

HOW MUCH IS SPENT PER STUDENT?

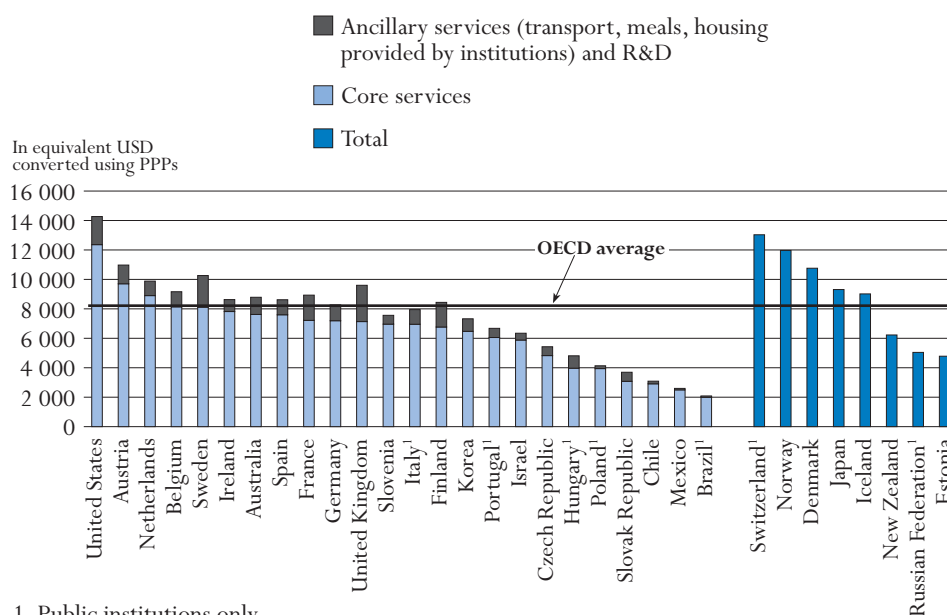
This indicator provides an assessment of the investment in each student. Expenditure by educational institutions per student is largely influenced by teachers' salaries (see Indicators B6 and D3), pension systems, instructional and teaching hours (see Indicators B7, D1 and D4), the cost of teaching materials and facilities, the programme provided (*e.g.* general or vocational), and the number of students enrolled in the education system (see Indicator C1). Policies to attract new teachers or to reduce average class size or change staffing patterns (see Indicator D2) have also contributed to changes in expenditure by educational institutions per student over time. Ancillary and R&D services can also influence the level of expenditure by educational institutions per student.

Key results

Chart B1.1. Annual expenditure by educational institutions per student in primary through tertiary education, by type of services (2007)


Expenditure by educational institutions per student provides a measure of the unit costs of formal education. The chart shows annual expenditure by educational institutions per student by type of services in equivalent USD converted using purchasing power parities, based on full-time equivalents.

OECD countries as a whole spend USD 9 195 annually per student from primary through tertiary education: USD 6 756 per primary student, USD 8 153 per secondary student and USD 16 625 per tertiary student. On average, OECD countries spend nearly twice as much per student at the tertiary level as at the primary level. However, these averages mask a broad range of expenditure patterns across countries. When R&D activities and ancillary services are included, expenditure per student for all services may increase significantly. This is particularly true for Finland, France, Sweden and the United Kingdom.



1. Public institutions only.

Countries are ranked in descending order of expenditure by educational institutions per student for core services. Source: OECD, Table B1.2. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Other highlights of this indicator

- At the tertiary level, R&D activities or ancillary services can account for a significant proportion of expenditure. When these are excluded, expenditure on core educational services in tertiary institutions is, on average, USD 8 587 per student and ranges from USD 5 000 or less in Poland and the Slovak Republic to more than USD 10 000 in Austria, Canada, the Netherlands, Switzerland, the United States and the partner countries Brazil and Israel.
- At the primary and secondary levels, there is a strong positive relationship between spending by educational institutions per student and GDP per capita. The relationship is weaker at the tertiary level. Nevertheless, countries with low levels of expenditure by educational institutions per student may have levels of expenditure per student as a proportion of GDP per capita similar to those of countries with high levels of spending per student. For example, at the primary, secondary and post-secondary non-tertiary levels of education, Korea and Portugal – where expenditure by educational institutions per student and GDP per capita are below the OECD averages – spend more per student relative to GDP per capita than the OECD average.
- OECD countries spend, on average, USD 94 589 per student over the theoretical duration of primary and secondary studies. The cumulative expenditure for each primary and secondary student ranges from less than USD 45 000 in Chile, Mexico, the Slovak Republic and the partner country Brazil to USD 100 000 or more in Austria, Denmark, Iceland, Ireland, Italy, Luxembourg, Norway, Sweden, Switzerland, the United Kingdom and the United States.
- Expenditure by educational institutions per primary, secondary and post-secondary non-tertiary student increased in every country, on average, by 43% between 1995 and 2007, a period of relatively stable student numbers. During the same period, at the tertiary level spending per student has fallen in one-quarter of OECD and partner countries. However, from 2000 to 2007, expenditure by educational institutions per student increased by 14 percentage points on average in OECD countries after having remained stable between 1995 and 2000. This reflects partly governments' efforts to deal with the expansion of tertiary education through massive investment.
- Five out of the 13 countries (the Czech Republic, Mexico, Poland, the Slovak Republic and the United States) in which student enrolments in tertiary education increased by more than 20 percentage points between 2000 and 2007 raised their expenditure on tertiary educational institutions by at least the same proportion over the period, whereas Chile, Hungary, Iceland, Ireland, the Netherlands, Switzerland and the partner countries Brazil and Israel did not.

Policy context

Effective schools require the right combination of trained and talented personnel, appropriate curriculum, adequate facilities and motivated students who are ready to learn. The demand for high quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. As a result, the question of whether the resources devoted to education yield adequate returns figures prominently in the public debate. Although it is difficult to assess the optimal volume of resources needed to prepare each student for life and work in modern societies, international comparisons of spending by educational institutions per student (see Definitions and Methodologies) can provide useful reference points.

Policy makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. A comparative review of trends in expenditure by educational institutions per student shows that, in many OECD countries, the expansion of enrolments, particularly in tertiary education, has not always gone hand in hand with increased investment.

In addition, decisions regarding the allocation of funds among the various levels of education are key. For example, some OECD countries emphasise broad access to higher education and some invest in near-universal education for children as young as three or four years old.

Evidence and explanations

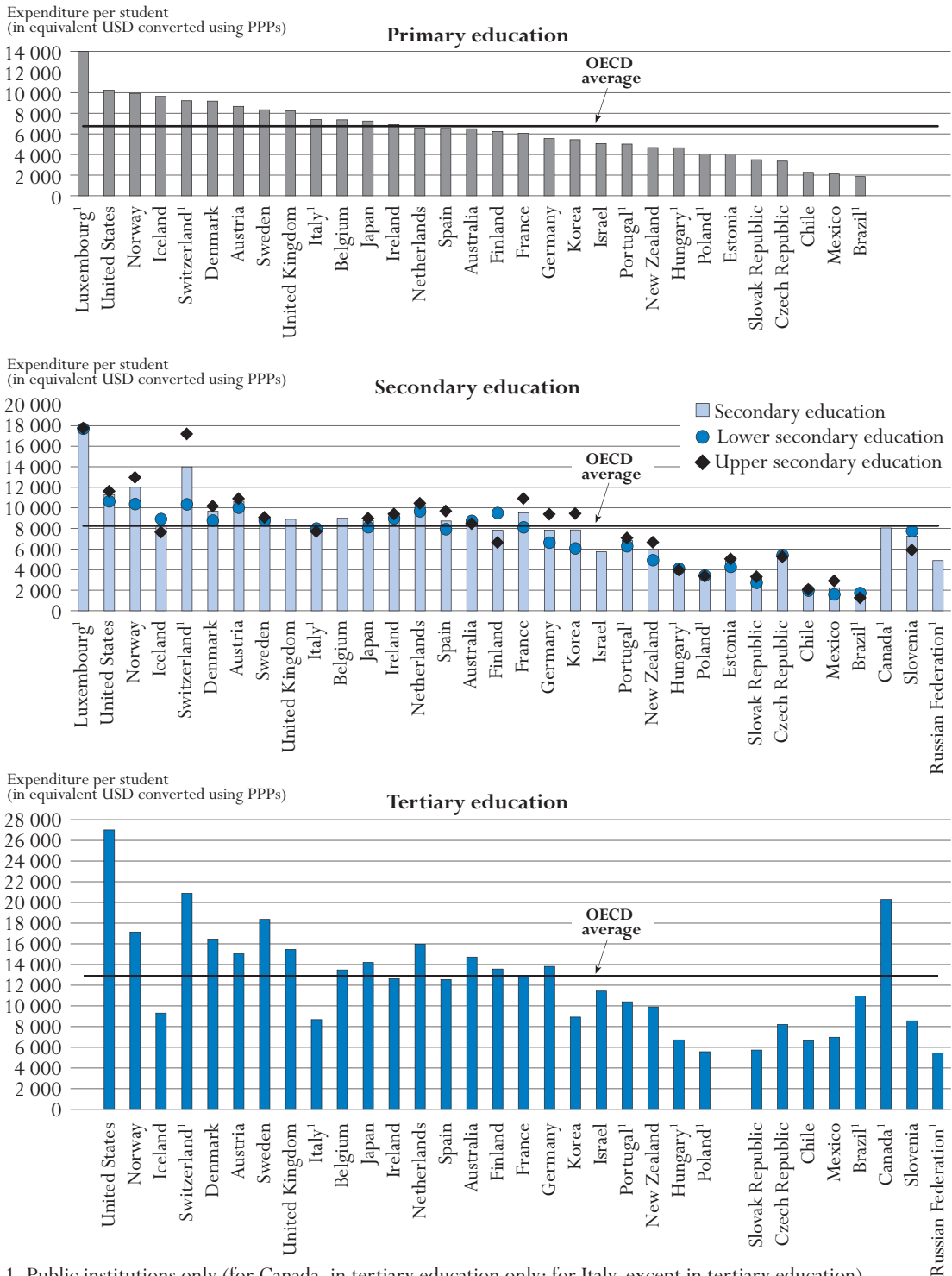
What this indicator does and does not cover

