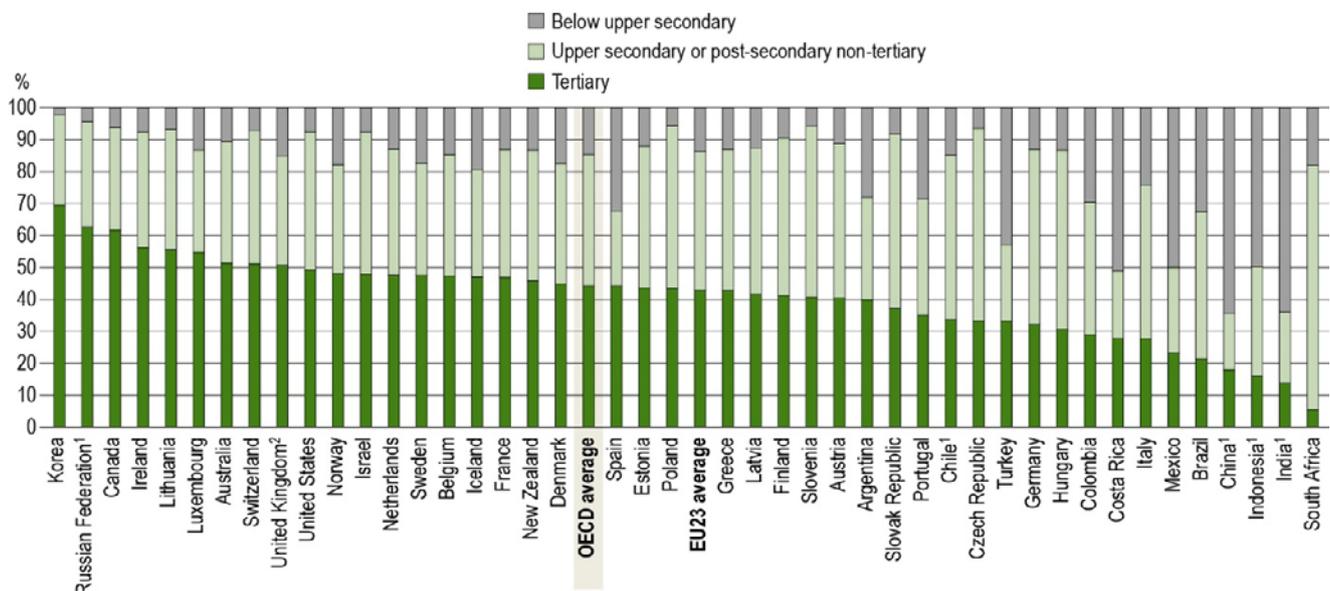


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD countries and partner countries.

## Argentina

- In 2017, about four out of ten young adults in Argentina had attained tertiary education, in line with the OECD average. More young adults in Argentina have earned a bachelor's degree than from a short-cycle tertiary degree, but few adults had attained a master's degree.
- Access to early childhood education and care (ECEC) is less widespread among 2- and 3-year-olds in Argentina than OECD countries and neighbouring Brazil. Even among 3-5 year-olds, enrolment is still lower than in most OECD countries
- The Argentinian education funding system is decentralised at primary, secondary and post-secondary non-tertiary level where regional governments are the main source of funding. However, the central government is the main source of funds at tertiary level.

Figure 1. Educational attainment of 25-34 year-olds (2018)



1. Year of reference differs from 2018. Refer to Table A1.1 for more details.

2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (13% of adults aged 25-64 are in this group).

