three years of research.
	Poland	
	Portugal	
	Slovak Republic	Generally full-time students do not pay tuition fees, but students who are simultaneously enrolled in two or more study programmes offered by a public university in the same level in one academic year are required to pay annual tuition fees for the second and any other study programmes in the academic year. In addition, students studying longer than the standard duration of study are required to pay annual tuition for each additional year of study.
	Slovenia[2]	Full-time students do not pay tuition fees. In independent private institutions, students are enrolled on a part-time basis only.
	Spain	
	Sweden	Proportion of full-time students includes students in master's or equivalent level (ISCED 7) and short-cycle tertiary programmes (ISCED 5).
	Switzerland[3]	
	Turkey	As of the academic year 2012/13, in public institutions students in first education (regular morning programmes) and open education programmes are not charged tuition fees over the course of the theoretical duration of the programmes. Tuition fees are charged only for students in public institutions who are enrolled in evening programmes and those who have not graduated from a programme within the theoretical duration.
	United Kingdom[2]	Average tuition fees for all tertiary levels.
	United States[4]	
Partners	Argentina	
	Brazil	
	China	
	Colombia	
	Costa Rica	
	India	
	Indonesia	
	Russian Federation	
	Saudi Arabia	
	South Africa	

1. Scholarships/grants that the student may receive are not taken into account.
2. Reference year 2014/15 for tuition fees (in Japan, for public institutions only; for Korea, 2014).
3. Financial reference year 2013 and academic reference year 2012/13.
4. Reference year 2011/12 for tuition fees.

Source: OECD. See 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 B5.2. [1/2] Estimated index of changes in the tuition fees charged by educational institutions (ISCED levels 5 to 7) and reforms related to tuition fees implemented in recent years on tertiary education[1] (2013/14)

National students, rate of change computed after converting tuition fees in equivalent USD at constant prices converted using PPPs, by ISCED level, based on full-time students, academic year 2013/14

Note: The data in Columns 1-3 can be considered as good proxies of the tuition fees trends, although they are based on the weighted average of the main tertiary programmes and do not cover all educational institutions. For Columns 1-3, year 2004 refers to academic year 2003/04 and year 2014 to 2013/14.

		Index of change in the amount of tuition fees for students in short-cycle tertiary programmes between 2004 and 2014 (public institutions, 2004 = 100)	Index of change in the amount of tuition fees for students in bachelor's or equivalent level programmes between 2004 and 2014 (public institutions, 2004 = 100)	Index of change in the amount of tuition fees for students in master's or equivalent level programmes between 2004 and 2014 (public institutions, 2004 = 100)	Reforms implemented since 2010 on tertiary education (ISCED levels 5 to 8)	
					On levels of tuition fees	Of which, at least some combined with a change in the level of public subsidies available to students
		(1)	(2)	(3)	(4)	(5)
OECD	Australia	m	120	185	Yes	Yes
	Austria	m	m	m	No	No
	Belgium (Fl.)[2]	m	m	m	No	No
	Belgium (Fr.)	m	m	m	Yes	No
	Canada[2]	m	115	m	No	No
	Chile	m	m	m	m	m
	Czech Republic	m	m	m	m	m
	Denmark	a	a	a	No	No
	Estonia	a	a	a	Yes	Yes
	Finland	a	a	a	No	No
	France	m	m	m	No	No
	Germany	m	m	m	m	m
	Greece	m	m	m	m	m
	Hungary	m	m	m	Yes	Yes
	Iceland	m	m	m	m	m
	Ireland	m	m	m	m	m
	Israel	m	m	m	No	No
	Italy	m	m	m	Yes	Yes
	Japan[2]	117	116	116	No	No
	Korea[2]	m	m	m	Yes	Yes
	Latvia	m	m	m	m	m
	Luxembourg	m	m	m	m	m
	Mexico	m	m	m	m	m
	Netherlands	m	m	m	No	No
	New Zealand	m	113	113	Yes	No
	Norway[2]	a	a	a	m	m
	Poland	m	m	m	m	m
	Portugal	m	m	m	m	m
	Slovak Republic	m	m	m	No	No
	Slovenia[2]	m	m	m	No	No
	Spain	m	m	m	m	m
	Sweden[3]	a	a	a	Yes	Yes
	Switzerland[4]	m	m	m	No	No
	Turkey	a	a	a	Yes	No
	United Kingdom[2]	a	a	a	Yes	Yes
	United States[5]	110	138	126	No	No
Partners	Argentina	m	m	m		
	Brazil		m	m	No	No
	China	m	m	m	m	m
	Colombia		m	m	No	No
	Costa Rica	m	m	m	m	m
	India	m	m	m	m	m
	Indonesia	m	m	m	m	m
	Russian Federation	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m
	South Africa	m	m	m	m	m

1. Scholarships/grants that the student may receive are not taken into account.
2. Reference year 2014/15 for tuition fees (in Japan, for public institutions only; for Korea, 2014).
3. Reforms at bachelor's, master's or equivalent levels only.
4. Financial reference year 2013 and academic reference year 2012/13.
5. Reference year 2011/12 for tuition fees.