The indicator shows direct public and private expenditure by educational institutions in relation to the number of full-time equivalent students enrolled. Public subsidies for students' living expenses outside educational institutions have been excluded to ensure international comparability. Expenditure data for students in private educational institutions are not available for certain countries, and some other countries do provide incomplete data on independent private institutions. Where this is the case, only expenditure on public and government-dependent private institutions has been taken into account. Note that variations in expenditure by educational institutions per student may reflect not only variations in the material resources provided to students (*e.g.* variations in the ratio of students to teaching staff) but also variations in relative salary and price levels.

Expenditure by educational institutions per student in equivalent USD

Data on annual expenditure per student from primary through tertiary education provide a way to track the financial investment in each student. OECD countries as a whole spend, on average, USD 9 195 annually per student enrolled in primary through tertiary education. In 2007, in 11 of 32 OECD and partner countries, spending by educational institutions ranged from USD 8 000 to USD 10 000 per student. It ranged from USD 4 000 per student or less in Chile, Mexico, the Slovak Republic and the partner country Brazil to more than USD 10 000 per student in Austria, Denmark, Norway, Sweden, Switzerland and the United States (Table B1.1a). The drivers of expenditure per student vary among countries (for more details see Indicator B7). Among the six countries with the largest expenditure by educational institutions per student, Switzerland has the highest teachers' salaries at the secondary level after Luxembourg (see Indicator D3), the United States has the highest level of private expenditure at the tertiary level and Austria, Denmark, Norway and Sweden are among the countries with the lowest student-to-teaching staff ratios (see Indicator D2).

Chart B1.2. Annual expenditure by educational institutions per student for all services, by level of education (2007)
In equivalent USD converted using PPPs, based on full-time equivalents



1. Public institutions only (for Canada, in tertiary education only; for Italy, except in tertiary education). Countries are ranked in descending order of expenditure by educational institutions per student in primary education. Source: OECD, Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Even if overall spending per student is similar in some OECD countries, the ways in which resources are allocated among the different levels of education vary widely. OECD countries as a whole spend USD 6 756 per student at the primary level, USD 8 153 at the secondary level and USD 16 625 at the tertiary level. At the tertiary level, the totals are affected by high expenditure in a few large OECD countries, most notably Canada and the United States. Spending by educational institutions per student in a typical OECD country (as represented by the simple mean across all OECD countries) amounts to USD 6 741 at the primary level, USD 8 267 at the secondary level and USD 12 907 at the tertiary level (Table B1.1a and Chart B1.2).

These averages mask a broad range of expenditure by educational institutions per student. At the primary and secondary levels, the expenditure by educational institutions varies by a factor of 7 and 10, respectively, ranging in primary education from USD 2 111 or less per student in Mexico and the partner country Brazil to USD 13 985 in Luxembourg and, in secondary education, from USD 1 750 in the partner country Brazil to USD 17 928 in Luxembourg. Expenditure by educational institutions per tertiary student ranges from USD 5 434 in the partner country the Russian Federation to more than USD 20 000 in Canada, Switzerland and the United States (Table B1.1a and Chart B1.2).

These comparisons are based on purchasing power parities (PPPs) for GDP, not on market exchange rates. They therefore reflect the amount of a national currency required to produce the same basket of goods and services in a given country as produced by the USD in the United States.

Expenditure per student on educational core services

Expenditure on core educational services represents on average 81% of total expenditure between primary and tertiary education and exceeds 95% in Mexico, Poland and in the partner country Brazil. In 6 out of the 24 OECD and partner countries for which data are available – Finland, France, Hungary, the Slovak Republic, Sweden and the United Kingdom – annual expenditure on R&D and ancillary services per student from primary through tertiary education accounts for more than 15% of the total annual expenditure per student and can influence the ranking of countries for all services combined. However, this overall picture masks large variations between levels of education.

At the primary and secondary levels, educational expenditure is dominated by spending on instructional services. On average, OECD countries for which data are available spend USD 6 675 on core educational services at the primary, secondary and post-secondary non-tertiary levels. This corresponds to 88% of the total expenditure by educational institutions per student at these levels. In 12 out of the 24 OECD and partner countries for which data are available, ancillary services provided by primary, secondary and post-secondary non-tertiary institutions account for less than 5% of the total expenditure per student. The proportion exceeds 10% of total expenditure per student in Finland, France, Hungary, Korea, the Slovak Republic, Sweden and the United Kingdom.

Greater differences are observed in the proportion of total expenditure by educational institutions per student devoted to core services at the tertiary level, partly because R&D expenditure can account for a significant proportion of educational spending. The OECD countries in which most R&D is performed in tertiary education institutions tend to report higher expenditure

per student than those in which a large proportion of R&D is performed in other public institutions or in industry. Excluding R&D activities and ancillary services, expenditure on core educational services in tertiary institutions is, on average, USD 8 587 per student and ranges from USD 5 000 or less in Poland and the Slovak Republic to more than USD 10 000 in Austria, Canada, the Netherlands, Switzerland, the United States and the partner countries Brazil and Israel (Table B1.2).

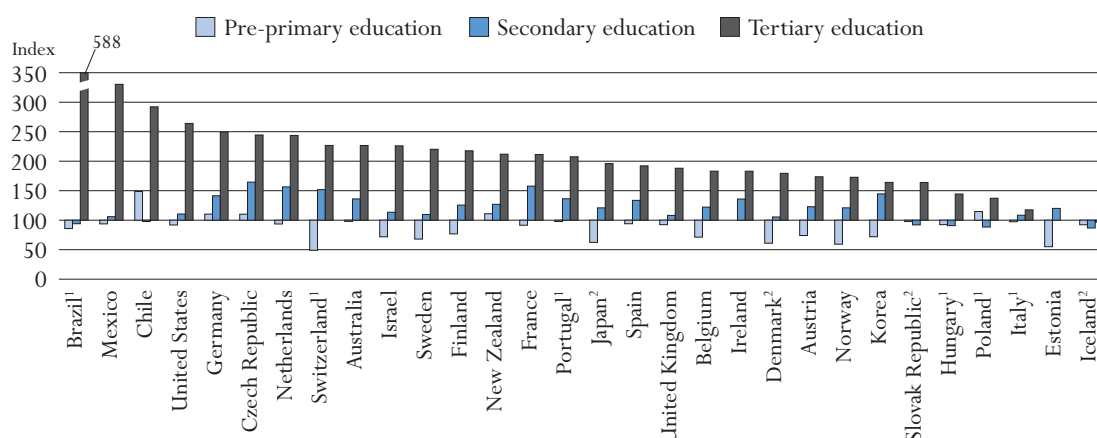
On average, expenditure on R&D and ancillary services at the tertiary level represents 30% and 4%, respectively, of all tertiary expenditure by educational institutions per student. In 12 out of 21 OECD and partner countries for which data on R&D and ancillary services are available separately from total expenditure – Australia, Belgium, Canada, Finland, France, Germany, Italy, the Netherlands, Norway, Sweden, Switzerland and the United Kingdom – expenditure on R&D and ancillary services in tertiary institutions is at least one-third of total tertiary expenditure by educational institutions per student. On a per student basis this can translate into significant amounts: in Australia, Belgium, Canada, Finland, Germany, the Netherlands, Norway, Sweden, Switzerland, the United Kingdom and the United States, expenditure for R&D and ancillary services amounts to more than USD 5 000 per student (Table B1.2).