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

Source: OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

## Despite similar tertiary attainment as on average across OECD countries, still few adults go beyond a bachelor degree

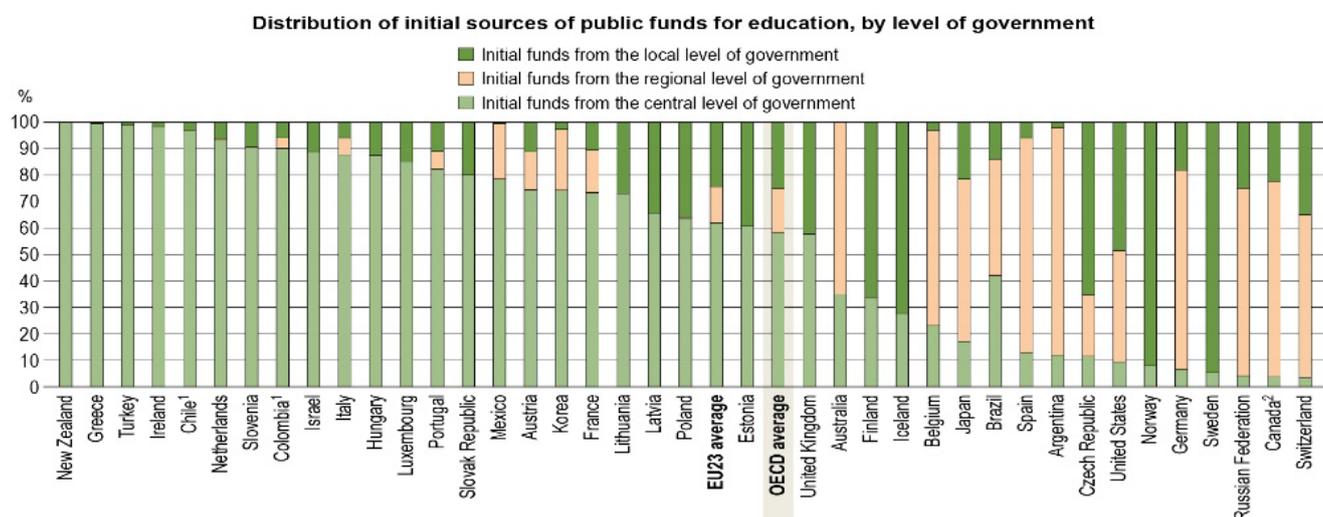
- In 2018, about four out of ten young adults (40%) in Argentina had attained tertiary education, in line with the OECD average of 44%, and above the G20 average of 38% (Figure 1). Bachelor's programmes are the most popular form of tertiary education among tertiary-educated adults in Argentina. Some 20% of adults in Argentina have earned a bachelor's degree, in line with the average of Brazil (17%) and Colombia (23%), compared to 14% from a short-cycle tertiary programme. Not many young adults will graduate from a master's degree in Argentina despite an average employment advantage which is among the highest across OECD countries (94% compared to 88%): only 1% of adults had master's degree in 2018 (G20 average 7%).
- Gender gaps in educational attainment in Argentina follow the general trend across OECD countries, with more women than men attaining a tertiary degree: 45% of 25-34 year-olds women in Argentina now have a tertiary degree compared to 51% on average across OECD countries. In contrast, 34% of 25-34 year-old men in Argentina were tertiary-educated in 2018, a similar rate to the G20 average, but slightly lower than the OECD average of 38%.
- Almost all tertiary students in Argentina study in their country: only 0.3% of national students were enrolled in a tertiary programme abroad in 2016. In contrast, international students studying in Argentina represented 2% of all tertiary students: Of those, 86% were from Latin America and the Caribbean.
- The employment advantages from attaining a tertiary degree in Argentina are significant: 81% of tertiary educated adults were employed in 2018, compared to 74% of those with upper or post-secondary non-tertiary education. However, the employment rate for tertiary-educated adults in Argentina is lower than in Brazil and Colombia, and the average across OECD countries (85%). The unemployment rate of young adults also increases with higher education in Argentina. In 2018, the unemployment rate of young tertiary-educated adults was five percentage points lower than for those without an upper secondary education. Young tertiary-educated adults are more likely to be inactive in Argentina than in other countries: 17% of them were inactive in 2018 compared to 11% on average across OECD countries.
- The difference in employment rates between women and men in Argentina decreases with higher educational attainment. Among young adults (25-34 year-olds) this difference is 42 percentage points for those with below secondary education and 10 percentage points for young tertiary-educated adults. This gap is slightly wider than in neighbouring Brazil and Chile, and much wider than the OECD average particularly for lower-educated young adults.

## Enrolment in early childhood education and care is low

- Early childhood education and care (ECEC) plays a fundamental role in building children's cognitive development in support of their future learning. However early childhood education starts later in Argentina than in other countries: only 11% of 2-year-olds were enrolled in ECEC services, compared to 40% in Brazil and 49% on average across OECD countries. Enrolment increases for older ages, but remains still low: 41% of 3-year-olds in Argentina were enrolled compared to 64% in Brazil and 77% on average across OECD countries.
- The majority of children attending early childhood development programmes are enrolled in private institutions in Argentina (56%), above the OECD average of 47%. However, the trend reverses among pre-primary programmes where 69% of enrolment is accounted for public institutions, slightly above the OECD average of 66%. In 2016, public expenditure in Argentina on pre-primary education accounted for 0.5% of gross domestic product (GDP), compared to 0.6% on average across OECD countries.