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

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Table B5.2. [2/2] Estimated index of changes in the tuition fees charged by educational institutions (ISCED levels 5 to 7) and reforms related to tuition fees implemented in recent years on tertiary education[1] (2013/14)

National students, rate of change computed after converting tuition fees in equivalent USD at constant prices converted using PPPs, by ISCED level, based on full-time students, academic year 2013/14

Note: The data in Columns 1-3 can be considered as good proxies of the tuition fees trends, although they are based on the weighted average of the main tertiary programmes and do not cover all educational institutions. For Columns 1-3, year 2004 refers to academic year 2003/04 and year 2014 to 2013/14.

		Reforms implemented since 2010 on tertiary education (ISCED levels 5 to 8)
		Comments
		(6)
OECD	Australia	From 2012, the government has provided a subsidy for students enrolled in public university bachelor's level courses (excluding medicine) and amended indexation of higher education to better reflect the costs.
	Austria	
	Belgium (Fl.)[2]	
	Belgium (Fr.)	Since 2010/11, abolition of school fees (minerval) for students who receive a scholarship from the Ministry of the Wallonia-Brussels Federation and a decrease in fees for those from a low socio-economic background.
	Canada[2]	
	Chile	
	Czech Republic	
	Denmark	The state education grant for students living with their parents has been reduced (around 6% of tertiary students live with their parents). Furthermore, the yearly regulation of the state education grant will in the future be the same as transfer payments such as unemployment benefit and social security.
	Estonia	From 2013/14, students from less privileged families studying full time and in the Estonian language can apply for study allowance. From 2015, a needs-based special allowance is proposed for students without a study allowance if the economic situation of their family has since changed.
	Finland	From academic year 2017/18, introduction of tuition fees for students coming from outside the European Union and European Economic Area to study in Finland
	France	Changes in 2013 and 2014 to increase the financial support to tertiary students (increase in the amount of scholarships, in the number of scholarships to students and extension of the conditions to benefit from scholarships).
	Germany	
	Greece	
	Hungary	From 2012/13, private financing increased mainly in law and economics, less in science and technology, and a new student loan form was launched for all students who pay the cost of studies ("cost-refunding" or "tuition fee").
	Iceland	
	Ireland	
	Israel	
	Italy	From 2010, reform aimed at guaranteeing support to all students coming from a low socio-economic background. In 2013, the creation of an Observatory on Students' Welfare helped to monitor and report on students' support services, and to advise the Ministry on standards for the student support system.
	Japan[2]	
	Korea[2]	Reforms in 2012 to increase the level of public support for higher education, with the goal of expanding access to and improving equity in tertiary education. National scholarships for students were created in 2012 by combining and expanding the existing scholarships for low-income students.
	Latvia	
	Luxembourg	
	Mexico	
	Netherlands	No reform, but tuition fees are corrected each year for inflation.
	New Zealand	Control over increases in tuition fees : Limits on how much a provider may increase all fees and course costs are defined by the Ministry. This level is set each year and since 2011 has been 4%. A level of 3% is proposed for the 2016 calendar year.
	Norway[2]	
	Poland	
	Portugal	
	Slovak Republic	The conditions for determining the maximum amount of tuition fees have been amended; specific charges are determined by each school separately in its internal regulation.
	Slovenia[2]	
	Spain	
	Sweden[3]	Tuition fees were introduced for non-European Economic Area students 2011 in higher educational institutions, except at doctoral level, and at the same time public stipend programmes were introduced.
	Switzerland[4]	
	Turkey	As of the academic year 2012/13, students in first education (regular morning programmes) and open education programmes are not charged tuition fees over the course of the theoretical duration of the programmes. Tuition fees are paid only by students in public institutions who are enrolled in evening programmes and those who have not graduated from a programme within the theoretical duration.
	United Kingdom[2]	In England from 2012/13, tuition fee loans available to students increased, with changing repayment conditions (earnings threshold at which repayments start increased; a real interest rate to be charged when income is above the earnings threshold; earnings thresholds will be increased annually in line with earnings; the length of time before all debts are written off is extended from 25 to 30 years; extension of free loans to part-time students).
	United States[5]	Prior to 2010 the federal government guaranteed student loans provided by banks and non-profit lenders. In 2010, the guaranteed loan programme was eliminated and all US federal student loans became direct loans (originated and funded directly by the US Department of Education).
Partners	Argentina	
	Brazil	The Ministry of Education created in 2005 the "University for all" programme (PROUNI, Law 11096/95), granting full and partial scholarships for low-income students in private higher educational institutions in order to pay their tuition fees. In 2014, 205 000 full scholarships and 101 000 partial scholarships were granted.
	China	
	Colombia	
	Costa Rica	
	India	
	Indonesia	
	Russian Federation	
	Saudi Arabia	
	South Africa	