Expenditure by educational institutions per student at different levels of education for all services

Expenditure by educational institutions per student rises sharply from primary to tertiary education. The amount and pattern of expenditure is largely a reflection of the location and mode of educational provision. Education still essentially takes place in settings with (generally) similar organisation, curriculum, teaching style and management. These shared features have tended to result in similar patterns of unit expenditure from the primary through the post-secondary non-tertiary levels. During the last decade, however, greater use of private funds at the tertiary level has increased the difference between the amount and pattern of expenditure at this level as compared to other levels of education (see Indicator B3).

Comparisons of the distribution of expenditure at different levels of education highlight the relative emphasis placed on these levels as well as the relative costs of provision. Expenditure by educational institutions per student rises with the level of education in almost all OECD and partner countries, but the size of the differentials varies markedly (Table B1.1a and Chart B1.3). At the secondary level, the expenditure is, on average, 1.2 times greater than at the primary level. It exceeds 1.5 in the Czech Republic, France, the Netherlands and Switzerland. In Switzerland, this is mainly due to changes in teachers' salaries. In the other three countries, it is due to an increase in the number of instructional hours for students and a significant decrease in the number of teachers' teaching hours between primary and secondary education, as compared to the OECD average (for more details see Indicators B7, D1, D3 and D4).

OECD countries spend, on average, 1.9 times more by educational institutions per student at the tertiary level than at the primary level, but spending patterns vary widely among countries mainly because education policies vary more at the tertiary level (see Indicator B5). For example, Hungary, Iceland, Italy, Poland and the partner country Estonia spend less than 1.5 times more on a tertiary student than on a primary student, but Mexico and the partner country Brazil spend 3 times or more as much (Table B1.1a and Chart B1.3).

Chart B1.3. Expenditure by educational institutions per student at various levels of education for all services relative to primary education (2007)*Primary education = 100*

Note: A ratio of 300 for tertiary education means that expenditure by educational institutions per tertiary student is three times the expenditure by educational institutions per primary student.

A ratio of 50 for pre-primary education means that expenditure by educational institutions per pre-primary student is half the expenditure by educational institutions per primary student.

1. Public institutions only (for Italy, except in tertiary education).

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

Countries are ranked in descending order of expenditure by educational institutions per student in tertiary education relative to primary education.

Source: OECD, Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Expenditure by educational institutions per student over the theoretical duration of primary and secondary education

OECD countries spend on average USD 94 589 per student over the theoretical duration of primary and secondary studies. Although this theoretical duration is similar – between 12 and 13 years in 31 out of 36 OECD and partner countries – cumulative expenditure by educational institutions per student varies considerably between countries, ranging from less than USD 45 000 in Chile, Mexico, the Slovak Republic and the partner country Brazil to USD 100 000 or more in Austria, Denmark, Iceland, Ireland, Italy, Luxembourg, Norway, Sweden, Switzerland, the United Kingdom and the United States (Table B1.3a and Chart B1.4).

Expenditure by educational institutions per student over the average duration of tertiary studies

Both the typical duration and the intensity of tertiary education vary among OECD countries. Therefore, differences among countries in annual expenditure on educational services per student (shown in Chart B1.2) do not necessarily reflect differences in the total cost of educating the typical tertiary student. Today's students can choose from a range of institutions and enrolment options to find the best fit for their degree objectives, abilities and personal interests. Many enrol on a part-time basis and others combine work and study. Students may attend more than one institution before graduating. These enrolment patterns can affect the interpretation of expenditure by educational institutions per student.

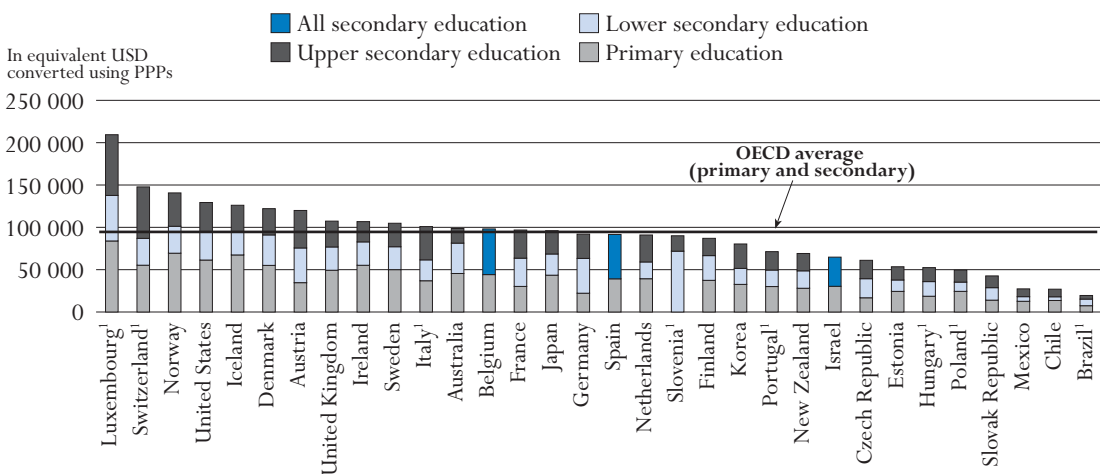
In particular, if the typical duration of tertiary studies is long, comparatively low annual expenditure by educational institutions per student can result in comparatively high overall costs for tertiary education. Chart B1.5 shows the average expenditure per student throughout the course of tertiary studies. The figures account for all students for whom expenditure is incurred, including those who do not finish their studies. Although the calculations are based on a number of simplified assumptions, and therefore should be treated with caution (see Annex 3 at www.oecd.org/edu/eqg2010), there are some striking differences between annual and aggregate expenditure in the ranking of OECD and partner countries.

For example, annual spending per tertiary student in Ireland is about the same as in France, at USD 12 631 and USD 12 773, respectively (Table B1.1a). But because of differences in the tertiary degree structure (see Indicator A3), the average duration of tertiary studies is over than half a year longer in France than in Ireland (4.0 and 3.2 years, respectively). As a consequence, the cumulative expenditure for each tertiary student is more than USD 10 000 less in Ireland at USD 40 925 compared with USD 51 346 in France (Chart B1.5 and Table B1.3b).

The total cost of tertiary-type A studies in Switzerland (USD 121 850) is more than twice the amount reported by other countries, with the exception of Austria, Finland, France, Germany, Japan, the Netherlands, Spain and Sweden (Table B1.3b). These figures must, of course, be interpreted in light of differences in national degree structures as well as possible differences in the academic level of the qualifications of students leaving university. While trends are similar in tertiary-type B studies, their total cost tends to be much lower than those of tertiary-type A programmes, largely because of their shorter duration.

Chart B1.4. Cumulative expenditure by educational institutions per student over the theoretical duration of primary and secondary studies (2007)

Annual expenditure by educational institutions per student multiplied by the theoretical duration of studies, in equivalent USD converted using PPPs



1. Public institutions only.

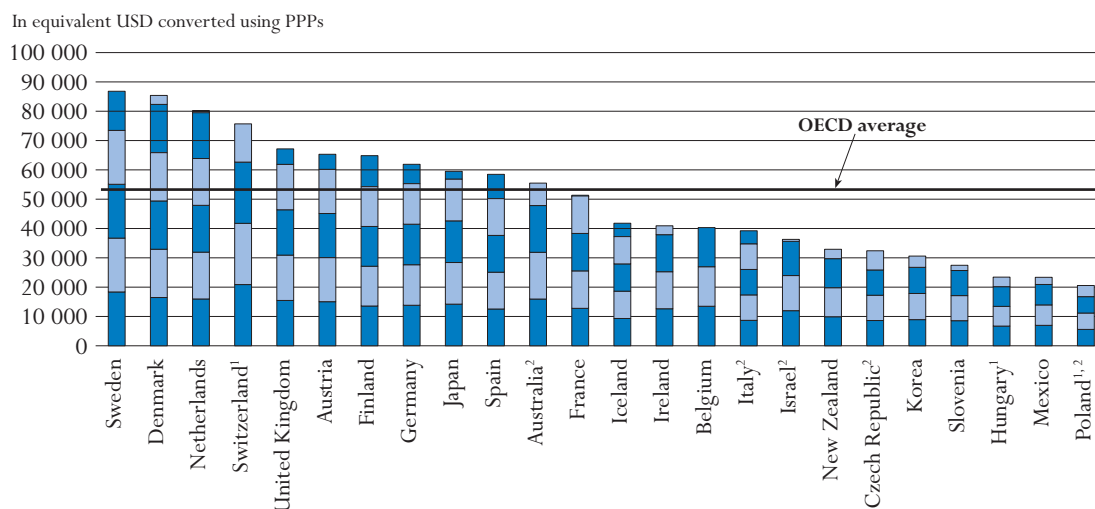
Countries are ranked in descending order of the total expenditure by educational institutions per student over the theoretical duration of primary and secondary studies.

Source: OECD, Table B1.3a. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

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Chart B1.5. Cumulative expenditure by educational institutions per student over the average duration of tertiary studies (2007)

Annual expenditure by educational institutions per student multiplied by the average duration of studies, in equivalent USD converted using PPPs



Note: Each segment of the bar represents the annual expenditure by educational institutions per student. The number of segments represents the average number of years a student remains in tertiary education.

