

## HOW MUCH PUBLIC AND PRIVATE INVESTMENT IS THERE IN EDUCATION?

### INDICATOR B3

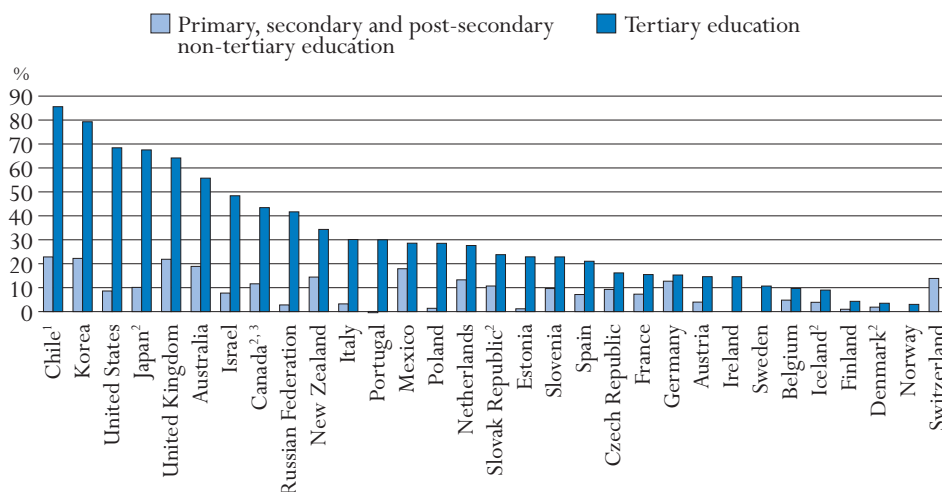
This indicator examines the proportion of public and private funding allocated to educational institutions at each level. It also breaks down private funding by households and expenditures by private entities other than households. It sheds some light on the widely debated issue of how the financing of educational institutions should be shared between public and private entities, particularly at the tertiary level. Finally, it looks at public funding relative to the size of education systems and at how public funding is allocated between public and private institutions.

### Key results

#### Chart B3.1. Share of private expenditure on educational institutions (2007)

The chart shows private spending on educational institutions as a percentage of total spending on educational institutions. This includes all money transferred to educational institutions from private sources, including public funding via subsidies to households, private fees for educational services or other private spending (e.g. on accommodation) which goes through the institution.

On average in OECD countries over 90% of primary, secondary and post-secondary education, and never less than 80% (except in Chile, Korea and the United Kingdom), is paid for publicly. However, in tertiary education the proportion funded privately varies widely, from less than 5% in Denmark, Finland and Norway, to more than 40% in Australia, Canada, Japan, the United Kingdom, the United States and the partner countries Israel and the Russian Federation, and to over 75% in Chile and Korea. As in the case of tertiary graduation and entry rates, the proportion of private funding may be affected by the presence of international students, who represent a relatively high proportion of students in Australia and New Zealand.



1. Year of reference 2008.

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

3. Year of reference 2006.

Countries are ranked in descending order of the share of private expenditure on educational institutions for tertiary education.

Source: OECD, Tables B3.2a and B3.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

StatLink  <http://dx.doi.org/10.1787/888932310320>

### Other highlights of this indicator

- In all countries for which comparable data are available, public funding on educational institutions, all levels combined, increased between 2000 and 2007. Private spending increased at an even greater rate in more than three-quarters of countries. Nevertheless, in 2007, 83% of overall expenditure, on average, was from public sources.
- The share of spending on tertiary educational institutions from private sources rose substantially in some countries between 2000 and 2007, but this was not the case for other levels of education.
- On average among the 17 OECD countries for which trend data are available, the share of public funding of tertiary institutions decreased slightly from 78% in 1995 to 76% in 2000 and to 71% in 2006 and 70% in 2007. This trend is mainly influenced by non-European countries where tuition fees are generally higher and enterprises participate more actively by providing grants to finance tertiary institutions.
- The increase in private investment has gone hand in hand with increased public financing. Between 2000 and 2007, in 8 out of the 11 OECD countries with the largest increase in public expenditure on tertiary education, tertiary institutions charged low or no tuition fees. The exceptions are Korea, New Zealand and the United States.
- Compared to other levels of education, tertiary institutions, and to a lesser extent pre-primary institutions, obtain the largest proportions of funds from private sources, at 31% and 20%, respectively.
- In tertiary education, households account for most private expenditure in most countries for which data are available. Exceptions are Austria, Belgium, Canada, the Czech Republic, the Slovak Republic and Sweden, where private expenditure from entities other than households is more significant.
- Public expenditure mainly funds public institutions, but also private institutions to varying degrees. Except for Hungary and Mexico, the countries with the lowest level of public expenditure per tertiary student in public and private institutions are also those with the fewest students enrolled in public institutions at this level.
- On average among OECD countries, public expenditure per student on public institutions is more than twice the level of public expenditure on private institutions at the pre-primary level, somewhat under twice the level at the primary, secondary and post-secondary non-tertiary level, and more than three times the level at the tertiary level.

