

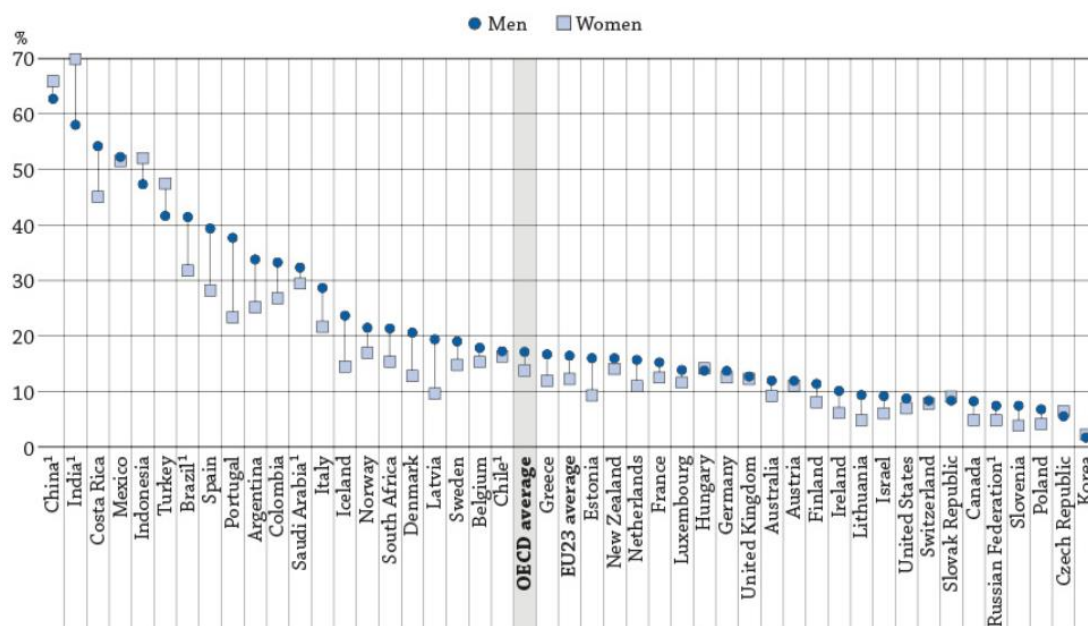
EDUCATION AT A GLANCE 2018

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.

People's Republic of China (China)

- **Educational attainment is balanced between the genders at all levels of education** in the People's Republic of China. However, **China has the largest proportion of 25-34 year-olds without upper secondary education** across OECD and partner countries.
- Vocational education is popular compared to other OECD and partner countries. In China, **short-cycle tertiary programmes account for the largest share of all enrolled students**, and the proportion is higher than the OECD average.
- At tertiary level, **international movements of students in and out of China have been growing fast** compared to other OECD and partner countries. **Between 2013 and 2016, the numbers of Chinese students studying abroad and foreign students in China increased by 22% and 43% respectively.**
- Pre-primary education is largely provided by private institutions in China: **54% of children enrolled in pre-primary education attend private institutions**, compared to 32% on average across OECD countries.

Figure 1. Percentage of 25-34 year-olds without upper secondary education, by gender (2017)



1. Year of reference differs from 2017. Refer to the source table for more details.

Countries are ranked in descending order of the total percentage of 25-34 year-old men without upper secondary education.

Source: OECD (2018), Table A1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933801658>

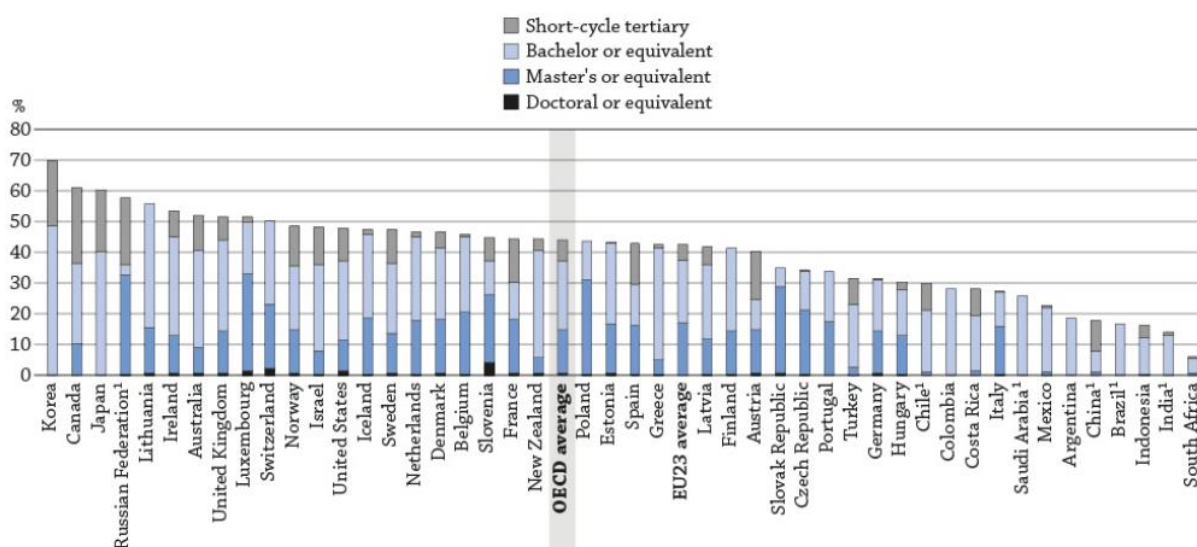
Although a relatively large share of adults lack higher education, educational attainment is well balanced between the genders