1. Public institutions only.

2. Tertiary-type A and advanced research programmes only.

Countries are ranked in descending order of the total expenditure by educational institutions per student over the average duration of tertiary studies.

Source: OECD, Table B1.3b. See Annex 3 for notes (www.oecd.org/edu/eq2010).

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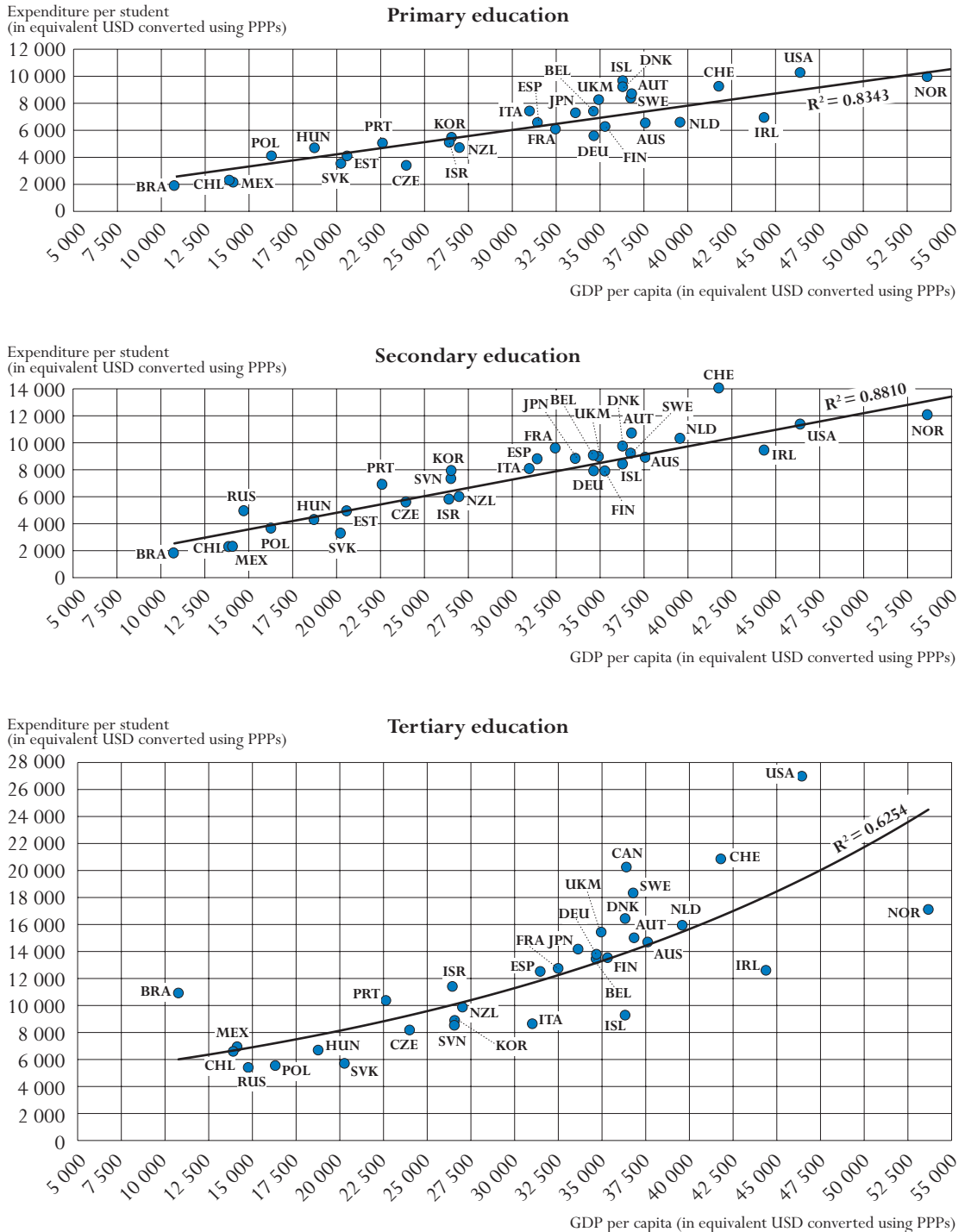
Expenditure by educational institutions per student in relation to GDP per capita

Expenditure by educational institutions per student relative to GDP per capita is a unit spending measure that takes OECD countries' relative wealth into account. Since education is universal at lower levels, spending by educational institutions per student at the lower levels relative to GDP per capita can be interpreted as the resources spent on the school-age population relative to a country's ability to pay. At higher levels of education, this measure is affected by a combination of national income, spending and enrolment rates. At the tertiary level, for example, OECD countries may rank relatively high on this measure if a large proportion of their wealth is spent on educating a relatively small number of students.

Expenditure by educational institutions per student averages 20% of GDP per capita at the primary level, 24% at the secondary level and 40% at the tertiary level (Table B1.4). Countries with low levels of expenditure by educational institutions per student may nevertheless show distributions of investment relative to GDP per capita which are similar to those of countries with a high level of spending per student. For example, Korea and Portugal – countries with expenditure by educational institutions per student at the primary, secondary and post-secondary non-tertiary level of education and GDP per capita below the OECD average – spend more per student relative to GDP per capita than the OECD average.

Chart B1.6. Annual expenditure by educational institutions per student relative to GDP per capita (2007)

In equivalent USD converted using PPPs, by level of education



Please refer to the Reader's Guide for the list of country codes used in this chart.

Source: OECD, Tables B1.1a, B1.4 and Annex 2. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Similarly, Sweden, Switzerland and the United States spend 50% or more in terms of GDP per capita on each tertiary student, among the highest proportions after Brazil. Brazil has the highest proportion, spending the equivalent of 102% of GDP per capita on each tertiary student. This high level of expenditure compared to GDP per capita should be seen in light of the fact that tertiary students represent only 3% of students enrolled in all levels of education combined (Table B1.2 and Table B1.6 available on line).

The relationship between GDP per capita and expenditure by educational institutions per student is a complex one. As one would expect, there is a clear positive relationship between spending by educational institutions per student and GDP per capita at both primary and secondary levels of education: poorer OECD countries tend to spend less per student than richer ones. Although the relationship is generally positive at these levels, there are variations even for countries with similar levels of GDP per capita, especially among those in which it exceeds USD 30 000. Australia and Austria, for example, have similar levels of GDP per capita but spend very different proportions of GDP per capita at the primary and secondary levels. In Australia, the proportions are 17% and 24%, respectively, at the two levels and are near the OECD average (20% and 24%). By contrast, Austria's are 24% and 29%, respectively, and are among the highest (Table B1.4 and Chart B1.6).

There is more variation in spending by educational institutions per student at the tertiary level and the relationship between countries' relative wealth and their expenditure levels is more variable as well. Iceland and Sweden, for example, have similar levels of GDP per capita but very different levels of spending on tertiary education (Table B1.4 and Chart B1.6).

Change in expenditure by educational institutions per student between 1995 and 2007