## Policy context

The balance of private and public financing of education is an important policy issue in many OECD countries for a range of reasons. It is especially relevant for pre-primary and tertiary education, for which full or nearly full public funding is less common.

As new client groups participate in a wider range of educational programmes and choose among more opportunities offered by increasing numbers of providers, governments are forging new partnerships to mobilise the necessary resources for education and to share costs and benefits more equitably. As a result, public funding more often provides only a part (albeit a very large part) of the investment in education, and the role of private sources has become more important. Some stakeholders are concerned that this balance should become so tilted as to discourage potential students from entering tertiary education. Changes in a country's shares of public and private funding can provide important information on changing patterns and levels of participation in its educational system.

## Evidence and explanations

### What this indicator does and does not cover

Governments can direct public funds to educational institutions or provide subsidies to private entities for the purpose of education. When reporting on the public and private proportions of educational expenditure, it is therefore important to distinguish between the initial sources of funds and the final direct purchasers of educational goods and services.

Initial public spending includes both direct public expenditure on educational institutions and transfers to the private sector. Initial private spending includes tuition fees and other student or household payments to educational institutions, minus support provided through public subsidies. Final public spending includes direct public purchases of educational resources and payments to educational institutions and other private entities. Final private spending includes tuition fees and other private payments to educational institutions, including expenditure for research and development.

Not all spending on instructional goods and services occurs within educational institutions. For example, families may purchase commercial textbooks and materials or seek private tutoring for their children outside educational institutions. At the tertiary level, students' living expenses and foregone earnings can also account for a significant proportion of the costs of education. All expenditure outside educational institutions, even if publicly subsidised, is excluded from this indicator. Public subsidies for educational expenditure outside institutions are discussed in Indicators B4 and B5.

### Public and private expenditure on educational institutions at all levels of education

Educational institutions in OECD countries are still mainly publicly funded, although there is a substantial and growing level of private funding at the tertiary level. On average in OECD countries, 83% of all funds for educational institutions come directly from public sources. In addition, 2.8% of funds are channelled to educational institutions via public subsidies to households (Table B3.1).

In all OECD countries for which comparable data are available, private funding on educational institutions represents around 17% of all expenditure, on average. The proportion varies widely among countries and only nine OECD countries and two partner countries report a share of private funding above the OECD average. Nevertheless, in Canada and the partner country Israel, private funds constitute around one-quarter of all educational expenditure. They exceed 30% in Australia, Chile, Japan, Korea, the United Kingdom and the United States (Table B3.1).

In all countries for which comparable data are available, public funding increased between 2000 and 2007 for all levels of education combined. However, private spending increased even more than public funding in more than three-quarters of these countries. As a result, the decrease in the share of public funding on educational institutions was more than 5 percentage points in Canada, Mexico, Portugal, the Slovak Republic and the United Kingdom. This decrease is mainly due to a significant increase in the tuition fees charged by tertiary educational institutions over the period 2000-07.

It is noteworthy that decreases in the share of public expenditure in total expenditure on educational institutions and, consequently, increases in the share of private expenditure, have not generally gone hand in hand with cuts (in real terms) in public expenditure on educational institutions (Table B3.1). In fact, many of the OECD countries with the highest growth rates in private spending have also had the highest increases in public funding. This indicates that an increase in private spending tends not to replace public investment but to complement it.

