

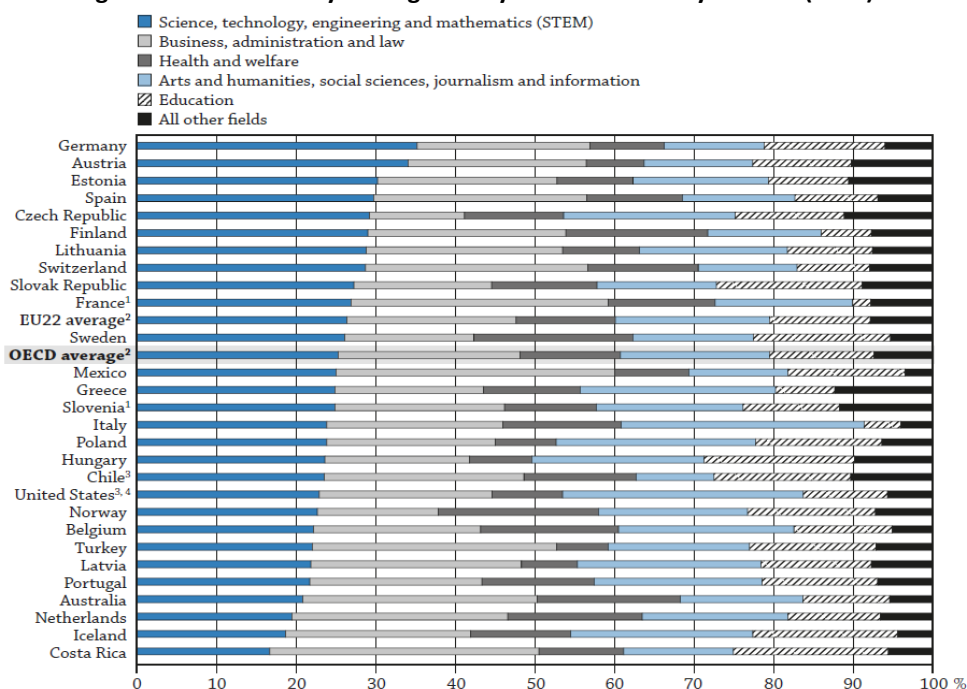
## EDUCATION AT A GLANCE 2017

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

### Italy

- The most popular fields of study are the arts and humanities, social sciences, journalism and information – with a combined share of 30% of tertiary-educated adults, the largest among OECD countries – and science-related subjects (24%).
- Participation in pre-primary education in Italy is among the highest across OECD countries **with enrolment rates reaching 16% at the age of 2 and exceeding 90% for 3-5- year-olds** , but the level of expenditure at this level is below the OECD average (about USD 6 500 per child).
- Italy has an important vocational education system and **53% of the population are expected to graduate from upper secondary vocational programmes** in their lifetime.
- **Tertiary educational attainment in Italy is among the lowest across OECD countries**, with only 18% of adults having attained tertiary education. These low levels may be partly due to poor employment prospects and low financial returns from attaining tertiary education (21% lower than the OECD average for men and 35% lower for women).
- Expenditure per student on primary to tertiary education amounted to around USD 9 300 in 2014, less than the OECD average. **Italy's total public expenditure on primary to tertiary education amounted to 7.1% of total government expenditure on all services in 2014**, the lowest among OECD and partner countries.

**Figure 1. Fields of study among tertiary-educated 25-64 year-olds (2016)**



**Note:** Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.

2. The OECD and EU22 averages exclude France and Slovenia.

3. Year of reference differs from 2016. Refer to the source table for more details.

4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

**Source:** OECD (2017), Table A1.3. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## Arts and humanities, social sciences, journalism and information are the most popular fields of study in tertiary education