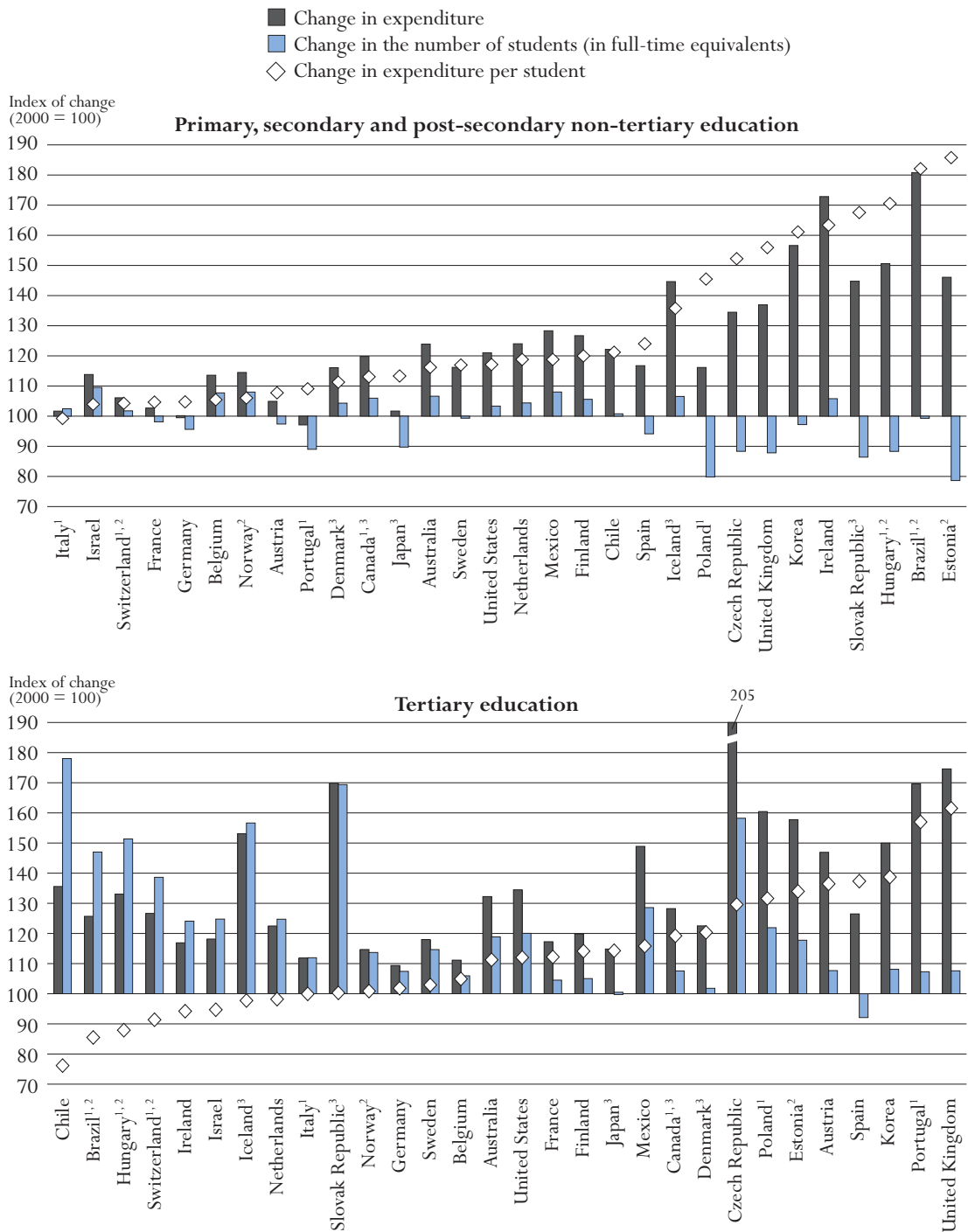
Expenditure by educational institutions is driven largely by changes in the size of the school-age population and by changes in teachers' salaries. They tend to rise over time in real terms, as teachers' salaries (the main component of costs) rise in line with the salary levels of the country's population. The size of the school-age population influences both enrolment rates and the amount of resources and organisational effort a country must invest in its education system. The larger the size of this population, the greater the potential demand for educational services. Table B1.5 and Chart B1.7 show the effects of changes in enrolments and total expenditure between 1995, 2000 and 2007, in indices and at constant prices.

Expenditure by educational institutions per primary, secondary and post-secondary non-tertiary student increased in every country, on average, by 43% between 1995 and 2007 during a period of relatively stable student enrolment at these levels. The rate of increase was quite similar over the first and second halves of this time period; only the Czech Republic, Norway and Switzerland showed a decrease between 1995 and 2000, followed by an increase between 2000 and 2007 (Table B1.5).

Between 2000 and 2007, in 21 out of the 30 OECD and partner countries for which data are available, expenditure by educational institutions per primary, secondary and post-secondary non-tertiary student increased by at least 10%. The increase exceeded 40% in the Czech Republic, Hungary, Ireland, Korea, Poland, the Slovak Republic, the United Kingdom and the partner countries Brazil and Estonia. In Belgium, France, Germany, Italy, Switzerland and the partner country Israel (Table B1.5 and Chart B1.7), this expenditure by educational institutions per student increased only by 5% or less between 2000 and 2007.

Chart B1.7. Changes in the number of students and changes in expenditure by educational institutions per student, by level of education (2000, 2007)

Index of change between 2000 and 2007 (2000 = 100, 2007 constant prices)



1. Public institutions only (for Canada, in tertiary education only; for Italy, except in tertiary education).

2. Public expenditure only.

3. Some levels of education are included with others. Refer to “x” code in Table B1.1a for details.

Countries are ranked in ascending order of change in expenditure by educational institutions per student.

Source: OECD, Table B1.5. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Changes in enrolments do not seem to have been the main factor behind changes in expenditure by educational institutions per primary, secondary and post-secondary non-tertiary student in the majority of OECD and partner countries. However, in the Czech Republic, Hungary, Japan, Poland, Portugal, the Slovak Republic, Spain, the United Kingdom and the partner country Estonia, a decrease in enrolments of more than 5% coincided with significant increases in spending by educational institutions per student between 2000 and 2007. In Japan and Portugal the decline in enrolments was concurrent with a decrease or a slight rise in expenditure by educational institutions on primary, secondary and post-secondary non-tertiary education. In the other countries, a decline in enrolments was accompanied by a sharp increase in spending (Table B1.5 and Chart B1.7).

The pattern is different at the tertiary level. Spending per student fell in some cases between 1995 and 2007, as expenditure did not keep up with expanding student numbers. On average among OECD countries, expenditure by educational institutions per tertiary student remained stable from 1995 to 2000 but then increased by 14% from 2000 to 2007, partly as governments invested massively in response to the expansion of tertiary education (see Indicators B3 and B4). The Czech Republic, Iceland, Korea, Poland, Portugal, the Slovak Republic, the United Kingdom and the partner country Estonia followed this pattern and increased expenditure by educational institutions by 50% or more between 2000 and 2007. However, the increase in expenditure per student between 2000 and 2007 did not completely counterbalance the decrease between 1995 and 2000 in the Czech Republic and the Slovak Republic. Only in Hungary and the partner country Israel was there a decrease in expenditure by educational institutions per tertiary student in both the first and second half of this time period (Table B1.5).

Between 2000 and 2007, of the 30 OECD and partner countries for which data are available, Chile, Hungary, Iceland, Ireland, the Netherlands, Switzerland and the partner countries Brazil and Israel recorded a decrease in expenditure on tertiary education per student. In all of these countries, the decline was mainly the result of a rapid increase (10% or more) in the number of tertiary students (Chart B1.7). However, large increases in the number of tertiary students do not necessarily lead to decrease in expenditure per student. Five of the thirteen OECD and partner countries in which the number of students enrolled in tertiary education increased by 20% or more between 2000 and 2007 (the Czech Republic, Mexico, Poland, the Slovak Republic and the United States) increased their expenditure on tertiary education over the period by at least the same proportion. The others – Chile, Hungary, Iceland, Ireland, the Netherlands, Switzerland and the partner countries Brazil and Israel – did not. Spain was the only country in which the number of tertiary students decreased between 2000 and 2007 (Table B1.5 and Chart B1.7).

Definitions and methodologies

Data refer to the financial year 2007 and are based on the UOE data collection on education statistics administered by the OECD in 2009 (for details see Annex 3 at www.oecd.org/edu/eag2010).

Expenditure by educational institutions per student at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programmes for which both enrolment and expenditure data are available are taken into account. Expenditure in national currency is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The PPP exchange rate is used because the market

exchange rate is affected by many factors (interest rates, trade policies, expectations of economic growth, etc.) that have little to do with current relative domestic purchasing power in different OECD countries (see Annex 2 for further details).

The OECD average is calculated as the simple average over all OECD countries for which data are available. The OECD total reflects the value of the indicator if the OECD region is considered as a whole (see the Reader's Guide for details).

Table B1.5 shows the changes in expenditure by educational institutions per student between the financial years 1995, 2000 and 2007. OECD countries were asked to collect the 1995 and 2000 data according to the definitions and the coverage of UOE 2009 data collection. All expenditure data, as well as the GDP for 1995 and 2000, are adjusted to 2007 prices using the GDP price deflator.


Expenditure by educational institutions per student relative to GDP per capita is calculated by expressing expenditure by educational institutions per student in units of national currency as a percentage of GDP per capita, also in national currency. In cases where the educational expenditure data and the GDP data pertain to different reference periods, the expenditure data are adjusted to the same reference period as the GDP data, using inflation rates for the OECD country in question (see Annex 2).

Cumulative expenditure over the average duration of tertiary studies (Table B1.3b) is calculated by multiplying current annual expenditure by the typical duration of tertiary studies. The methodology used to estimate the typical duration of tertiary studies is described in Annex 3 (www.oecd.org/edu/eag2010). For estimates of the duration of tertiary education, data are based on a special survey carried out in OECD countries in 2009.

The ranking of OECD countries by annual expenditure on educational services per student is affected by differences in how countries define full-time, part-time and full-time equivalent enrolment. Some OECD countries count every participant at the tertiary level as a full-time student while others determine a student's intensity of participation by the credits which he/she obtains for successful completion of specific course units during a specified reference period. OECD countries that can accurately account for part-time enrolment have higher apparent expenditure by educational institutions per full-time equivalent student than OECD countries that cannot differentiate among different modes of student attendance.