However, the share of private expenditure on educational institutions varies across countries and according to the level of education.

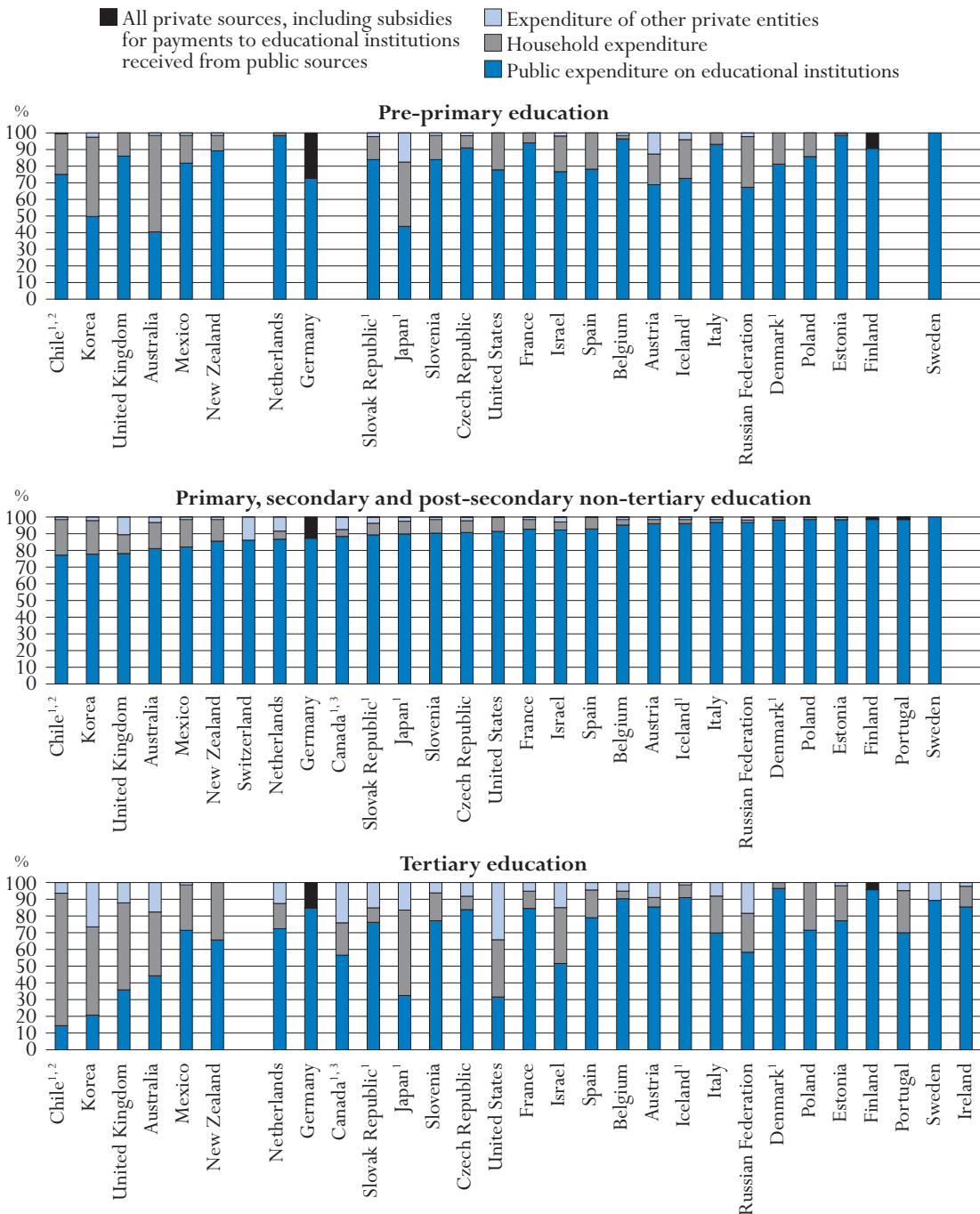
### **Public and private expenditure on pre-primary, primary, secondary and post-secondary non-tertiary educational institutions**

Investment in early childhood education is essential for building a strong foundation for lifelong learning and for ensuring equitable access to learning opportunities later in school. In pre-primary education, the private share of total payments to educational institutions is 20% on average and thus higher than the percentage for all levels of education combined. However, this proportion varies widely among countries, ranging from 5% or less in Belgium, the Netherlands, Sweden and the partner country Estonia, to 25% or more in Austria, Chile, Germany, Iceland and the partner country the Russian Federation, to over 50% in Australia, Japan and Korea (Table B3.2a).