1. Scholarships/grants that the student may receive are not taken into account.
2. Reference year 2014/15 for tuition fees (in Japan, for public institutions only; for Korea, 2014).
3. Reforms at bachelor's, master's or equivalent levels only.
4. Financial reference year 2013 and academic reference year 2012/13.
5. Reference year 2011/12 for tuition fees.

Source: OECD. See 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. [1/2] Estimated annual average tuition fees charged by educational institutions for foreign students (2013/14)

Tuition fees in equivalent USD converted using PPPs, for bachelor's, master's, doctoral or equivalent level,[1] based on full-time students, academic year 2013/14.

Note: Tuition fees and associated proportions of students should be interpreted with caution as they result from the weighted average of the main programmes and do not cover all educational institutions. However, the figures 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.

		Differentiation in tuition fees between domestic and foreign students (bachelor's, master's, doctoral or equivalent level)	Level of tuition fees for foreign students (in equivalent USD converted using PPPs, tuition fees charged by institutions for full-time students;)								
			Public institutions			Government-dependent private institutions			Independent private institutions		
			Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level	Bachelor's or equivalent level	Master's or equivalent level	Doctoral or equivalent level
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD	Australia	Yes	14 546	13 270	12 914	a	a	a	9 615	11 013	8 679
	Austria	Yes	1 722	1 722	1 722	1 722	1 722	a	m	m	m
	Belgium (Fl.)[2]	Yes	m	m	m	m	m	m	m	m	m
	Belgium (Fr.)	Yes	m	m	m	m	m	m	m	m	m
	Canada[2]	Yes	16 336	12 459	m	m	m	m	m	m	m
	Chile	Yes	m	m	m	m	m	m	m	m	m
	Czech Republic	Yes	m	m	m	m	m	m	m	m	m
	Denmark	Yes	11 077	9 644	m	m	m	m	m	m	m
	Estonia[2]	Yes	908 to 19 979	908 to 19 979	m	m	m	m	m	m	m
	Finland	No	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	a	a	a
	France	No	0 to 8 313	300 to 2 166	458	x(8)	x(9)	m	1 808 to 7 598	1 098 to 12 994	m
	Germany	No	m	m	m	m	m	m	m	m	m
	Greece	Yes	m	m	m	m	m	m	m	m	m
	Hungary[2]	No	m	m	m	m	m	m	m	m	m
	Iceland	No	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees	No tuition fees
	Ireland	Yes	m	m	m	m	m	m	m	m	m
	Israel	No	2 957	m	m	2 934	m	m	7 028	m	m
	Italy	No	1 602	m	1 235	a	a	a	6 168	m	2 542
	Japan[2]	m	5 152	5 150	5 149	a	a	a	m	m	m
	Korea[2]	No	4 773	6 281	7 137	a	a	a	8 554	11 510	12 270
	Latvia	m	m	m	m	m	m	m	m	m	m
	Luxembourg	Yes	m	m	m	m	m	m	m	m	m
	Mexico	Yes	m	m	m	m	m	m	m	m	m
	Netherlands	Yes	m	m	a	m	m	a	m	m	a
	New Zealand	Yes	16 957	m	m	m	m	m	m	m	m
	Norway[2]	No	No tuition fees	No tuition fees	No tuition fees	m	m	m	6 552	8 263	m
	Poland	Yes	m	m	m	m	m	m	m	m	m
	Portugal	No	m	m	m	m	m	m	m	m	m
	Slovak Republic	No	No tuition fees	No tuition fees	No tuition fees	a	a	a	2 300	3 313	5 847
	Slovenia[2]	No	No tuition fees	No tuition fees	5 839	No tuition fees	No tuition fees	m	a	a	m
	Spain	No	m	m	m	m	m	m	m	m	m
	Sweden	Yes	13 171	13 171	a	15 555	15 555	a	a	a	a
	Switzerland[3]	No	1015	1015	457	1015	1015	a	m	m	m
	Turkey	Yes	m	m	m	a	a	a	m	m	m
	United Kingdom[2]	a	a	a	a	12 884	x(5)	x(5)	m	m	m
	United States[4]	Yes	16 066	16 205	20 168	a	a	a	29 234	24 015	30 205
Partners	Argentina	m	m	m	m	m	m	m	m	m	m
	Brazil	No	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m
	Colombia	No	574	3 212	3 667	a	a	a	3 082	7 097	9 885
	Costa Rica	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m
	Russian Federation	Yes	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m

1. Scholarships/grants that the student may receive are not taken into account.
2. Reference year 2014/15 (2014 for Korea).
3. Data refer to the financial year 2013 and the academic year 2012/13.
4. Reference year 2011/12.

