



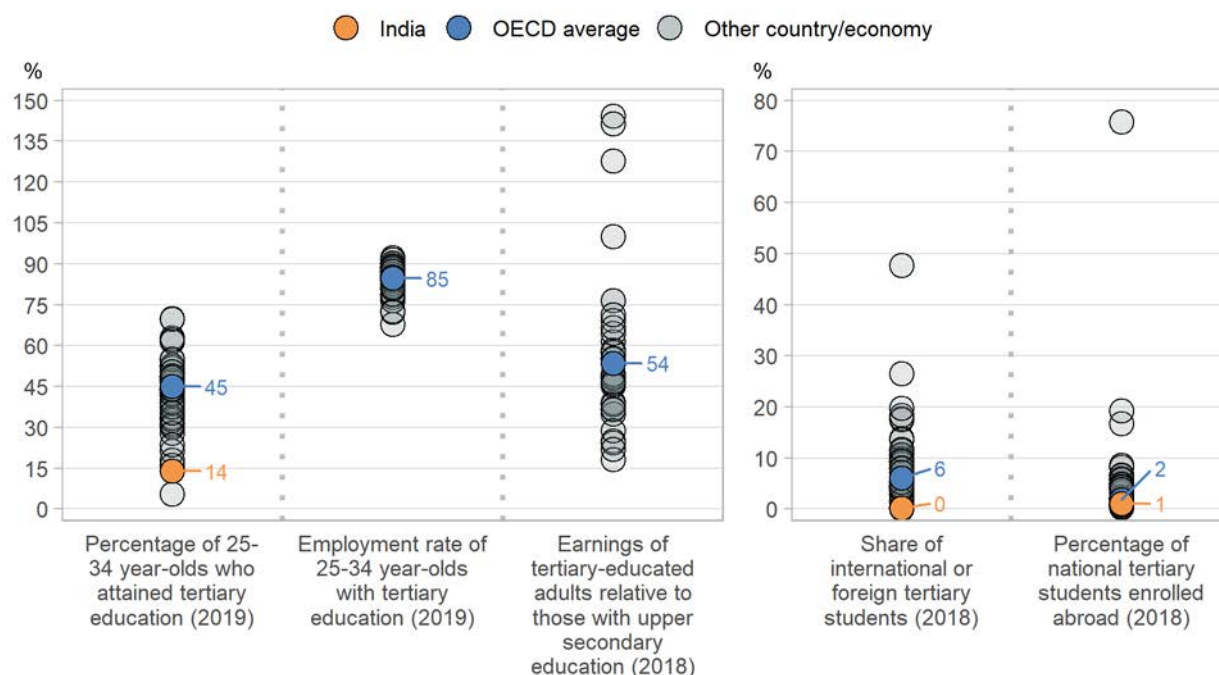
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

India

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, 14% of 25-34 year-olds had a tertiary degree in India 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 India, 12% of 25-34 year-old women had a tertiary qualification compared to 16% of their male peers, while on average across OECD countries the shares are 51% of younger women and 39% of younger men.
- 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 India, the share of foreign or international students remained stable at 0% between 2014 and 2018. Meanwhile 1% of Indian 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 India to study, the most popular destination country is the United States.
- Beyond the economic and employment outcomes, higher educational attainment is related to greater social benefits. For example, those with a tertiary education are more likely to feel they have a say in what their government does. In 2016, on average across OECD countries participating in the International Social Survey Programme, 41% of tertiary-educated adults agreed with this sentiment compared to 28% of those with below upper secondary education. In India, 20% of tertiary-educated adults feel this way compared with 16% of those with below upper secondary education.

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>).

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 India, the closures were localised from 4 March 2020 and on 25 March 2020, closures became nationwide. By the end of June, India had experienced 17 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.
- 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. India, with a lower share of foreign students than in total across the OECD, may be less strongly affected than other countries.

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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

For more information on 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](#).

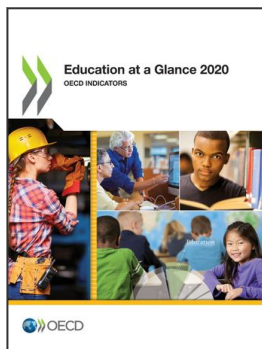
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On 15 May 2020, the OECD Council invited Costa Rica to become a Member. While Costa Rica is included in the OECD averages reported in this note, at the time of its preparation, Costa Rica was in the process of completing its domestic procedures for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

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