- The most common fields of study in Italy are the arts and humanities, social sciences, journalism and information with the largest share of tertiary-educated adults (25-64 year-olds) among OECD countries (30%) and the science, technology, engineering and mathematics (STEM<sup>1</sup>) fields (24%), just below the OECD average (Figure 1).
- These two broad fields of study continue to be popular among the younger generations. In 2015, 39% of students at bachelor's level graduated with a degree in arts and humanities, social sciences, journalism and information (OECD average, 23%) and 25% with a STEM degree (OECD average, 22%). Conversely, a relatively low share of graduates at bachelor's level studied the fields of business, administration and law (14% compared to the OECD average of 23%). The distribution of master's graduates is similar, although the share of graduates in business, administration and law is much higher, at 25%, close to the OECD average of 27%.
- As in all OECD countries, men represent the large majority of graduates at bachelor's and master's levels in information and communication technologies (79% at bachelor's level and 86% at master's level), and engineering, manufacturing and construction (69% and 73%). Women are over-represented in the fields of education; arts and humanities, social sciences, journalism and information; and health and welfare at bachelor's and master's levels, and also in natural sciences, mathematics and statistics at master's level, making up more than 60% of graduates in those fields. Italy has the strongest gender imbalance among OECD countries in the field of education: 94% of graduates at bachelor's level and 91% at master's level are women.
- The arts and humanities in Italy are not only popular among national tertiary students, but even more so among foreign students: 26% of foreign students are enrolled in this field compared to 16% of national ones.
- Employment rates for tertiary-educated adults in Italy vary from 71% for those who studied the arts to 84% for information and communication technologies graduates and 85% for engineering, manufacturing and construction, and health and welfare graduates. Employment rates are higher in fields in which the majority of students are men, with the exception of health and welfare.
- At upper secondary level, almost two-thirds (64%) of graduates from vocational programmes studied the fields of business, administration and law, and engineering, manufacturing and construction, much higher than the average across OECD countries (54%). While boys are over-represented in the fields of engineering, manufacturing and construction (86%), girls make up the largest share of vocational graduates in the fields of health and welfare (74%), services (55%), and business, administration and law (52%).

## Participation in pre-primary education is now the norm for 3-5 year-olds

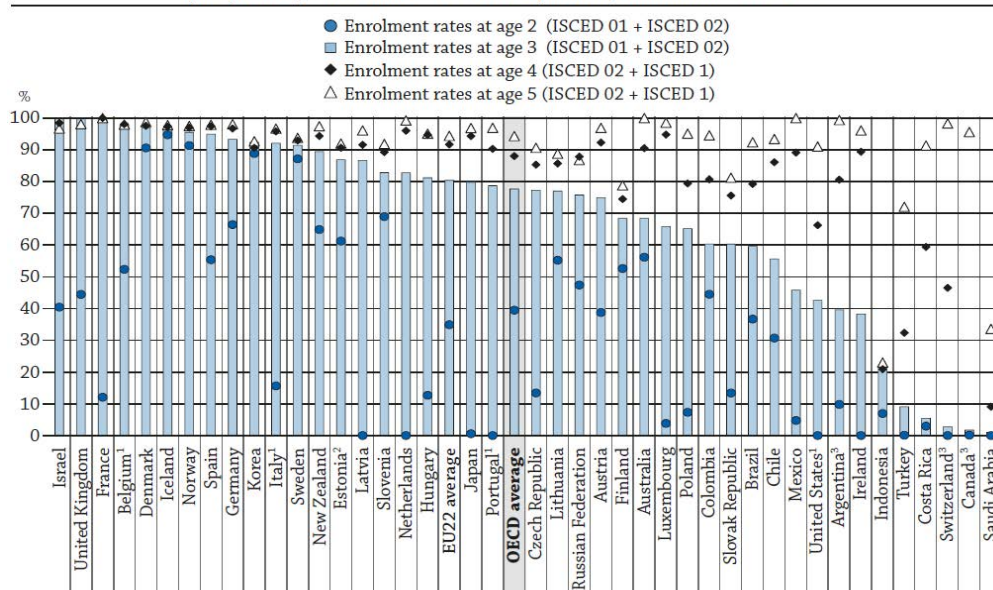
- Early childhood education in Italy typically starts at the age of 3 at pre-primary level and lasts for three years. Participation in pre-primary education is practically universal for 3-5-year-olds and enrolment rates are among the highest across OECD countries (Figure 2). In particular, enrolment rates reach 92% for 3-year-olds, 96% for 4-year-olds and 97% for 5-year-olds (88% at pre-primary and 8% at primary level).
- The majority of children (72%) in pre-primary education are enrolled in public institutions, while the remainder are in independent private institutions. On average, there are 13 children for every teaching staff member, close to the OECD average of 14.
- Italy allocated 0.5% of its gross domestic product (GDP) to spending on pre-primary educational institutions, lower than the OECD average of 0.8%. Expenditure per child amounted to nearly USD 6 500, while OECD countries spent on average over USD 8 700 in 2014.<sup>2</sup> However, expenditure by public institutions is higher and reached around USD 7 500.
- In line with the average across OECD countries, 84% of expenditure on pre-primary educational institutions came from public sources while households covered the remaining 16%. Most of the total public expenditure on early childhood education (including grants to households) came from central government – 74% before taking into account intergovernmental transfers – while regions covered 4% and local governments 22%. At pre-primary level, transfers from central and regional governments to local ones are relatively low in Italy.