Source: OECD. See 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. [2/2] Estimated annual average tuition fees charged by educational institutions for foreign students (2013/14)

Tuition fees in equivalent USD converted using PPPs, for bachelor's, master's, doctoral or equivalent level,[1] based on full-time students, academic year 2013/14.

Note: Tuition fees and associated proportions of students should be interpreted with caution as they result from the weighted average of the main programmes and do not cover all educational institutions. However, the figures 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.

		Comment
		(11)
OECD	Australia	
	Austria	
	Belgium (Fl.)[2]	Tuition fees for students from outside the European Union or the European Economic Area may differ from those for other students.
	Belgium (Fr.)	Tuition fees for students from outside the European Union or the European Economic Area may differ from those for other students.
	Canada[2]	
	Chile	
	Czech Republic	
	Denmark	Average tuition for bachelor's refers to fee for professional bachelor's (ISCED 6.2) only.
	Estonia[2]	Tuition fees only for students from non-European Union or non-European Economic Area.
	Finland	Between 2010 and 2014, there was a tuition fee trial period when it was possible for higher educational institutions to charge fees to foreign students coming from outside the European Union or the European Economic Area and studying in university and polytechnic programmes at master's level given in a foreign language.
	France	
	Germany	
	Greece	
	Hungary[2]	In the academic year 2012/13, a new student loan form (namely *Diákhitel2*) was launched, besides *Diákhitel1*. *Diákhitel2* can be used only for the cost of studies ("cost-refunding" or "tuition fee"), while *Diákhitel1* can be used for any purpose (e.g. student living expenses).
	Iceland	
	Ireland	
	Israel	
	Italy	
	Japan[2]	
	Korea[2]	
	Latvia	
	Luxembourg	
	Mexico	
	Netherlands	Tuition fees differ between institutions and by field of study.
	New Zealand	
	Norway[2]	
	Poland	
	Portugal	
	Slovak Republic	
	Slovenia[2]	No tuition fees for students from European Union countries or whose parents are residents of the Republic of Slovenia in bachelor and master's programmes, and for citizens of other countries with which Slovenia has specific agreements; others pay the same tuition as part-time students. International doctoral students pay similar tuition fees as other students.
	Spain	
	Sweden	The majority of the students in the governement-dependent private institutions are studying technology, thus the average fee is higher than in public institutions.
	Switzerland[3]	
	Turkey	
	United Kingdom[2]	
	United States[4]	The average tutition fees for foreign students are higher than for national students because all foreign students pay an out-of-state tuition fee. National students who attend an in-state institution pay a lower fee than national students who attend an out-of-state public institution.
Partners	Argentina	
	Brazil	
	China	
	Colombia	
	Costa Rica	
	India	
	Indonesia	
	Russian Federation	
	Saudi Arabia	
	South Africa	

1. Scholarships/grants that the student may receive are not taken into account.
2. Reference year 2014/15 (2014 for Korea).
3. Data refer to the financial year 2013 and the academic year 2012/13.
4. Reference years 2011/12.

Source: OECD. See 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. [1/3] Public loans to students in tertiary education (2013/14) and trends in the number of beneficiaries (2004/05 and 2014/15)

