

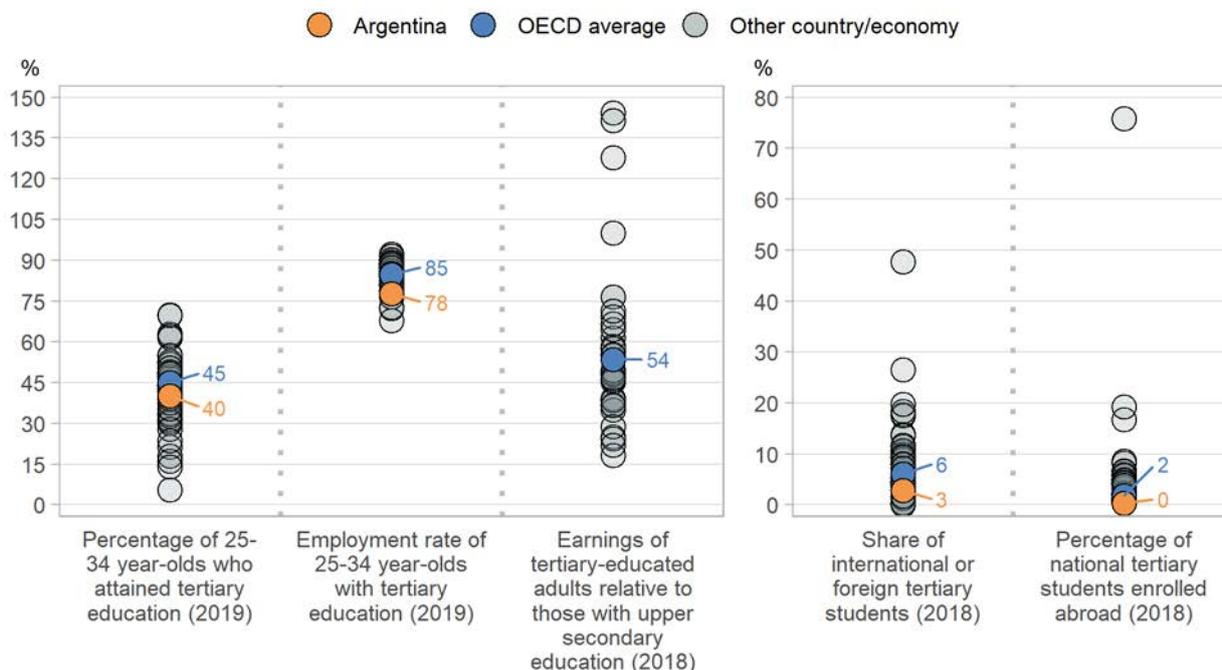
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## Argentina

### The rising demand for tertiary education

- The expansion of tertiary education is a worldwide trend. Between 2009 and 2019, the share of 25-34 year-olds with a tertiary degree increased in all OECD and partner countries. In 2019, 40% of 25-34 year-olds had a tertiary degree in Argentina compared to 45% on average across OECD countries (Figure 1).
- From the gender perspective, younger women are more likely than younger men to achieve tertiary education in all OECD countries. In Argentina, 45% of 25-34 year-old women had a tertiary qualification compared to 34% of their male peers, while on average across OECD countries the shares are 51% of younger women and 39% of younger men.
- Young people can face barriers to labour market entry as they transition from school to work, but higher educational attainment increases their likelihood of being employed and is associated with higher incomes. On average across OECD countries, the employment rate in 2019 was 61% for 25-34 year-olds without upper secondary education, 78% for those with upper secondary or post-secondary non-tertiary education as their highest attainment and 85% for those with tertiary education. In Argentina, the shares are 64% for below upper secondary, 75% for upper secondary or post-secondary non-tertiary and 78% for tertiary attainment (Figure 1).
- International student mobility has been expanding quite consistently in the past twenty years. In 2018, 5.6 million tertiary students worldwide had crossed a border to study, more than twice the number in 2005. In Argentina, the share of foreign or international students represented a 3% in 2017. Meanwhile 0% of Argentinian tertiary students are enrolled abroad compared to 2% in total across OECD countries (Figure 1). English-speaking countries are the most attractive student destinations overall in the OECD area, with Australia, Canada, the United Kingdom and the United States receiving more than 40% of all internationally mobile students in OECD and partner countries. Among students leaving Argentina to study, the most popular destination country is the United States.