Public funding dominates the primary, secondary and post-secondary non-tertiary levels of education in OECD and partner countries. Among OECD countries it reaches 90% on average. Nevertheless, private funding exceeds 10% in Australia, Canada, Chile, Germany, Japan, Korea, Mexico, the Netherlands, New Zealand, the Slovak Republic, Switzerland and the United Kingdom (Table B3.2a and Chart B3.2). This may reflect the fact that primary, secondary and post-secondary non-tertiary education is usually perceived as a public good. At these levels in most countries, the largest share of private expenditure is household expenditure and it goes mainly towards tuition. In Germany, the Netherlands and Switzerland, however, most private expenditure takes the form of contributions from the business sector to the dual system of apprenticeship at the upper secondary and post-secondary non-tertiary levels (see Box B3.1).

**Chart B3.2. Distribution of public and private expenditure on educational institutions (2007)**

*By level of education*



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

2. Year of reference 2008.

3. Year of reference 2006.

Countries are ranked in ascending order of the proportion of public expenditure on educational institutions in primary, secondary and post-secondary non-tertiary education.

Source: OECD, Tables B3.2a and B3.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

StatLink <http://dx.doi.org/10.1787/888932310320>

### Box 3.1. Private expenditure for the work-based component of educational programmes

Many countries have some form of combined school- and work-based educational programmes (e.g. apprenticeship programmes). However, a quick survey, undertaken by the Netherlands, of countries with some form of dual educational systems has shown that 9 out of 14 – Australia, Austria, Belgium (Flemish Community), the Czech Republic, Denmark, France, Hungary, Iceland and Norway – are unable to include private expenditure by enterprises relating to these programmes in the financial indicators published in *Education at a Glance*. However, Finland, Germany, the Netherlands, Switzerland and the United Kingdom are able to do so.

The size of the work-based component varies significantly among countries and can have a significant impact on total expenditure in some. Among countries with available data, Germany, the Netherlands and Switzerland have a significant proportion of all pupils (about 20% in the Netherlands, 50% in Germany and 60% in Switzerland) enrolled in combined school- and work-based programmes. The corresponding expenditure of these programmes represents between 0.3% and 0.5% of GDP (see Indicator B2). The comparability of the data for these three countries seems quite good. Further research is needed on other countries and on differences among countries in the way this type of education is organised and funded.

In the Netherlands these programmes are initial vocational training programmes and have an impact especially on expenditure for secondary education. The work-based component of these programmes varies. It accounts for between 20% and 80% of the total curriculum, and takes place in private enterprises and non-profit organisations. Expenditure on training of students in these firms and organisations is regarded as private expenditure on education. It is limited to expenditure on training *per se* (e.g. compensation of instructors and cost of instructional materials and equipment). Expenditure to train company instructors is also included. Salaries or other compensation paid to students or apprentices are not included, since it is assumed that these are compensation for their productive capacity. This corresponds to the UOE guidelines.

For more information on vocational programmes see Indicator C1.

Between 2000 and 2007, 14 out of the 25 OECD and partner countries for which comparable data are available showed a small decrease in the share of public funding at primary, secondary and post-secondary non-tertiary levels. Among these countries, the increase in the private share is 3 percentage points or more in Canada (from 7.6% to 11.6%), Korea (from 19.2% to 22.2%), Mexico (from 13.9% to 17.9%), the Slovak Republic (from 2.4% to 10.7%), Switzerland (from 10.8% to 13.9%) and the United Kingdom (from 11.3% to 21.9%). Funding shifts in the opposite direction, towards public funding, are evident in the other eight countries; however, this share increased by 3 percentage points or more only in Chile (from 68.4% to 77.2%) and Poland (from 95.4% to 98.6%) (Chart B3.3 and Table B3.2a).