National students, in USD converted using PPPs

		Proportion of students who have a loan (in %), ISCED levels 6-8	Average annual gross amount of loan borrowed by each student, ISCED levels 6-8 (USD)	Subsidy through reduced interest rate		Average debt at graduation (in USD)
				Interest rate during studies	Interest rate after studies	
		(1)	(2)	(3)	(4)	(5)
OECD	Australia	79	4 017	2%	2%	m
	Belgium (Fl.)	a	a	a	a	a
	Belgium (Fr.)[1]	9	1 458	m	m	m
	Canada[2, 3]	m	4 277 (bachelor's), 5 899 (master's), 6 489 (doctoral)	No nominal interest rate	5.4%	12 422
	Denmark[4]	about 35	4 723	4%	1%	14 856
	Estonia[2]	11	3 487	5.0%	5.0%	m
	Finland[2]	22	2 714	1.0%	Full interest rate agreed with the private bank.	8 291
	France[2]	0.1	1 600	m	m	m
	Hungary[1, 2, 5]	m	2 790	*Diákhitel1*: 6.5% to 7.5%; *Diákhitel2*: 2%	*Diákhitel1*: 6.5% to 7.5%; *Diákhitel2*: 2%	m
	Italy[2]	0.3	4 959	m	m	m
	Japan[4]	38	6 483 (interest-free loans); 8 430 (interest-bearing loans)	No nominal interest rate	Maximum of 3%, rest paid by government	29 942
	Korea[6]	18,5	5 623	2.9%	2.9%	m
	Mexico	m	m	m	m	m
	Netherlands	m	6 878	0.12%	0.12%	18 100
	New Zealand	m	5 897	No nominal interest rate	No nominal interest rate if New Zealand based, 5.9% otherwise	13 437 (2014 average for both graduates and non-graduate borrowers who have left study)
	Norway[4]	68	10 083	a (repayment of the loan starts after graduation)	2.52% (cost of government borrowing +1.25% to cover defaulting costs)	26 826
	Poland	m	m	m	m	m
	Portugal	m	m	m	m	m
	Slovak Republic[6]	m	4 510	No nominal interest rate	3.19%	3 247
	Slovenia	a	a	a	a	a
	Sweden[4]	52	6 829	1%	1%	22 789
	Switzerland[3]	m	3 987	m	m	m
	Turkey	32	3 561 (bachelor's), 7 122 (master's), 10 683 (doctoral)	Repayment of the loan starts after graduation	Based on the Domestic Producer Price Index	m
	United Kingdom[4]	92	5 612 (maintenance loan) and 10 824 (tuition fee loan)	Retail price index, plus 3% (5.5% for 2 014-15)	From retail price index (2.5% for 2 014/15) to retail price index plus 3% (5.5% for 2 014/15), based on earnings	30 349
	United States[7]	62 (bachelor's), 67 (master's), 32 (doctoral)	4 330 (bachelor's), 16 363 (master's), 5 984 (doctoral)	0% to 7.21%	4.66% to 7.21%	m
Partners	Brazil	m	m	3.4%	3.4%	m
	Colombia	m	3 003	Consumer price index to consumer price index plus 8%	Consumer price index to consumer price index plus 8%	7 298

1. All students in bachelor's, master's, doctoral or equivalent programmes.
2. Private loan guaranteed by the state rather than public loan (in Italy, for the majority of student loans).
3. Reference year 2012/13.
4. Reference year 2014/15 (for Japan, 2013/14 reference year for debt at graduation).
5. Data refer to *Diákhitel1* only. In the academic year 2012/13 a new student loan form (*Diákhitel2*) was launched, besides *Diákhitel1*. *Diákhitel2* can be used only for the cost of studies ("cost-refunding" or "tuition fee"), while *Diákhitel1* can be used for any purpose (e.g. student living expenses).
6. Includes short-cycle tertiary programmes.
7. Reference year 2011/12 for the proportion of students with student loans; reference year 2014/15 for information on interest rates.

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

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Table B5.4. [2/3] Public loans to students in tertiary education (2013/14) and trends in the number of beneficiaries (2004/05 and 2014/15)

National students, in USD converted using PPPs

		Number of national students who benefit from a student loan (short-cycle tertiary level)			Number of national students who benefit from a student loan (bachelor's, master's, doctoral or equivalent levels)		
		2004/05	2014/15	Rate of growth, % (2004/05-2014/15)	2004/05	2014/15	Rate of growth, % (2004/05-2014/15)
		(6)	(7)	(8)	(9)	(10)	(11)
OECD	Australia	7 288	21 538	196	473 225	742 217	57
	Belgium (Fl.)	a	a	a	a	a	a
	Belgium (Fr.)[1]	m	0	m	m	9	m
	Canada[2, 3]	m	149 000	m	m	280 000	m
	Denmark[4]	(37% of all students at ISCED level 5)	9 300	m	(35% of all students at ISCED levels 6-8)	86 300	m
	Estonia[2]	3 312	656	-80	23 719	4 613	-81
	Finland[2]	a	a	a	46 522	66 984	44
	France[2]	m	m	m	m	m	m
	Hungary[1, 2, 5]	3 536	2 459	-30	102 486	35 359	-65
	Italy[2]	m	m	m	716	4 614	544
	Japan[4]	157 864	281 347	78	668 439	1053 142	58
	Korea[6]	m	d (10)	m	m	679 404	m
	Mexico	m	m	m	m	m	m
	Netherlands	d (9)	d (10)	m	118 365	193 765	64
	New Zealand	21 264	23 304	10	80 748	114 132	41
	Norway[4]	m	m	m	131 300	159 400	21
	Poland	m	m	m	m	m	m
	Portugal	m	m	m	m	m	m
	Slovak Republic[6]	m	m	m	3 983	1 902	-52
	Slovenia	m	m	m	m	m	m
	Sweden[4]	23 152	27 795	20	213 086	203 567	-4
	Switzerland[3]	d (9)	d (10)		4 400	2 748	-38
	Turkey	83 583	245 768	194	472 899	756 657	60
	United Kingdom[4]	m	m	m	856 000	943 900	10
	United States[7]	(28% of all students at ISCED level 5)	(37% of all students at ISCED level 5)	m	(56%, 65% and 39% of all students at ISCED level 6, 7 and 8, respectively)	(62%, 67% and 32% of all students at ISCED level 6, 7 and 8, respectively)	m
Partners	Brazil	m	m	m	312 027	1900 343	509
	Colombia	3 863	9 391	143	18 998	57 315	202