Figure 1. Snapshot of tertiary education

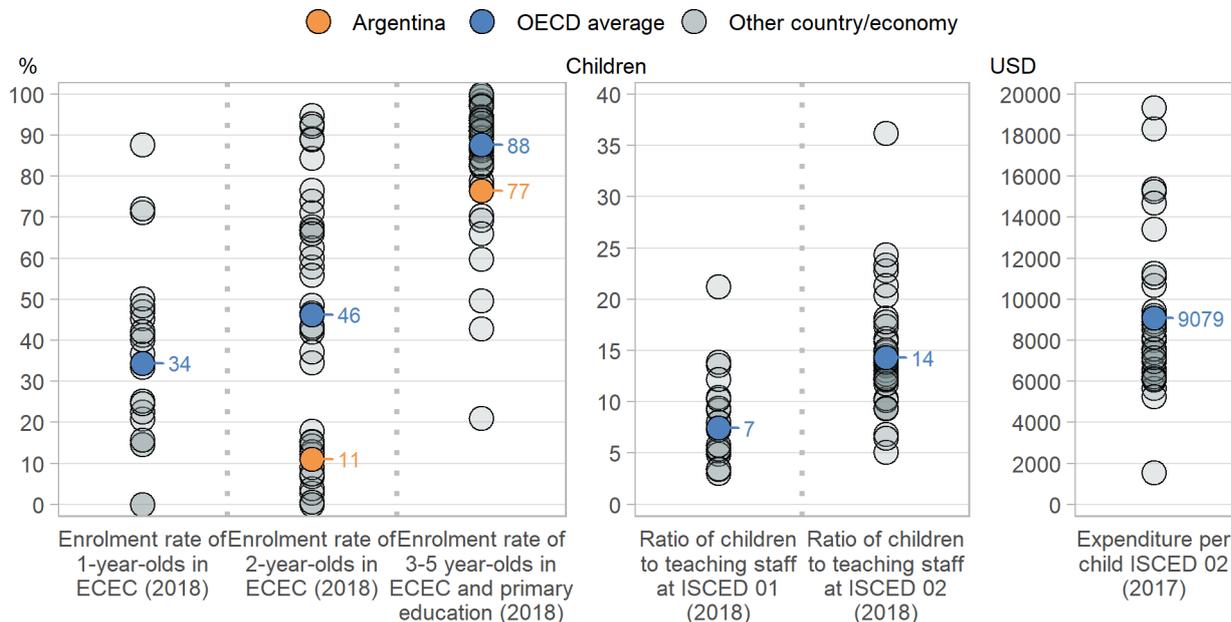


**Note:** Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

**Source:** OECD (2020), indicator A1, A3, A4 and B6. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

## Starting strong

- Early childhood education and care (ECEC) has experienced a surge of policy attention in OECD countries in recent decades, with a focus on children under the age of 3 in many countries. Among 2 year-olds, the enrolment rate at ISCED 0 is 11% in Argentina, 35 percentage points below the OECD average of 46% (Figure 2).
- In many OECD countries, ECEC begins for most children long before they turn 5 and there are universal legal entitlements to a place in ECEC services for at least one or two years before the start of compulsory schooling. While compulsory education begins at age 5 in Argentina, 77% of 3-5 year-olds in 2017 are enrolled in ECEC programmes and primary education in Argentina, compared to 88% on average across OECD countries (Figure 2).
- Public provision of early childhood education and care is an important factor in ensuring broad access to affordable ECEC. On average across OECD countries, more than one in two of the children in early childhood educational development services (ISCED 01) are enrolled in private institutions. In Argentina, 57% of children enrolled in ISCED 01 programmes attend private ECEC institutions. Enrolment in private institutions is usually less common for 3-5 year-olds, who are usually enrolled in pre-primary education (ISCED 02), than for younger children. In Argentina, 31% of children attending pre-primary education are enrolled in private institutions, compared to one in three children on average across OECD countries.