<sup>1</sup> Natural sciences, mathematics, statistics, information and communication technologies (ICT), engineering, manufacturing and construction

<sup>2</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

**Figure 2. Enrolment rates at ages 2 to 5 in early childhood and primary education (2015)**

Early childhood educational development programmes = ISCED 01,  
pre-primary education = ISCED 02, primary education = ISCED 1




1. Includes only pre-primary education at the ages of 2 and 3 (ISCED 02).

2. Includes early childhood development programmes at the ages of 4 and 5 (ISCED 01).

3. Year of reference 2014.

Countries are ranked in descending order of the enrolment rates of 3-year-olds.

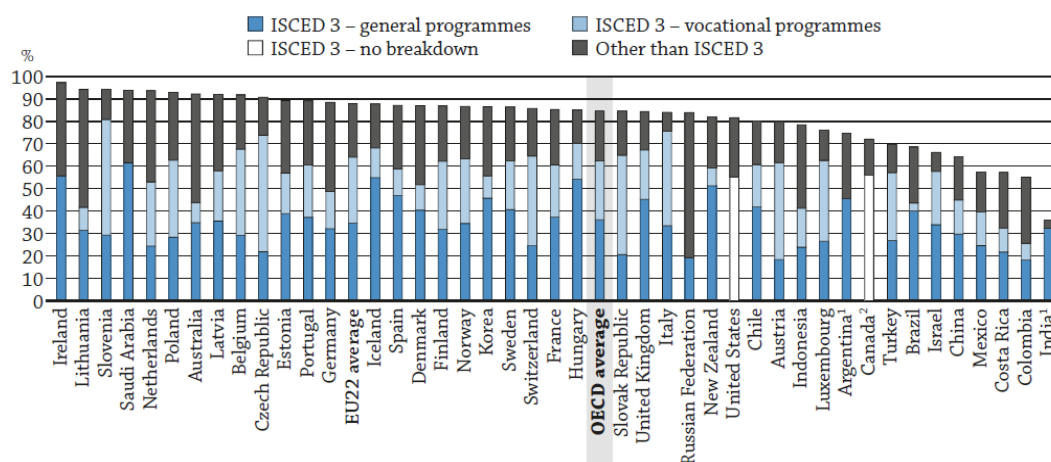
Source: OECD (2017), Table C2.1. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## A strong vocational education system leads to better outcomes in the labour market

- In Italy, 42% of 25-64 year-olds had attained upper secondary or post-secondary non-tertiary education as their highest qualification in 2015, close to the OECD average of 44%. Educational attainment among young adults at this level increased over time less strongly than at tertiary level, rising by only 2 percentage points from 46% in 2000 to 48% in 2016.
- As in about one-third of OECD countries, the graduation rate at upper secondary level in Italy is higher in vocational programmes than general ones. Over their lifetimes, 39% of the population in Italy is expected to graduate from upper secondary general programmes and 53% from vocational ones. However, at age 25 or younger graduation rates are similar in both types of programmes (39%). The probability of graduating from upper secondary education increased from 85% in 2010 to 92% in 2015. Among those under 25 it increased from 67% in 2010 to 78% in 2015.
- The average graduation age from upper secondary level is 18 in general programmes, in line with the OECD average, and 19 in vocational programmes, three years younger than the OECD average. This reflects the fact that in many other OECD countries vocational programmes are also designed for adult learning and/or second-chance programmes. In general programmes, 62% of the students are girls in Italy, while in vocational programmes the proportions are reversed and 61% of the students are boys.
- The age range at which at least 90% of the population is enrolled is 3 to 17 years old in Italy, and the enrolment rate for 15-19 year-olds is 84% (Figure 3). In general, enrolment rates in upper secondary education are in line with or above the OECD average until the age of 18, at which point 79% of the reference population are still enrolled. Unlike most OECD countries, enrolment rates for 15-19 year-olds are higher in vocational (42%) than in general tracks (33%); this is true also among older students. The share of students in vocational tracks is consistently above the OECD average and ranges from 56% for 15-19 year-olds to 80% for 20-24 year-olds and 93% for older students.
- There are 12 enrolled students for every teacher in upper secondary programmes, close to the OECD average of 13, and the ratio is very similar for both general and vocational upper secondary tracks (13 and 12 respectively).
- The employment rate in Italy is 71% for 25-64 year-olds with upper secondary or post-secondary non-tertiary as their highest level of educational attainment, compared to an OECD average of 75%. Among young adults, the employment rate for those who have a vocational upper secondary education is 68%, higher than for those with either a general upper secondary education (49%) or a tertiary education (64%). Italy is one of two countries where the employment prospects for young adults with a general upper secondary education are not higher than for those with below upper secondary education (51%) (Figure 4).