1. All students in bachelor's, master's, doctoral or equivalent programmes.
2. Private loan guaranteed by the state rather than public loan (in Italy, for the majority of student loans).
3. Reference year 2012/13.
4. Reference year 2014/15 (for Japan, 2013/14 reference year for debt at graduation).
5. Data refer to *Diákhitel1* only. In the academic year 2012/13 a new student loan form (*Diákhitel2*) was launched, besides *Diákhitel1*. *Diákhitel2* can be used only for the cost of studies ("cost-refunding" or "tuition fee"), while *Diákhitel1* can be used for any purpose (e.g. student living expenses).
6. Includes short-cycle tertiary programmes.
7. Reference year 2011/12 for the proportion of students with student loans; reference year 2014/15 for information on interest rates.

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

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Table B5.4. [3/3] Public loans to students in tertiary education (2013/14) and trends in the number of beneficiaries (2004/05 and 2014/15)

National students, in USD converted using PPPs

		Notes on data on number of students who benefit from a student loan
		(12)
OECD	**Australia**	There is no real interest rate on public loans.
	Belgium (Fl.)	In the Flemish Community there is no system of public loans.
	Belgium (Fr.)[1]	Includes foreign students.
	Canada[2, 3]	These data substantially underestimate the number of students benefitting from a public student loan. The data include information on the federal portion of student financial assistance only, which provides 60% of student loans in the nine provinces and one territory that participate in the Canada Student Loan Program. The governments of the Northwest Territories, Nunavut and Quebec do not participate in the Canada Student Loans Program but offer their own financial assistance programs for students.
	Denmark[4]	The data include Danish students stuyding abroad (full-degree) and exclude doctoral students. The interest rate after studies is lower than the cost of government borrowing.
	Estonia[2]	
	Finland[2]	There are no public student loans in Finland. The numbers in the table cover government guaranteed private study loans.
	France[2]	Information of public loans is not available. 0.1% of tertiary students (ISCED 5 to 8) benefit from a private loan guaranteed by the state.
	Hungary[1, 2, 5]	370 students in the ISCED 5 category took *Diákhitel2* in the academic year 2013/14, and 9 260 in the ISCED 6-8 categories (see note 5 for more details). The data include foreign students.
	Italy[2]	The majority of the loans are provided by lending institutions; educational institutions provide guarantees for students.
	Japan[4]	
	Korea[6]	Data for ISCED 5 included in ISCED 6-8. Figures in Columns 6-11 include every student loan programme operated by the government, while other columns include only loans from the Korea Student Aid Foundation programme, directly governed by the Ministry of Education.
	Mexico	
	Netherlands	Data for ISCED 5 included in ISCED 6-8. The interest rate is equal to the cost of government borrowing.
	New Zealand	Reference years for New Zealand are the 2013 and the 2003 academic years (January to December). National students include New Zealand permanent residents with non-New Zealand citizenship who have lived in the country for 3 years.
	Norway[4]	There are 4 400 beneficiaries of student loans in programmes at unknown ISCED level for 2014/15.
	Poland	
	Portugal	
	Slovak Republic[6]	Data provided refer to the whole of tertiary level education (ISCED levels 5, 6 and 7).
	Slovenia	
	Sweden[4]	The interest rate is equal to 70 % of the government's cost for borrowing.
	Switzerland[3]	Data for ISCED 5 included in ISCED 6-8. Includes foreign students. Data refer to financial year 2004 and financial year 2013.
	Turkey	
	United Kingdom[4]	Data for ISCED 5 included in ISCED 6-8.
	United States[7]	The interest rate is equal to the cost of government borrowing.
Partners	**Brazil**	Data only for ISCED 6. The values refer to the number of loan contracts active in December.
	Colombia	