Further references

The following additional material relevant to this indicator is available on line at:

StatLink  <http://dx.doi.org/10.1787/888932310282>

- *Table B1.1b. Annual expenditure by educational institutions per student for core services (2007)*
- *Table B1.6. Distribution of expenditure (as a percentage) by educational institutions compared to the number of students enrolled at each level of education (2007)*
- *Table B1.7. Annual expenditure by educational institutions per student for all services, by type of programme (2007)*

Table B1.1a.
Annual expenditure by educational institutions per student for all services (2007)

In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents

	Pre-primary education (for children 3 years and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education excluding R&D activities	Primary to tertiary education	
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A & advanced research programmes	All tertiary education			
												(1)
OECD countries	Australia	6 507	6 498	8 967	8 639	8 840	6 660	8 052	15 944	14 726	9 214	8 786
	Austria	6 409	8 664	10 249	11 068	10 641	6 518	12 364	15 174	15 039	10 552	10 974
	Belgium	5 247	7 363	x(5)	x(5)	8 992	x(5)	x(9)	x(9)	13 482	8 786	9 162
	Canada ^{1,2}	x(5)	x(5)	x(5)	x(5)	8 045	x(7)	15 091	24 424	20 278	14 731	m
	Chile ³	3 371	2 268	2 190	2 239	2 222	a	3 360	8 746	6 626	6 438	3 088
	Czech Republic	3 700	3 359	5 635	5 428	5 527	1 939	3 438	8 621	8 209	6 824	5 426
	Denmark	5 594	9 176	8 998	10 342	9 675	x(4,9)	x(9)	x(9)	16 466	m	10 759
	Finland	4 789	6 234	9 730	6 806	7 829	x(5)	n	13 566	13 566	8 178	8 440
	France	5 527	6 044	8 339	11 082	9 532	m	10 632	13 467	12 773	9 001	8 932
	Germany	6 119	5 548	6 851	9 557	7 841	8 600	7 394	14 852	13 823	8 534	8 270
	Greece	m	m	m	m	m	m	m	m	m	m	m
	Hungary ²	4 304	4 656	4 321	4 131	4 225	4 782	3 714	6 869	6 721	5 365	4 811
	Iceland	8 884	9 629	9 147	7 807	8 349	x(5)	x(9)	x(9)	9 309	m	9 015
	Ireland	m	6 901	9 207	9 575	9 375	6 570	x(9)	x(9)	12 631	8 907	8 628
	Italy ²	7 191	7 383	8 222	7 864	8 004	m	7 772	8 678	8 673	5 447	7 948
	Japan	4 518	7 247	8 346	9 159	8 760	x(4,9)	9 139	15 822	14 201	m	9 312
	Korea	3 909	5 437	6 287	9 620	7 860	a	5 279	10 115	8 920	7 796	7 325
	Luxembourg ²	x(2)	13 985	17 928	17 928	17 928	m	m	m	m	m	m
	Mexico	1 979	2 111	1 814	3 070	2 236	a	x(9)	x(9)	6 971	5 862	2 598
	Netherlands	6 130	6 552	9 902	10 616	10 248	10 881	n	15 969	15 969	10 421	9 883
	New Zealand	5 185	4 675	5 146	6 828	5 933	6 794	7 322	10 666	9 905	8 539	6 226
	Norway	5 886	9 922	10 603	13 132	11 997	x(5)	x(9)	x(9)	17 140	10 071	11 967
	Poland ²	4 658	4 063	3 643	3 543	3 590	4 461	4 742	5 587	5 576	4 637	4 134
	Portugal ²	5 006	5 011	6 497	7 243	6 833	m	x(9)	x(9)	10 398	7 428	6 677
	Slovak Republic	3 419	3 499	2 946	3 475	3 219	x(4)	x(4)	5 736	5 736	4 922	3 694
	Spain	6 138	6 533	8 155	9 867	8 730	a	10 650	12 940	12 548	8 954	8 618
	Sweden	5 666	8 338	9 020	9 247	9 143	6 467	6 005	19 013	18 361	9 402	10 262
	Switzerland ²	4 506	9 211	10 574	17 362	13 982	7 506	3 889	22 346	20 883	10 977	13 031
Turkey	m	m	a	m	m	a	m	m	m	m	m	
United Kingdom	7 598	8 222	9 166	8 714	8 892	x(4)	x(9)	x(9)	15 463	9 023	9 600	
United States	9 394	10 229	10 862	11 788	11 301	m	x(9)	x(9)	27 010	24 230	14 269	
<i>OECD average</i>	<i>5 447</i>	<i>6 741</i>	<i>7 598</i>	<i>8 746</i>	<i>8 267</i>	<i>4 449</i>	~	~	<i>12 907</i>	<i>8 970</i>	<i>8 216</i>	
<i>OECD total</i>	<i>5 838</i>	<i>6 756</i>	~	~	<i>8 153</i>	~	~	~	<i>16 625</i>	<i>13 896</i>	<i>9 195</i>	
<i>EU19 average</i>	<i>5 468</i>	<i>6 752</i>	<i>8 165</i>	<i>8 617</i>	<i>8 346</i>	<i>5 580</i>	~	~	<i>12 084</i>	<i>7 899</i>	<i>8 013</i>	
Partner countries	Brazil ²	1 599	1 862	1 947	1 427	1 750	a	x(9)	x(9)	10 950	10 326	2 080
	China	882	778	986	1 549	1 153	m	3 222	5 138	4 380	m	1 404
	Estonia	2 232	4 058	4 495	5 205	4 869	6 613	4 365	5 653	m	5 214	4 783
	India	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	56	534	485	477	482	a	m	635	m	m	m
	Israel	3 631	5 060	x(5)	x(5)	5 741	4 910	9 092	11 977	11 435	m	6 344
	Russian Federation ²	m	x(5)	x(5)	x(5)	4 878	x(5)	4 402	5 753	5 434	5 201	5 043
	Slovenia	8 464	x(3)	7 981	6 072	7 267	x(4)	x(9)	x(9)	8 559	7 037	7 560

1. Year of reference 2006.

2. Public institutions only (for Canada, in tertiary education only; for Italy, except in tertiary education).

3. Year of reference 2008.

Source: OECD, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: *China Educational Finance Statistics Yearbook 2008*. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310282>

Table B1.2.

Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2007)

In equivalent USD converted using PPPs for GDP, by level of education and type of service, based on full-time equivalents

	Primary, secondary and post-secondary non-tertiary education			Tertiary education				Primary to tertiary education		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	R&D	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions) and R&D	Total
OECD countries										
Australia	7 422	168	7 590	8 604	610	5 512	14 726	7 620	1 166	8 786
Austria	9 519	439	9 959	10 439	114	4 487	15 039	9 703	1 271	10 974
Belgium	8 079	254	8 333	8 439	348	4 696	13 482	8 137	1 026	9 162
Canada ^{1, 2, 3}	7 609	436	8 045	13 572	1 159	5 547	20 278	m	m	m
Chile ⁴	2 068	177	2 245	6 438	x(4)	189	6 626	2 909	179	3 088
Czech Republic	4 334	378	4 712	6 738	86	1 386	8 209	4 825	601	5 426
Denmark ¹	9 448	a	9 448	x(7)	a	x(7)	16 466	x(10)	x(10)	10 759
Finland	6 430	786	7 216	8 178	n	5 388	13 566	6 767	1 673	8 440
France	6 988	1 082	8 070	8 252	749	3 771	12 773	7 218	1 714	8 932
Germany	7 072	171	7 243	7 852	682	5 288	13 823	7 193	1 077	8 270
Greece	m	m	m	m	m	m	m	m	m	m
Hungary ³	3 751	620	4 371	5 037	328	1 356	6 721	3 992	819	4 811
Iceland ¹	x(3)	x(3)	8 949	x(7)	x(7)	x(7)	9 309	x(10)	x(10)	9 015
Ireland	7 589	202	7 791	8 907	x(7)	3 724	12 631	7 817	811	8 628
Italy ^{3, 5}	7 464	307	7 771	5 221	227	3 226	8 673	6 954	994	7 948
Japan ¹	x(3)	x(3)	8 012	x(7)	x(7)	x(7)	14 201	x(10)	x(10)	9 312
Korea	5 943	720	6 663	7 751	45	1 124	8 920	6 473	851	7 325
Luxembourg ^{1, 3}	x(3)	x(3)	15 579	m	m	m	m	m	m	m
Mexico	x(3)	x(3)	2 165	5 862	m	1 109	6 971	2 498	100	2 598
Netherlands	8 571	n	8 571	10 421	n	5 548	15 969	8 899	984	9 883
New Zealand	x(3)	x(3)	5 454	8 539	x(4)	1 366	9 905	x(10)	x(10)	6 226
Norway	x(3)	x(3)	10 855	9 982	89	7 069	17 140	x(10)	x(10)	11 967
Poland ³	3 784	20	3 804	4 637	n	938	5 576	3 943	191	4 134
Portugal ³	5 766	132	5 898	7 428	x(4)	2 970	10 398	6 053	623	6 677
Slovak Republic ¹	2 837	459	3 296	4 315	608	814	5 736	3 078	616	3 694
Spain	7 326	346	7 671	8 728	226	3 594	12 548	7 598	1 020	8 618
Sweden	7 878	895	8 773	9 402	n	8 959	18 361	8 114	2 148	10 262
Switzerland ³	x(3)	x(3)	11 702	10 977	x(4)	9 906	20 883	x(10)	x(10)	13 031
Turkey	m	m	m	m	m	m	m	m	m	m
United Kingdom	7 032	1 591	8 622	7 757	1 266	6 441	15 463	7 135	2 465	9 600
United States	9 932	836	10 768	21 199	3 031	2 780	27 010	12 361	1 908	14 269
<i>OECD average</i>	6 675	455	7 572	8 587	478	3 888	12 907	6 633	1 059	8 216
<i>EU19 average</i>	6 698	452	7 618	7 609	309	3 912	12 084	6 714	1 127	8 013
Partner countries										
Brazil ³	x(3)	x(3)	1 796	10 326	x(4)	623	10 950	2 060	19	2 080
China	m	m	m	m	m	m	m	m	m	m
Estonia	x(3)	x(3)	4 637	5 214	x(4)	m	5 214	x(10)	x(10)	4 783
India	m	m	m	m	m	m	m	m	m	m
Indonesia	469	45	514	m	m	m	m	m	m	m
Israel	5 058	288	5 345	10 077	1 358	n	11 435	5 881	463	6 344
Russian Federation ³	x(3)	x(3)	4 878	x(7)	x(7)	233	5 434	x(10)	x(10)	5 043
Slovenia	6 947	320	7 267	7 011	26	1 522	8 559	6 961	599	7 560