Figure 3. Enrolment rates of 15-19 year-olds, by programme level and orientation (2015)



1. Year of reference 2014.

2. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of total enrolment.

Source: OECD (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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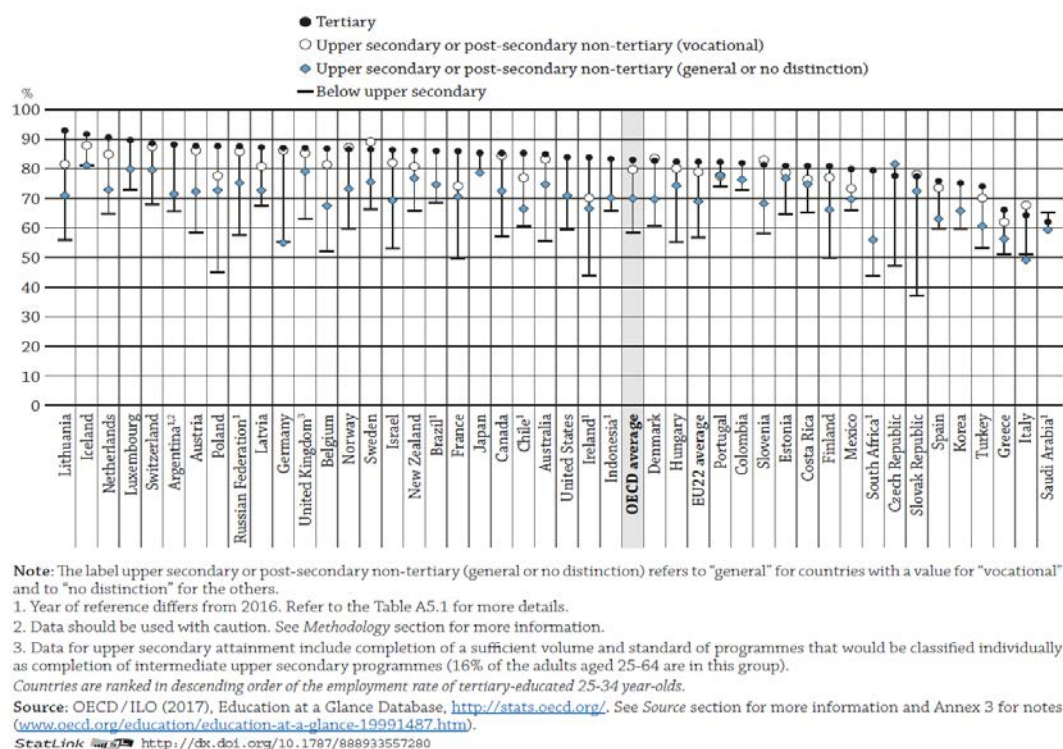
## Italy has both relatively low levels of tertiary attainment and relatively poor labour market prospects for tertiary-educated young adults