1. All students in bachelor's, master's, doctoral or equivalent programmes.
2. Private loan guaranteed by the state rather than public loan (in Italy, for the majority of student loans).
3. Reference year 2012/13.
4. Reference year 2014/15 (for Japan, 2013/14 reference year for debt at graduation).
5. Data refer to *Diákhitel1* only. In the academic year 2012/13 a new student loan form (*Diákhitel2*) was launched, besides *Diákhitel1*. *Diákhitel2* can be used only for the cost of studies ("cost-refunding" or "tuition fee"), while *Diákhitel1* can be used for any purpose (e.g. student living expenses).
6. Includes short-cycle tertiary programmes.
7. Reference year 2011/12 for the proportion of students with student loans; reference year 2014/15 for information on interest rates.

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

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Table B5.5. [1/2] Repayment and remission of public loans to students in bachelor's, master's, doctoral or equivalent programmes (academic year 2013/14)

National students, in USD converted using PPPs

		Repayment				
		Repayment system	Annual minimum income threshold (in USD)	Duration of typical amortisation period (in years)	Estimated annual income of recent graduates (in USD)	Average annual amount of repayment (in USD)
		(1)	(2)	(3)	(4)	(5)
OECD	Australia	Income contingent	33 709	8,5	34 492	2 424
	Belgium (Fl.)	a	a	a	m	a
	Belgium (Fr.)	m	m	m	m	m
	Canada[1, 2, 3]	m	m	9,5	ISCED 5: 33 235, ISCED 6: 42 343, ISCED 7: 55 925, ISCED 8: 59 919	m
	Denmark[4]	Mortgage style	a	7 to 15	m	m
	Estonia	Mortgage style	a	8 to 10	21 556 (gross salary in 2012)	m
	Finland	Mortgage style	a	5 to 15	37 574	1 530
	France	m	m	m	m	m
	Hungary[5]	Income contingent	None	10 to 15	m	1 259 (*Diákhitel1*); 664 ((*Diákhitel2*)
	Japan[4]	Mortgage style	a	15	m	2 178 (from 1 064 to 10 024)
	Korea[6]	Income contingent and mortgage style	About 21 755 (income contingent loan); a (mortgage style loan)	m (income contingent loan); up to 10 years (mortgage style loan)	m	m
	Netherlands	Income contingent	19 516	15	m	1 086
	New Zealand	Income contingent	12 996	7	m	1 907 (12% of income amount above income threshold, plus any voluntary repayments)
	Norway	Mortgage style	a	20	m	1 609
	Slovak Republic[7]	Mortgage style	a	7.1 (from 5 to 10)	m	780 (from 86 to 2 300)
	Slovenia	a	a	a	a	a
	Sweden[4]	Mortgage style	a	25	m	Typically 756
	Switzerland	m	m	m	m	m
	Turkey	Mortgage style	a	2 to 6	m	m
	United Kingdom[4]	Income contingent	30 062	m	30 778	616 (1st year of repayment for 2012 cohort) to 1 560 (8th year of repayment for 2005 cohort)
	United States	Mortgage style and income contingent	a	10 (mortgage style repayment); 20 to 25 (income based repayment; predicted period).	24 448	m
Partners	Brazil	m	m	m	m	m
	Colombia	Mortgage style	a	From same to twice the time of the study period.	18 982	m

1. Private loan guaranteed by the state rather than public loan.
2. Reference year 2012/13.
3. Only includes information on the federal portion of student financial assistance, that is to say 60% of student loans provided in the provinces participating in the Canada Student Loans Program (CSLP). Excludes the province of Quebec (about 25% of the Canadian population), which does not participate in the CSLP.
4. Reference year 2014/15.
5. In the academic year 2012/13 a new student loan form (namely *Diákhitel2*) was launched, besides *Diákhitel1*. *Diákhitel2* can be used only for the cost of studies ("cost-refunding" or "tuition fee"), while *Diákhitel1* can be used for any purpose (e.g. student living expenses).
6. Eligibility rule: Income Contingent Student Loans, if 35 years old or younger, 7th income decile or below, took 12 credits or more and gained 70 points or higher (maximum 100 points). General Installment Student Loans, if 55 years old or younger, 8th income decile or above, undergraduate and graduate students, took 12 credits or more and gained 70 points or higher (maximum 100 points).
7. Includes short-cycle tertiary programmes.