- Upper secondary education is not mandatory in China (OECD, 2016), and 64% of 25-34 year-olds have not completed this level, far above the OECD average of 15%. Together with India, this is the largest share across OECD and partner countries (Figure 1).
- Only about half of the young adults who have attained upper secondary education go on to attain tertiary education in China: 18% of 25-34 year-olds have attained tertiary education in China, compared to 44% on average across OECD countries. Nonetheless, tertiary participation is on the rise, as 22% of 18-year-olds, 35% of 19-year-olds and 36% of 20-year-olds are enrolled in tertiary education, close to the respective OECD averages.
- China has near perfect gender equity in educational attainment, in contrast to most OECD countries. There is almost no gap in attainment between men and women at tertiary level, while the difference remains within 3 percentage points at other levels. Across OECD countries, the average attainment rate gap between the genders is 8 percentage points on average across all levels of education, with the largest difference found at tertiary level, where it reaches 12 percentage points.
- The gender distribution of teachers is also fairly even in China: 58% of primary to upper secondary teachers are women – comparable to other OECD and partner countries, which range from 47% in India to 91% in the Russian Federation.

Vocational programmes offer an appealing pathway to the labour market

- China has promoted upper secondary vocational education in recent years to keep up with its rapidly evolving economic and labour market demands (OECD, 2016). In 2016, 41% of upper secondary students were in vocational programmes, slightly lower than the 44% on average across OECD countries. However, this is expected to continue to increase following the *Outline of China's National Plan for Medium and Long-term Education Reform and Development 2010-2020* (Molnar, M. and V. Koen, 2015).
- Over 50% of tertiary educated 25-34 year-olds have graduated from short-cycle tertiary programmes, compared to 16% across OECD countries. However, China has some of the lowest attainment rates for other tertiary levels: 1% for master's and doctoral programmes combined, and 7% for bachelor's, far below the averages of 15% and 22% respectively across OECD countries (Figure 2).

Figure 2. Percentage of 25-34 year-olds with tertiary education, by level of tertiary education (2017)



Note: Some categories might be included in other categories. Please refer to Table A1.1 for details.

1. Year of reference differs from 2017. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the percentage of tertiary-educated 25-34 year-olds.

Source: OECD (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933801677>

- If current patterns continue, 38% of young people in China are expected to enter short-cycle tertiary education for the first time during their lifetime, more than twice the OECD average. At bachelor's level, the expected entry rate is 34% compared with 59% on average across OECD countries. Among OECD and partner countries, only China and Argentina have higher entry rates for short-cycle tertiary programmes than for bachelor's.
- This pattern persists for expected tertiary graduation rates. In China, 32% of young adults are expected to graduate from short-cycle tertiary education for the first time during their lifetime, the highest share across OECD and partner countries with available data. At bachelor's level, China's expected graduation rate is 31%, fairly comparable to the OECD average of 39%.