**Figure 2. Snapshot of early childhood education and care**


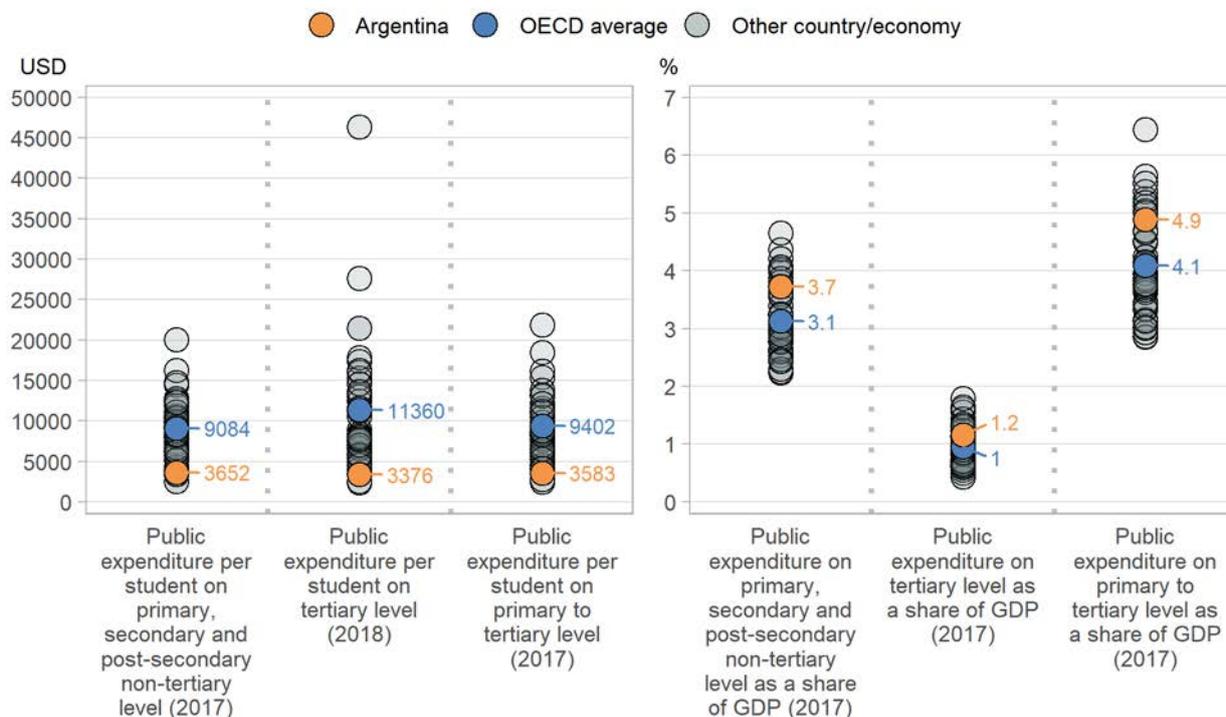
**Note:** Only countries and economies with available data are shown. Annual expenditure per child is shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

**Source:** OECD (2020), indicator B2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

## Investing in education

- Annual public expenditure per student on educational institutions from primary to tertiary level provides an indication of the public investment countries make in each student. In 2017, Argentina spent less on primary to tertiary educational institutions per full-time student than the OECD average, investing a total of USD 3 583 per student compared to USD 9 402 on average across OECD countries (Figure 3).
- The way education is provided influences how public resources to educational institutions are allocated between levels of education. In 2017, Argentina spent USD 3 652 public funds per student at non-tertiary level (primary, secondary and post-secondary non-tertiary education), USD 5 432 lower than the OECD average of USD 9 084. At tertiary level Argentina invested USD 3 376 per student, USD 7 984 below the OECD average (Figure 3).
- The share of public expenditure devoted to educational institutions over the national wealth is higher in Argentina than on average among OECD countries. In 2017, the government of Argentina spent 4.9% of its Gross Domestic Product (GDP) on primary to tertiary educational institutions, which is 0.8 percentage points higher than the OECD average. Across levels of education, Argentina devoted an above average share of GDP than the OECD average at non-tertiary level and an above average share at tertiary level (Figure 3).

Figure 3. Snapshot of the financial resources invested in educational institutions



**Note:** Only countries and economies with available data are shown. Expenditure in national currencies is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