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

2. Year of reference 2006.

3. Public institutions only (for Canada, in tertiary education only; for Italy, except in tertiary education).

4. Year of reference 2008.

5. Exclude post-secondary non-tertiary education.

Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310282>

Table B1.3a.
**Cumulative expenditure by educational institutions per student for all services
 over the theoretical duration of primary and secondary studies (2007)**

In equivalent USD converted using PPPs for GDP, by level of education

	Average theoretical duration of primary and secondary studies (in years)				Cumulative expenditure per student over the theoretical duration of primary and secondary studies (in USD)				
	Primary education	Lower secondary education	Upper secondary education	Total primary and secondary education	Primary education	Lower secondary education	Upper secondary education	All secondary education	Total primary and secondary education
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries									
Australia	7.0	4.0	2.0	13.0	45 485	35 868	17 277	53 146	98 630
Austria	4.0	4.0	4.0	12.0	34 655	40 996	44 274	85 270	119 925
Belgium	6.0	2.0	4.0	12.0	44 178	x(8)	x(8)	53 950	98 128
Canada ¹	6.0	2.0	4.0	12.0	x(9)	x(9)	x(9)	x(9)	96 541
Chile ²	6.0	2.0	4.0	12.0	13 608	4 380	8 955	13 335	26 943
Czech Republic	5.0	4.0	4.0	13.0	16 793	22 539	21 712	44 251	61 045
Denmark	6.0	4.0	3.0	13.0	55 055	35 991	31 025	67 015	122 070
Finland	6.0	3.0	3.0	12.0	37 404	29 191	20 418	49 609	87 013
France	5.0	4.0	3.0	12.0	30 221	33 356	33 246	66 602	96 823
Germany	4.0	6.0	3.0	13.0	22 193	41 103	28 670	69 774	91 966
Greece	6.0	3.0	3.0	12.0	m	m	m	m	m
Hungary ³	4.0	4.0	4.0	12.0	18 624	17 283	16 525	33 808	52 433
Iceland	7.0	3.0	4.0	14.0	67 405	27 442	31 229	58 671	126 076
Ireland	8.0	3.0	2.5	13.5	55 205	27 620	23 938	51 558	106 763
Italy ³	5.0	3.0	5.0	13.0	36 915	24 667	39 320	63 988	100 903
Japan	6.0	3.0	3.0	12.0	43 484	25 039	27 476	52 515	95 999
Korea	6.0	3.0	3.0	12.0	32 623	18 861	28 861	47 722	80 345
Luxembourg ³	6.0	3.0	4.0	13.0	83 912	53 785	71 710	125 495	209 407
Mexico	6.0	3.0	3.0	12.0	12 663	5 442	9 209	14 651	27 314
Netherlands	6.0	2.0	3.0	11.0	39 313	19 803	31 848	51 651	90 964
New Zealand	6.0	4.0	3.0	13.0	28 049	20 585	20 484	41 069	69 118
Norway	7.0	3.0	3.0	13.0	69 455	31 810	39 395	71 205	140 660
Poland ³	6.0	3.0	4.0	13.0	24 377	10 929	14 174	25 103	49 479
Portugal ³	6.0	3.0	3.0	12.0	30 068	19 492	21 730	41 222	71 289
Slovak Republic	4.0	5.0	4.0	13.0	13 996	14 729	13 901	28 630	42 626
Spain	6.0	4.0	2.0	12.0	39 199	x(8)	x(8)	52 380	91 579
Sweden	6.0	3.0	3.0	12.0	50 027	27 060	27 740	54 800	104 826
Switzerland ³	6.0	3.0	3.5	12.5	55 269	31 722	60 766	92 488	147 756
Turkey ³	8.0	a	3.0	11.0	m	a	m	m	m
United Kingdom	6.0	3.0	3.5	12.5	49 333	27 499	30 499	57 796	107 129
United States	6.0	3.0	3.0	12.0	61 377	32 587	35 363	67 950	129 327
<i>OECD average</i>	<i>5.9</i>	<i>3.2</i>	<i>3.3</i>	<i>12.4</i>	<i>39 674</i>	<i>~</i>	<i>~</i>	<i>54 845</i>	<i>94 589</i>
Partner countries									
Brazil ³	4.0	4.0	3.0	11.0	7 447	7 788	4 281	12 069	19 516
Estonia	6.0	3.0	3.0	12.0	24 348	13 484	15 615	29 099	53 448
Israel	6.0	3.0	3.0	12.0	30 359	x(8)	x(8)	34 444	64 803
Russian Federation ³	4.0	5.0	2.0	11.0	x(9)	x(9)	x(9)	x(9)	53 658
Slovenia ³	6.0	3.0	3.0	12.0	x(6)	71 826	18 217	90 042	90 042

1. Year of reference 2006.

2. Year of reference 2008.

3. Public institutions only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310282>

Table B1.3b.
**Cumulative expenditure by educational institutions per student for all services
 over the average duration of tertiary studies (2007)**

In equivalent USD converted using PPPS for GDP, by type of programme

	Method ¹	Average duration of tertiary studies (in years)			Cumulative expenditure per student over the average duration of tertiary studies (in USD)			
		Tertiary- type B education	Tertiary- type A & advanced research programmes	All tertiary education	Tertiary- type B education	Tertiary- type A and advanced research programmes	All tertiary education	
		(1)	(2)	(3)	(4)	(5)	(6)	
OECD countries	Australia	CM	m	3.48	m	m	55 483	m
	Austria	AF	1.89	4.80	4.34	23 407	72 816	65 316
	Belgium	CM	2.41	3.67	2.99	x(6)	x(6)	40 312
	Canada		m	m	m	m	m	m
	Chile		m	m	m	m	m	m
	Czech Republic ²	CM	m	3.76	m	m	32 404	m
	Denmark	AF	2.51	5.97	5.19	x(6)	x(6)	85 390
	Finland	CM	a	4.78	4.78	a	64 846	64 846
	France ²	CM	3.00	4.74	4.02	31 895	63 835	51 346
	Germany	CM	2.50	5.16	4.48	18 503	76 651	61 896
	Greece		m	m	m	m	m	m
	Hungary ³	AF	1.84	3.74	3.48	6 817	25 692	23 419
	Iceland	CM	x(3)	x(3)	4.49	x(6)	x(6)	41 799
	Ireland	CM	2.21	4.02	3.24	x(6)	x(6)	40 925
	Italy	AF	m	4.52	m	m	39 226	m
	Japan	CM	2.09	4.57	4.19	19 130	72 303	59 500
	Korea	CM	2.07	4.22	3.43	10 928	42 685	30 596
	Luxembourg		m	m	m	m	m	m
	Mexico	AF	1.72	3.49	3.35	x(6)	x(6)	23 354
	Netherlands	CM	a	5.02	5.02	a	80 162	80 162
	New Zealand	CM	2.22	3.90	3.32	16 284	41 622	32 914
	Norway		m	m	m	m	m	m
	Poland ³	CM	m	3.68	m	m	20 561	m
	Portugal		m	m	m	m	m	m
	Slovak Republic	AF	2.47	3.90	3.82	m	22 370	22 370
	Spain	CM	2.15	5.54	4.66	22 897	71 690	58 474
Sweden	CM	2.20	4.89	4.73	13 211	92 923	86 812	
Switzerland ³	CM	2.19	5.45	3.62	8 504	121 850	75 686	
Turkey ³	CM	2.73	2.37	2.65	m	m	m	
United Kingdom ²	CM	3.52	5.86	4.34	x(6)	x(6)	67 153	
United States		m	m	m	m	m	m	
<i>OECD average</i>		2.09	4.41	4.01	~	~	53 277	
Partner countries	Brazil		m	m	m	m	m	
	Estonia		m	m	m	m	m	
	Israel	CM	m	3.03	m	m	36 291	m
	Russian Federation		m	m	m	m	m	m
	Slovenia	AF	2.63	3.64	3.21	x(6)	x(6)	27 458