Tertiary student mobility has been increasing

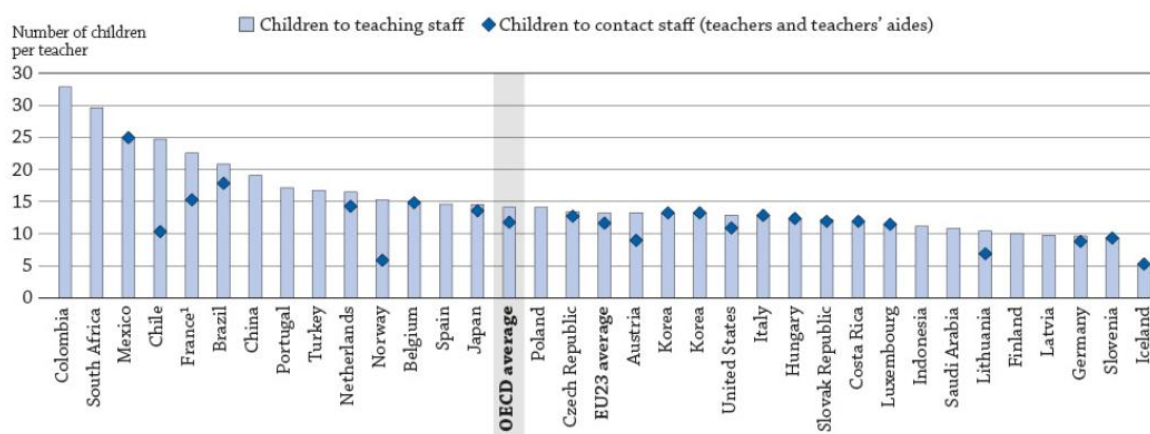
- Of the 3.5 million students enrolled in tertiary institutions in OECD countries outside their home country, 55% (1.9 million) are from Asia and more than 860 000 are from China. Chinese students therefore make up 45% of all Asian students studying abroad and 25% of all international students. Asian students make up 4% (short-cycle), 27% (bachelor's) and 24% (master's and doctoral combined) of all international tertiary students studying in OECD countries.
- Between 2013 and 2016, the number of Chinese tertiary students studying in OECD and partner countries increased by 22%. Nearly 60% of these students were concentrated in three countries in 2016: Australia (13%), the United Kingdom (10%) and the United States (36%). China also had a large increase in incoming foreign students (by 43%) during the same period. China's growth in outward and incoming students has been the fastest among the Asian OECD and partner countries.

Private institutions are the main providers of pre-primary education

- Even though pre-school is not mandatory in China, the government plans to make pre-primary education (targeted at 3-5 year-olds) universal by 2020 (OECD, 2016). In three-quarters of all OECD and partner countries, more than half of children in pre-primary education are enrolled in public institutions. In China, 54% of 3-5 year-olds enrolled in pre-primary education are in private institutions, around 20 percentage points higher than the OECD average. However, large variations are observed across OECD and partner countries – the share of enrolled children attending private institutions ranges from 99% in New Zealand down to just 1% in the Russian Federation.
- In pre-primary education, the ratio of children to teaching staff is relatively high in China (19 children for every teacher), compared to 14 on average across OECD countries. Although this figure also varies widely across OECD and partner countries, ranging from 5 children per teaching staff member in Iceland to 33 in Colombia, China still has one of the highest ratios (Figure 3).

Figure 3. Ratio of children to staff in pre-primary (ISCED 02) education (2016)

Public and private institutions, calculation based on full-time equivalents



1. Excluding independent-private institutions.

Countries are ranked in descending order of children to teaching staff ratios in pre-primary education.

Source: OECD (2018), Table B2.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933803748>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.


References

Molnar, M. and V. Koen (2015), "Providing the right skills to all in China: From 'made in China' to 'created in China'", *OECD Economics Department Working Papers*, No. 1219, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5js1j18g4tlx-en>.

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

OECD (2016), *Education in China, a Snapshot*, OECD Publishing, Paris, <https://www.oecd.org/china/Education-in-China-a-snapshot.pdf>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

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

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=CHN&treshold=10&topic=EQ>.

Questions can be directed to:	Country note author:
Marie-Helene Doumet	Hanvit Park
Directorate for Education and Skills	Directorate for Education and Skills
marie-helene.doumet@oecd.org	hanvit.park@oecd.org

Key Facts for China in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	China	OECD average	G20 average			
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	63%	66%	17%	14%	28%	26%
	Upper secondary or post-secondary non-tertiary	19%	16%	46%	37%	41%	36%
	Tertiary	18%	18%	38%	50%	32%	39%
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	**		39%		39%	
	Upper secondary	**		42%		41%	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	**		76%		**	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	46%		68%		58%	
	Private insitutions	54%		32%		42%	
	Vocational education and training (VET)						
	Enrolment in upper secondary education, by programme orientation	2016					
Table B1.3	Percentage of upper secondary students enrolled in vocational programmes	41%		44%		41%	
	Tertiary education						
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	**		81%		**	
	Bachelor's or equivalent	**		84%		**	
	Master's or equivalent	**		88%		**	
	Doctoral or equivalent	**		92%		**	
	All tertiary levels of education	**		85%		**	
	Financial investment in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	**		USD 8 539		**	
	Secondary	**		USD 9 868		**	
	Tertiary (excluding R&D activities)	**		USD 11 049		**	
	Teachers and the learning environment						
	Share of female teachers in public and private institutions	2016					
Table D5.2	Primary	64%		83%		75%	
	Lower secondary	54%		69%		61%	
	Upper secondary	51%		60%		54%	
	Tertiary	**		43%		43%	
	Average class size by level of education	2016					
Table D2.1	Primary	**		21		**	
	Lower secondary	**		23		**	

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

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

ⁱ The data in EAG 2018 refer to mainland China, therefore excluding Hong Kong and Macau.



From:

Education at a Glance 2018

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2018-en>

Please cite this chapter as:

OECD (2018), “China”, in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-74-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.