- Tertiary attainment in Italy is the second lowest among OECD countries after Mexico and Italy's first-time tertiary graduation rate is 35%, the fourth lowest of the OECD countries after Hungary, Luxembourg and Mexico. Only 18% of 25-64 year-olds have attained tertiary education in Italy, 4% at bachelor's and 14% at master's or equivalent level. The OECD average is twice as high (37%) for this age range. For young adults (25-34 year-olds) the difference is more moderate: 26% have tertiary education in Italy compared to 43% on average across OECD countries. Tertiary attainment among 25-34 year-olds in Italy increased from 10% in 2000 to 26% in 2016, a 16 percentage-point increase that is in line with the OECD average.
- First-time tertiary graduates in Italy are typically younger than 30 (88%) and graduate from tertiary programmes at the age of 25 on average. In Italy 59% of those completing a tertiary educational programme for the first time are women, similar to the OECD average of 57%. As in most OECD countries, the majority of first-time graduates in Italy (81%) graduate from bachelor's level first. In addition, a relatively high percentage of graduates (18% compared to the OECD average of 11%) achieve a master's or equivalent qualification as their first tertiary degree.
- In Italy, 80% of tertiary-educated 25-64 year-olds are employed, but the employment rate is much lower among young adults (64%). Italy is one of the few countries where employment prospects for tertiary-educated 25-34 year-olds are lower than for graduates from vocational programmes in upper secondary education (Figure 4).
- OECD and partner countries tend to display an inverse relationship between the share of population with tertiary attainment and the earnings premium for tertiary-educated adults. However, Italy is an outlier with both a relatively low share of tertiary attainment and relatively low earnings for people with a tertiary education. The annual earnings of tertiary-educated adults are 41% higher than those who have attained upper secondary education while women with a tertiary qualification earn on average the equivalent of 72% of men's earnings, 2 percentage points lower than the OECD average.
- The incentives for men to attain tertiary education are relatively low in Italy. The moderate cost of attaining tertiary education, 27% lower than the OECD average, is also associated with relatively low benefits (22% below the OECD average), resulting in relatively moderate net financial returns (around USD 200 000, 79% of the OECD average). Both the costs and the benefits are even lower for women, resulting in much lower net financial returns amounting to USD 108 000 (65% of the OECD average and 54% of the figure for Italian men).
- As in all European countries, average tuition fees in public tertiary institutions are lower in Italy than in a number of non-European OECD countries such as Chile and the United States. They are also lower than in the Netherlands and Spain but are higher than in most other European countries with available data (including those where tertiary education tuition is free). Average tuition fees in public institutions in Italy reach close to USD 1 700 at bachelor's or equivalent level, over USD 1 800 at master's level and over USD 1 200 for doctorates. The average tuition fees at bachelor's and master's level



in private institutions are higher than USD 5 500. Public financial support for tertiary students in long-cycle programmes is limited to the one-fifth of students that receive scholarships, which are often higher or equivalent to the amount of tuition fees.

**Figure 4. Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2016)**



- Nine out of ten tertiary students in Italy are enrolled in public institutions and students have a profile that is generally similar to students in other countries: 55% of new entrants into tertiary education are women and 96% are under 25 (compared to the OECD average of 82%). The average age of entry into tertiary education is 20 years old, two years younger than the OECD average.
- Despite the fact that there is no differentiation in tuition fees for foreign students, Italian universities attract fewer international students: only 4% of new entrants are foreign, compared to 11% on average across OECD countries.

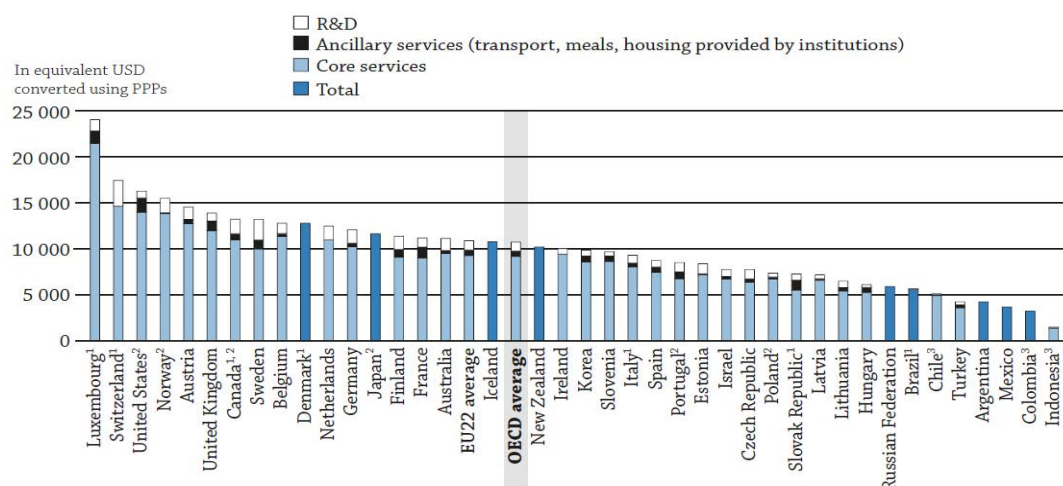
## Low levels of expenditure on education in 2014 also reflect changes in the distribution of government funding