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

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Table B5.5. [2/2] Repayment and remission of public loans to students in bachelor's, master's, doctoral or equivalent programmes (academic year 2013/14)

National students, in USD converted using PPPs

		Remission					
			Conditions for remission/forgiveness			Proportion of students that benefit of the remission/ forgiveness	Proportion of loans that are not repaid
		Existence of remission/ forgiveness	Death or disability of the graduate	Financial situation of the graduate	Other conditions		
		(6)	(7)	(8)	(9)	(10)	(11)
OECD	**Australia**	Yes	Death	Bankruptcy (forgiveness)	Remission : decrease of the compulsory Higher Education Loan Program (HELP) repayments for graduates of specific fields (and employed in a related occupation) and graduates who take up related occupations or work in specified locations.	Forgiveness: m Remission: 0.56%	Forgiveness: 17% Remission: 0.06%
	Belgium (Fl.)	a	a	a	a	a	a
	Belgium (Fr.)	m	m	m	m	m	m
	Canada[1, 2, 3]	Yes	a	Graduates who have difficulty to pay the monthly Canada Student Loan payments (based on income and family size)		m	13%
	Denmark[4]	Yes	a	Based on financial situation, if the graduate does not have a huge debt to private creditors. If the debtor has a huge debt to both the government (e.g. public loans) and private creditors, it is possible to apply for a general debt relief.		A very few	About 1%
	Estonia	Yes	Death; graduates who lost the ability to work at 80-100%		Graduates with a child with profound disability	6%	m
	Finland	No	a	a	a	a	1.5%
	France	m	m	m	m	m	m
	Hungary[5]	Yes	Death; 100% disability of the graduate		Pensioner status	0.035% (*Diákhitel1*)	0.063% (*Diákhitel1*)
	Japan[4]	Yes	Death; physical or mental disabilities of the graduate		Graduate school recipients of Category 1 Loans with particularly outstanding results	0.63%	m
	Korea[6]	Yes	a	65-year-old or older people with no other income than a national pension, and whose income is below a threshold (the foundation's standard)	Interest relief while serving in the army (General Installment Student Loans, Income Contingent Student Loans)	m	m
	Netherlands	Yes	a	Income level condition is not applied to graduate students		10%	10%
	New Zealand	Yes	Death	Bankruptcy		Less than 0.2%	m
	Norway	Yes	Death or illness	People with low income, or in unemployment	In case of childbirth or care of small children	5%	m
	Slovak Republic[7]	m	m	m	m	m	1.08%
	Slovenia	a	a	a	a	a	a
	Sweden[4]	Yes	Death; not time-limited sickness compensation with low income		People of high age (65/68 years)	2%	7.3%
	Switzerland	m	m	m	m	m	m
	Turkey	Yes	Death; unability to work due to disability			m	m
	United Kingdom[4]	Yes	Death		Loans are written off 30 years after graduation	m	m
	United States	Yes	Death or disability	Graduates whose federal student loan debt is higher than their annual discretionary income or represents a significant portion of their annual income	Graduates who enter and remain in the teaching profession or in public services for a certain number of years may have a portion of their loans forgiven	m	m
Partners	**Brazil**	m	m	m	m	m	m
	Colombia	Yes			On graduation from the programme for which loans were approved and on obtaining the best results in Saber Pro tests	n	m

1. Private loan guaranteed by the state rather than public loan.

2. Reference year 2012/13.

3. Only includes information on the federal portion of student financial assistance, that is to say 60% of student loans provided in the provinces participating in the Canada Student Loans Program (CSLP). Excludes the province of Quebec (about 25% of the Canadian population), which does not participate in the CSLP.

4. Reference year 2014/15.

5. In the academic year 2012/13 a new student loan form (namely *Diákhitel2*) was launched, besides *Diákhitel1*. *Diákhitel2* can be used only for the cost of studies ("cost-refunding" or "tuition fee"), while *Diákhitel1* can be used for any purpose (e.g. student living expenses).

6. Eligibility rule: Income Contingent Student Loans, if 35 years old or younger, 7th income decile or below, took 12 credits or more and gained 70 points or higher (maximum 100 points). General Installment Student Loans, if 55 years old or younger, 8th income decile or above, undergraduate and graduate students, took 12 credits or more and gained 70 points or higher (maximum 100 points).

7. Includes short-cycle tertiary programmes.

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

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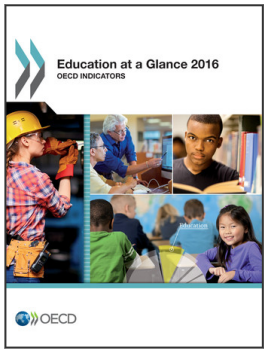

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OECD