1. Either the Chain Method (CM) or an Approximation Formula (AF) was used to estimate the duration of tertiary studies.

2. Average duration of tertiary studies is estimated based on national data.

3. Public institutions only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310282>

Table B1.4.
Annual expenditure by educational institutions per student for all services
relative to GDP per capita (2007)

By level of education, based on full-time equivalents

	Pre-primary education (for children 3 years and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education excluding R&D activities	Primary to tertiary education
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD countries											
Australia	17	17	24	23	24	18	21	42	39	24	23
Austria	17	24	28	30	29	18	34	41	41	29	30
Belgium	15	21	x(5)	x(5)	26	x(5)	x(9)	x(9)	39	25	26
Canada ^{1, 2}	x(5)	x(5)	x(5)	x(5)	22	x(7)	41	67	56	40	m
Chile ³	24	16	16	16	16	a	24	62	47	m	22
Czech Republic	15	14	23	23	23	8	14	36	34	28	23
Denmark	15	25	25	28	27	x(4, 9)	x(9)	x(9)	45	m	30
Finland	14	18	28	19	22	x(5)	n	38	38	23	24
France	17	19	26	34	29	m	33	41	39	28	27
Germany	18	16	20	28	23	25	21	43	40	25	24
Greece	m	m	m	m	m	m	m	m	m	m	m
Hungary ²	23	25	23	22	23	25	20	37	36	28	26
Iceland	24	27	25	21	23	x(5)	x(9)	x(9)	26	m	25
Ireland	m	16	21	22	21	15	x(9)	x(9)	28	20	19
Italy ²	23	24	27	25	26	m	25	28	28	18	26
Japan	13	22	25	27	26	x(4, 9)	27	47	42	m	28
Korea	15	20	24	36	30	a	20	38	34	29	28
Luxembourg ²	x(2)	17	22	22	22	x(5)	m	m	m	m	m
Mexico	14	15	13	22	16	a	x(9)	x(9)	49	41	18
Netherlands	15	17	25	27	26	27	a	40	40	26	25
New Zealand	19	17	19	25	22	25	27	39	37	32	23
Norway	11	18	20	24	22	x(5)	x(9)	x(9)	32	19	22
Poland ²	29	25	22	22	22	27	29	34	34	28	25
Portugal ²	22	22	29	32	30	m	x(9)	x(9)	46	33	29
Slovak Republic	17	17	15	17	16	x(4)	x(4)	28	28	24	18
Spain	20	21	26	31	28	a	34	41	40	28	27
Sweden	15	23	25	25	25	18	16	52	50	26	28
Switzerland ²	11	22	25	42	33	18	9	53	50	26	31
Turkey	m	m	a	m	m	a	m	m	m	m	m
United Kingdom	22	24	26	25	25	x(4)	x(9)	x(9)	44	26	27
United States	20	22	23	25	24	m	x(9)	x(9)	58	52	31
<i>OECD average</i>	<i>18</i>	<i>20</i>	<i>22</i>	<i>26</i>	<i>24</i>	<i>14</i>	<i>22</i>	<i>43</i>	<i>40</i>	<i>28</i>	<i>25</i>
<i>EU19 average</i>	<i>18</i>	<i>19</i>	<i>21</i>	<i>25</i>	<i>24</i>	<i>10</i>	<i>23</i>	<i>41</i>	<i>38</i>	<i>27</i>	<i>24</i>
Partner countries											
Brazil ²	15	17	18	13	16	a	x(9)	x(9)	102	96	19
China	17	15	18	29	22	m	60	96	82	m	26
Estonia	11	20	22	25	24	32	21	27	m	25	23
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia	2	14	13	13	13	a	m	17	m	m	m
Israel	14	19	x(5)	x(5)	22	19	34	45	43	m	24
Russian Federation ²	m	x(5)	x(5)	x(5)	33	x(5)	30	39	37	35	34
Slovenia	32	x(3)	30	23	27	x(4)	x(9)	x(9)	32	26	28

1. Year of reference 2006.

2. Public institutions only (for Canada, in tertiary education only; for Italy, except in tertiary education).

3. Year of reference 2008.

Source: OECD, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: *China Educational Finance Statistics Yearbook 2008*. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932310282>

Table B1.5.
Change in expenditure by educational institutions for all services per student relative to different factors,
by level of education (1995, 2000, 2007)

Index of change between 1995, 2000 and 2007 (GDP deflator 2000 = 100, constant prices)

	Primary, secondary and post-secondary non-tertiary education						Tertiary education					
	Change in expenditure (2000 = 100)		Change in the number of students (2000 = 100)		Change in expenditure per student (2000 = 100)		Change in expenditure (2000 = 100)		Change in the number of students (2000 = 100)		Change in expenditure per student (2000 = 100)	
	1995	2007	1995	2007	1995	2007	1995	2007	1995	2007	1995	2007
OECD countries												
Australia	81	124	94	107	85	116	90	132	83	119	109	111
Austria	93	105	m	97	m	108	97	147	91	108	107	136
Belgium	m	114	m	108	m	105	m	111	m	106	m	105
Canada ^{1,2,3}	106	120	m	106	m	113	75	128	m	108	m	119
Chile ⁴	54	122	88	101	62	121	61	136	76	178	80	76
Czech Republic	116	134	107	88	109	152	101	205	64	158	159	130
Denmark ¹	84	116	96	104	87	111	91	123	96	102	95	120
Finland	89	127	93	106	95	120	90	120	89	105	101	114
France	90	103	m	98	m	105	91	117	m	105	m	112
Germany	94	100	97	96	97	105	95	109	104	107	91	102
Greece ¹	64	m	107	m	60	m	66	m	68	m	97	m
Hungary ^{3,5}	98	151	105	88	93	171	77	133	58	151	133	88
Iceland ¹	m	145	99	107	m	136	m	153	79	157	m	98
Ireland	82	173	105	106	78	163	57	117	86	124	66	94
Italy ³	101	102	102	102	99	99	79	112	99	112	80	100
Japan ¹	98	102	113	90	86	113	88	115	99	100	88	114
Korea	m	157	107	97	m	161	m	150	68	107	m	140
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	81	128	93	108	87	119	77	149	77	129	101	116
Netherlands	82	124	97	104	84	119	95	122	96	125	99	98
New Zealand ⁵	71	100	m	m	m	m	104	143	m	m	m	m
Norway ⁵	94	114	89	108	107	106	107	115	100	114	106	101
Poland ³	70	116	110	80	64	145	59	160	55	122	107	132
Portugal ³	76	97	105	89	72	109	73	170	77	108	96	158
Slovak Republic ¹	97	145	105	86	92	168	81	170	72	169	113	100
Spain	99	117	119	94	84	124	72	126	100	92	72	137
Sweden	81	116	86	99	94	117	81	118	83	115	98	103
Switzerland ^{3,5}	101	106	95	102	107	104	74	127	95	139	78	91
Turkey ^{3,5}	57	m	m	m	m	m	55	m	m	m	m	m
United Kingdom	86	137	87	88	99	156	97	174	89	108	109	161
United States	80	121	95	103	84	117	71	134	92	120	77	112
<i>OECD average</i>	86	122	100	99	88	125	82	136	84	122	98	114
<i>EU19 average</i>	88	122	101	96	87	128	82	137	83	119	101	117
Partner countries												
Brazil ^{3,5}	82	181	85	99	96	182	78	126	79	147	98	85
Estonia ⁵	78	146	96	79	81	186	69	158	60	118	115	134
Israel	85	114	89	110	96	104	77	118	74	125	104	95
Russian Federation	m	322	m	m	m	m	m	317	m	m	m	m
Slovenia	m	m	m	m	m	m	m	m	m	m	m	m

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

2. Year of reference 2006 instead of 2007.


3. Public institutions only (for Canada, in tertiary education only; for Italy, except in tertiary education).

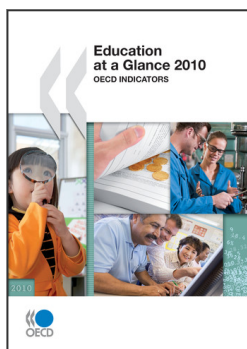
4. Year of reference 2008 instead of 2007.

5. Public expenditure only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/888932310282>



From:
Education at a Glance 2010
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2010-en>

Please cite this chapter as:

OECD (2010), "How much is spent per student?", in *Education at a Glance 2010: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2010-15-en>

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