- Primary to tertiary educational institutions in Italy spent on average around USD 9 300 per student in 2014 (Figure 5), somewhat lower than the OECD average of around USD 10 800. The gap is smaller in primary education, where spending per student amounted to over USD 8 400, than in secondary education where it was USD 8 900. The gap is particularly pronounced in tertiary education: spending per student reached about USD 11 500 in 2014 or USD 7 100 without research and development activities. The OECD average at this level is over USD 3 900 more.
- Expenditure per student from primary to post-secondary non-tertiary education fell by 3% between 2010 and 2014 as a result of a 2% decrease in expenditure and a 1% increase in the number of students. At tertiary level, expenditure per student increased by 4% over the same period, as the number of students fell faster than expenditure.
- Expenditure on educational institutions in Italy amounted to 4% of its GDP in 2014, much lower than the OECD average of 5.2% and 7% lower than in 2010. Only five countries ranked lower than Italy in terms of expenditure on educational institutions as a percentage of GDP.
- In terms of funding, 87% of Italy's expenditure on educational institutions comes from public sources, 11% from households and the remaining 2% from other private entities such as firms, religious institutions and other non-profit organisations. The financial contribution by households and the private sector is more significant at tertiary level, reaching 35% of total expenditure on educational institutions, compared to the OECD average of 30%.
- Italy's public expenditure on primary to tertiary education in 2014 amounted to 7.1% of government expenditure, including transfers to the private sector (e.g. grants and scholarships attributable for tuition fees, living costs and other

expenses), the smallest share among countries with available data. The share of public expenditure dedicated to education was 9% lower than it was in 2010 and reflects a shift in public priorities rather than a general contraction of all government spending.

- In Italy, 82% of public expenditure on primary to tertiary education comes from central government, while regions and local governments cover 9% each, after accounting for intergovernmental transfers.

**Figure 5. Annual expenditure by educational institutions per student, by types of service (2014)**  
In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education



**Note:** PPP and USD stand for purchasing power parity and United States dollars respectively.

1. Public institutions only (for Italy, for primary and secondary education; for Canada and Luxembourg, for tertiary education and from primary to tertiary; for the Slovak Republic, for bachelor's, master's and doctoral degrees).

2. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

3. Year of reference 2015.

Countries are ranked in descending order of total expenditure per student by educational institutions.

**Source:** OECD/UIS/Eurostat (2017), Table B1.2. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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#### Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