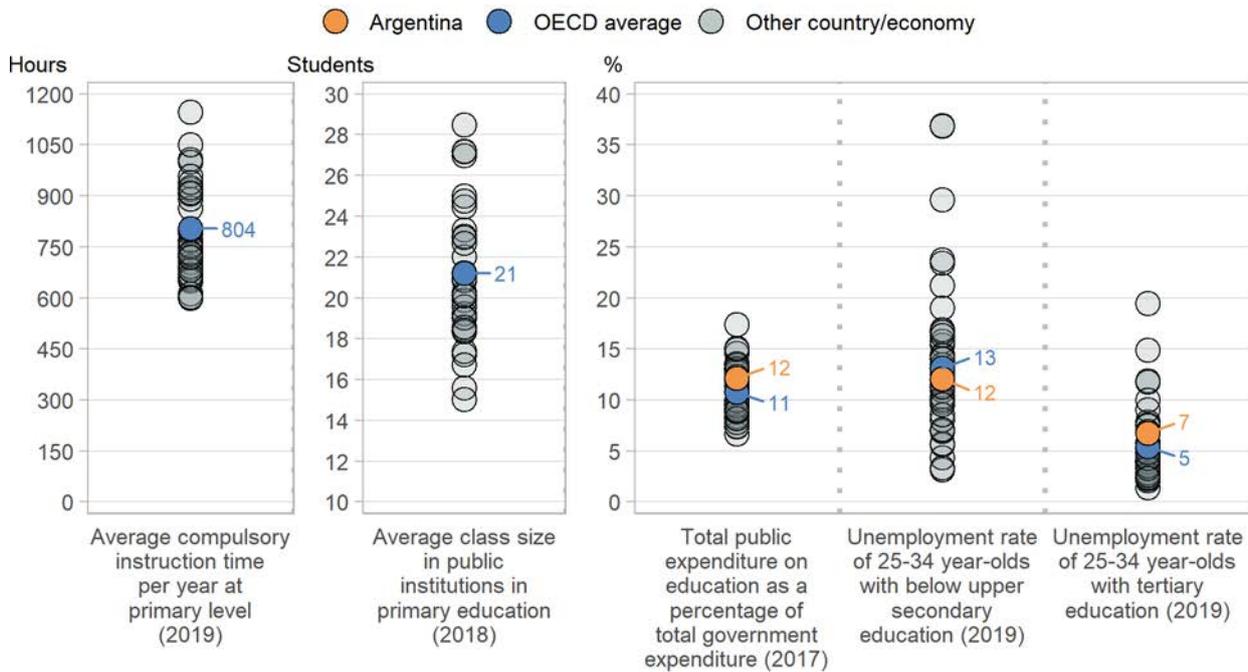
**Source:** OECD (2020), indicator C1 and C2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

## The impact of COVID-19 on education

- The global 2020 COVID-19 pandemic has sent shockwaves around the world. In a first effort to contain the virus, many countries have imposed a lockdown and schools and/or universities have closed for several months across all OECD and partner countries. In Argentina, the closures were nationwide from 16 March 2020. By the end of June, Argentina had experienced 15 weeks of effective school closures in some form, compared to 14 weeks on average across OECD countries (UNESCO, 2020). However, the actual impact in some countries may have been less severe as some of these periods included scheduled school breaks.
- While there is uncertainty about the likely overall impact of the COVID-19 pandemic on education expenditure, governments will face difficult decisions on the allocation of resources, as government funds are injected into the economy and the health sector. In 2017, public spending on primary to tertiary education as a share of government expenditure in Argentina was 12%, higher than the OECD average of 11% (Figure 4).
- The crisis may have a severe impact on the internationalisation of higher education as the delivery of online course material and travel restrictions may raise questions among international students' perception on the value of obtaining their degree from an institution abroad. Argentina, with a lower share of foreign students than in total across the OECD, may be less strongly affected than other countries.

- Unemployment may increase, as the economy struggles to cope with the reduced activity that resulted from the lockdown. Those with lower educational attainment are the most vulnerable, as they are the most unlikely to benefit from remote working. In 2019, before the pandemic hit, 12% of young adults with below upper secondary education in Argentina were unemployed compared to 7% of tertiary-educated 25-34 year-olds (Figure 4).

Figure 4. Snapshot of indicators relevant to the impact of COVID-19 on education



**Note:** Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

**Source:** OECD (2020), indicator A3, D1, D2, and C4. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

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## More information

**For more information on Education at a Glance 2020 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)**

For more information on to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, visit Annex 3 of the publication (<https://doi.org/10.1787/69096873-en>).

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>).

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.

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The calculation on the number of weeks of school closures due to the COVID-19 pandemic is based on data from UNESCO (UNESCO, 2020). For general information on the methodology considered for the data, please refer to the [methodological note](#).

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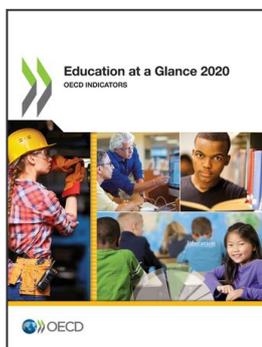
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On 15 May 2020, the OECD Council invited Costa Rica to become a Member. While Costa Rica is included in the OECD averages reported in this note, at the time of its preparation, Costa Rica was in the process of completing its domestic procedures for ratification and the deposit of the instrument of accession to the OECD Convention was pending.

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