In spite of such differences in the share of public funding at primary, secondary and post-secondary non-tertiary levels between 2000 and 2007, public expenditure on educational institutions increased in all countries with comparable data except Portugal. In contrast with general trends,

increases in public expenditure have been accompanied by decreases in private expenditure in Chile, Germany, Poland, Portugal, and Sweden, for all these levels of education combined. However, in 2007 the share of private expenditure on educational institutions represented less than 5% in all of these countries except Chile and Germany.

### **Public and private expenditure on tertiary educational institutions**

At the tertiary level, high private returns (see Indicator A7) suggest that a greater contribution by individuals and other private entities to the costs of tertiary education may be justified so long as there are ways to ensure that funding is available to students irrespective of their economic background (see Indicator B5). In all OECD and partner countries, the private proportion of educational expenditure is far higher at the tertiary level than at the primary, secondary and post-secondary non-tertiary levels. It represents on average 31% of total expenditure on educational institutions at this level (Tables B3.2a and B3.2b).

The proportion of expenditure on tertiary institutions covered by individuals, businesses and other private sources, including subsidised private payments, ranges from less than 5% in Denmark, Finland and Norway, to more than 40% in Australia, Canada, Japan, the United Kingdom, the United States and the partner countries Israel and the Russian Federation, and to over 75% in Chile and Korea (Chart B3.2 and Table B3.2b). In Korea, around 80% of tertiary students are enrolled in private universities, and more than 70% of the budget comes from tuition fees. The contribution of private entities other than households to the financing of educational institutions is on average higher for tertiary education than for other levels of education.

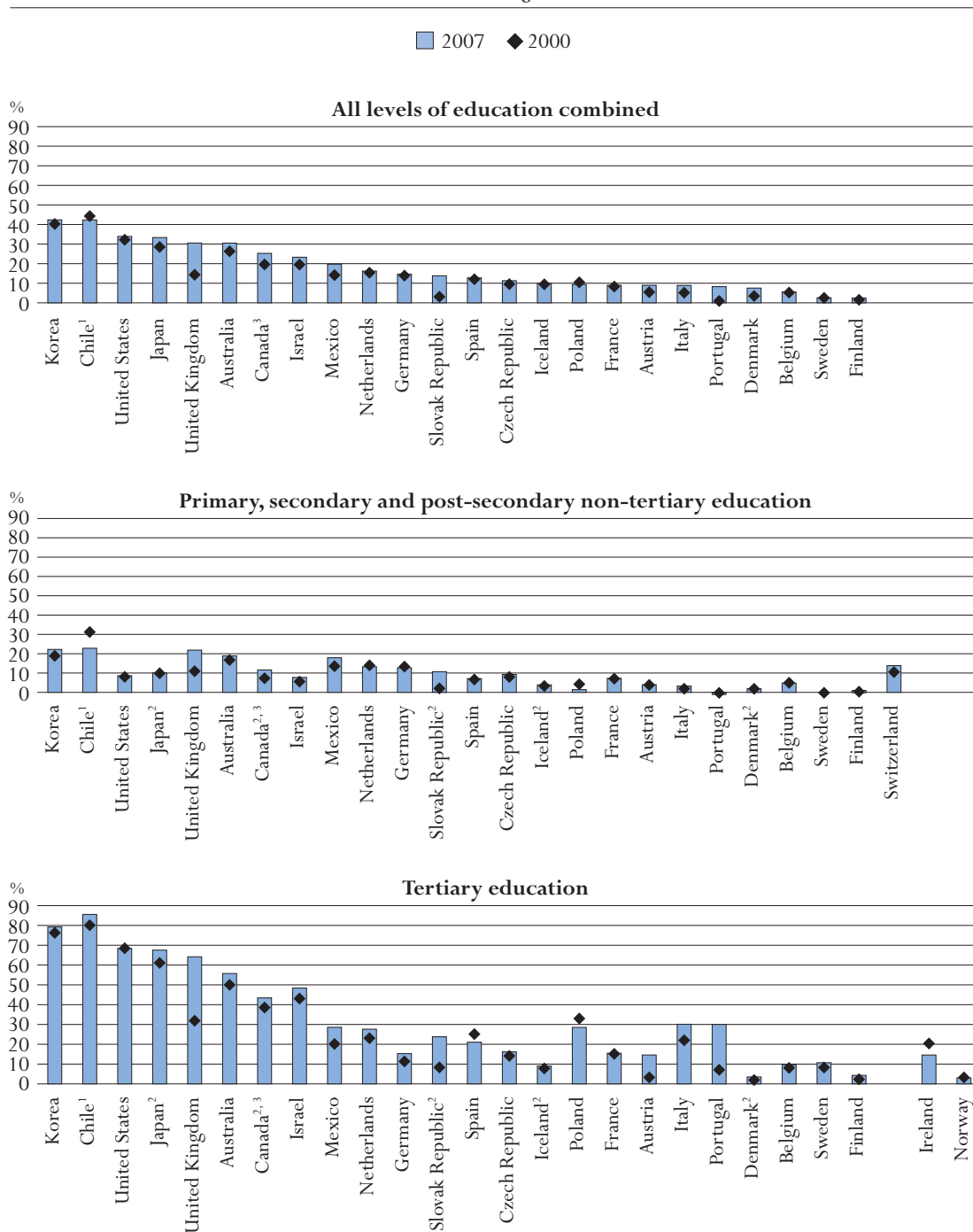
In Australia, Canada, Japan, Korea, the Netherlands, the Slovak Republic, Sweden, the United Kingdom, the United States and the partner countries Israel and the Russian Federation, 10% or more of expenditure on tertiary institutions is covered by private entities other than households. In Sweden, these contributions are to a large extent directed to sponsoring R&D.