#### References

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

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

**Subnational data** are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

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

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

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

Source	Main topics in <i>Education at a Glance</i>	Italy		OECD average		EU22 average		
Fields of study								
Table A2.1	Graduates in upper secondary vocational programmes	2015						
		%	% Women	%	% Women	%	% Women	
		Business, administration and law	34%	52%	20%	66%	19%	66%
		Engineering, manufacturing and construction	30%	14%	34%	12%	33%	11%
		Health and welfare	5%	74%	12%	82%	12%	82%
Table C3.1	New entrants to tertiary education	2015						
		%	% Women	%	% Women	%	% Women	
		Education	**	**	9%	78%	9%	79%
		Business, administration and law	**	**	23%	54%	23%	57%
		Engineering, manufacturing and construction	**	**	16%	24%	15%	25%
Table C4.2	Tertiary students enrolled, by mobility status	2015						
		International students <sup>1</sup>	National students	International students <sup>1</sup>	National students	International students <sup>1</sup>	National students	
		Education	2%	5%	3%	8%	3%	8%
		Business, administration and law	16%	20%	27%	23%	26%	22%
		Engineering, manufacturing and construction	16%	13%	17%	12%	17%	15%
Table A1.3	Tertiary-educated 25-64 year-olds	2016						
		Education		13%		13%		
		Business, administration and law		23%		21%		
		Engineering, manufacturing and construction		17%		18%		
Table A5.3	Employment rate of tertiary-educated 25-64 year-olds	2016						
		Education		83%		83%		
		Business, administration and law		85%		85%		
		Engineering, manufacturing and construction		87%		86%		
Early childhood education								
Table C2.1	Enrolment rates in early childhood education at age 3	2015						
		ISCED 01 and 02		78%		80%		
Table C2.3	Expenditure on all early childhood educational institutions	2014						
		As a percentage of GDP		0.8%		0.8%		
		Proportions of total expenditure from public sources		82%		85%		
Vocational education and training (VET)								
Table C1.3	Enrolment in upper secondary education, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Table A2.2	Graduation rates, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Figure A5.3.	Employment rate, by programme orientation	2016						
		General	Vocational	General	Vocational	General	Vocational	
Table C4.1.	Share of international or foreign students, by level of tertiary education	2015						
		Bachelor's or equivalent		4%		6%		
		Master's or equivalent		12%		12%		
		Doctoral or equivalent		26%		22%		
		All tertiary levels of education		6%		8%		
Table A1.1	Educational attainment of 25-64 year-olds	2016						
		Short-cycle tertiary		8%		6%		
		Bachelor's or equivalent		16%		13%		
		Master's or equivalent		12%		14%		
		Doctoral or equivalent		1%		1%		
Table A5.1	Employment rate of 25-64 year-olds, by educational attainment	2016						
		Short-cycle tertiary		81%		81%		
		Bachelor's or equivalent		83%		82%		
		Master's or equivalent		87%		87%		
		Doctoral or equivalent		91%		91%		
		All tertiary levels of education		84%		84%		
Table A6.1	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015						
		Short-cycle tertiary		122		124		
		Bachelor's or equivalent		146		138		
		Master's, doctoral or equivalent		198		177		
		All tertiary levels of education		156		153		

## Italy - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Italy		OECD average		EU22 average	
Adult education and learning							
Table C6.1a	Participation of 25-64 year-olds in adult education <sup>2</sup>	2012		2012 <sup>3</sup>		2012	
	Participation in formal education only	3%		4%		n.a.	
	Participation in non-formal education only	19%		39%		n.a.	
	Participation in both formal and non-formal education	3%		7%		n.a.	
	No participation in adult education	75%		50%		n.a.	
Financial investment in education							
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
	Primary education	USD 8 442		USD 8 733		USD 8 803	
	Secondary education	USD 8 927		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 11 510		USD 16 143		USD 16 164	
Total expenditure on primary to tertiary educational institutions		2014					
Table B2.1	As a percentage of GDP	4%		5.2%		4.9%	
Total public expenditure on primary to tertiary education		2014					
Table B4.1	As a percentage of total public expenditure	7.1%		11.3%		9.9%	
Teachers							
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
	Pre-primary school teachers	0.68		0.78		0.79	
	Primary school teachers	0.68		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.67		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.73		0.94		0.96	
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 27 942	USD 33 753	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 27 942	USD 33 753	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 30 122	USD 36 777	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 30 122	USD 37 807	USD 33 824	USD 46 631	USD 32 503	USD 46 151
Table D4.1	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	930 hours	**	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	752 hours	**	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	616 hours	**	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	616 hours	**	662 hours	1620 hours	629 hours	1580 hours
Table D5.1	Percentage of teachers who are 50 years old or over	2015					
	Primary education	60%		32%		33%	
	Upper secondary education	71%		40%		42%	
Table D5.2	Share of female teachers in public and private institutions	2015					
	Primary education	96%		83%		86%	
	Upper secondary education	66%		59%		61%	
	Tertiary education	37%		43%		44%	
Table D2.2	Ratio of students to teaching staff	2015					
	Primary education	12		15		14	
	Secondary education	12		13		12	
	Tertiary education	20		16		16	
Equity							
Tables A4.1 and A4.2	Intergenerational mobility in education <sup>2</sup>	2012		2012 <sup>3</sup>		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	86%	32%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	0%	**	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	14%	68%	20%	55%	n.a.	
Transition from school to work							
Table C5.1	Percentage of people not in employment, nor in education or training (NEET)	2016					
	18-24 year-olds	28%		15%		15%	
Education and social outcomes							
Table A8.1	Percentage of adults who report having depression	2014					
		Men	Women	Men	Women	Men	Women
	Below upper secondary	4%	7%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	2%	4%	6%	10%	6%	10%
	Tertiary	2%	2%	5%	6%	4%	6%

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

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

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

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

3. OECD average includes some countries with 2015 data.

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

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>





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