**Figure 2. Distribution of initial sources of public funds for education and change in government levels' share of funds after intergovernmental transfers (2016)**

Distribution of initial sources of public funds for education, by level of government, primary, secondary and post-secondary non-tertiary education



1. Year of reference 2017.

2. Primary education includes pre-primary programmes.

Countries are ranked in descending order of the share of initial sources of funds from the central level of government.

Source: OECD/UIS/Eurostat (2019), Table C4.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

## Public spending as a share of GDP is higher than average but spending per student is still low

- Public sources of funding play a prominent role in Argentina: in 2016, public expenditure in educational institutions from primary to tertiary level represented 4.9% of gross domestic product (GDP), slightly above the OECD average of 4.0%.
- In 2016, public spending per student on public institutions, from primary to tertiary levels, was USD 5 680<sup>1</sup> in Argentina, well above neighbouring Brazil (USD 4 463). In contrast, total spending on public institutions in OECD countries represented on average USD 10 374 per student.
- As in many federal republics, education is funded at two main levels of government in Argentina (Figure 2). Primary, secondary, and post-secondary non-tertiary education are mainly funded by regional governments, which are responsible for 86% of initial funds before transfers between levels of government. In tertiary education, 76% of the public expenditure comes from central government before transfers, against an OECD average of 87%. The relatively same pattern is found in Brazil at tertiary education, however at primary, secondary and post-secondary non-tertiary, public expenditure comes equivalently from regional and local government.

<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

## References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]  
<https://doi.org/10.1787/f8d7880d-en>.

For more information on **Education at a Glance 2019** 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).

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:  **Education GPS**

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

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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### 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.

## Key Facts for Argentina in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Argentina		OECD average		G20 average	
<b>Tertiary education</b>							
<b>Educational attainment of 25-64 year-olds</b>							
<b>2018</b>							
Table A1.1	Short-cycle tertiary	14%		7%		9%	
	Bachelor's or equivalent	20%		17%		16%	
	Master's or equivalent	1%		13%		7%	
	Doctoral or equivalent	**		1%		**	
<b>Tertiary attainment of 25-34 year-olds, by gender</b>							
<b>2008</b>							
Table A1.2	Men	**	34%	31%	38%	**	35%
	Women	**	45%	40%	51%	**	41%
	Total	**	40%	35%	44%	**	38%
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
<b>2018</b>							
Table A3.1	Short-cycle tertiary		79%		82%		**
	Bachelor's or equivalent		82%		84%		**
	Master's or equivalent		94%		88%		**
	Doctoral or equivalent		**		92%		**
	All tertiary levels of education		81%		85%		**
<b>Upper secondary and Vocational education and training (VET)</b>							
<b>Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary education	32%		41%		37%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A3.3	Employment rate		75%		78%		**
	Unemployment rate		9%		7%		**
	Inactivity rate		18%		16%		**
<b>Early childhood education and care (ECEC)</b>							
<b>Enrolment rate of 3-5 year-olds in education</b>							
<b>2017</b>							
Table B2.2	ECEC and primary education	76%		87%		**	
<b>Share of children enrolled in private institutions</b>							
<b>2017</b>							
Table B2.3	at pre-primary level (ISCED 02)	31%		34%		42%	
<b>Financial resources invested in education</b>							
<b>Total expenditure on educational institutions, by level of education</b>							
<b>2016</b>							
		USD/student <sup>1</sup>	% GDP	USD/student <sup>1</sup>	% GDP	USD/student <sup>1</sup>	% GDP
Table C1.1 and C2.1	Primary	**	**	USD 8 470	1.5%	**	**
	Lower secondary	**	**	USD 9 884	0.9%	**	**
	Upper secondary	**	**	USD 10 368	1.1%	**	**
	Tertiary (including R&D)	**	**	USD 15 556	1.5%	**	**
<b>Teachers, the learning environment and the organisation of schools</b>							
<b>Share of female teachers, in public and private institutions</b>							
<b>2017</b>							
Table D5.2	Primary	**		83%		87%	
	Lower secondary	**		69%		72%	
<b>Average class size by level of education</b>							
<b>2017</b>							
Table D2.1	Primary	**		21		20	
	Lower secondary	**		23		21	

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

1. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.