In many OECD countries, the rise in participation in tertiary education (see Indicator C1) reflects a response to strong individual and social demand. In 2007, the share of public funding at the tertiary level represented on average, 69% in OECD countries. On average among the 17 OECD countries for which trend data are available for all reference years, the share of public funding on tertiary institutions decreased slightly from 78% in 1995 to 76% in 2000 and to 71% in 2006 and 70% in 2007. This trend is apparent primarily in non-European countries where tuition fees are generally higher and enterprises participate more actively, largely through grants to tertiary institutions (Table B3.3, Chart B3.3 and Indicator B5).

In 12 out of the 20 OECD and partner countries with comparable data for 1995 and 2007, the private share of educational expenditure increased by 3 percentage points or more. This increase exceeded 9 percentage points in Australia, Austria, Chile, Italy, Portugal, the Slovak Republic and the United Kingdom. Only the Czech Republic and Ireland – and to a lesser extent Norway and Spain – show a significant decrease in private expenditure on tertiary educational institutions (Table B3.3). In Australia, the main reason for the increase in the private share of spending on tertiary institutions between 1995 and 2007 was changes to the Higher Education Contribution Scheme/Higher Education Loan Programme (HECS/HELP) implemented in 1997. In Ireland, tuition fees in tertiary first degree programmes were gradually eliminated over the last decade, leading to the decrease in the private share of spending at this level (for more details see Indicator B5 and Annex 3).

**Chart B3.3. Share of private expenditure on educational institutions (2000, 2007)**

Percentage



1. Year of reference 2008 instead of 2007.

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

3. Year of reference 2006 instead of 2007.

Countries are ranked in descending order of the share of private expenditure on educational institutions in 2007 for all levels of education.

Source: OECD, Tables B3.1, B3.2a and B3.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

StatLink <http://dx.doi.org/10.1787/888932310320>



A corrigendum has been issued for this page. See: <http://www.oecd.org/dataoecd/43/33/46131885.pdf>

## B3

Increases in private expenditure on educational institutions have generally gone hand in hand with increases (in real terms) in public expenditure on educational institutions at the tertiary level, as they have for all levels of education combined. Public investment in tertiary education has increased in all OECD and partner countries for which data for 2000 and 2007 are available except Japan, regardless of the changes in private spending (Table B3.2b). Notably, in 8 out of the 11 OECD countries with the largest increases in public expenditure on tertiary education (Austria, the Czech Republic, Hungary, Iceland, Mexico, Poland, the Slovak Republic and Spain), tertiary institutions charge low or no tuition fees and tertiary attainment is relatively low (see Indicators A1 and B5). By contrast, in Korea, New Zealand and the United States, where public spending has also increased significantly, there is a strong reliance on private funding of tertiary education (Table B3.2b).

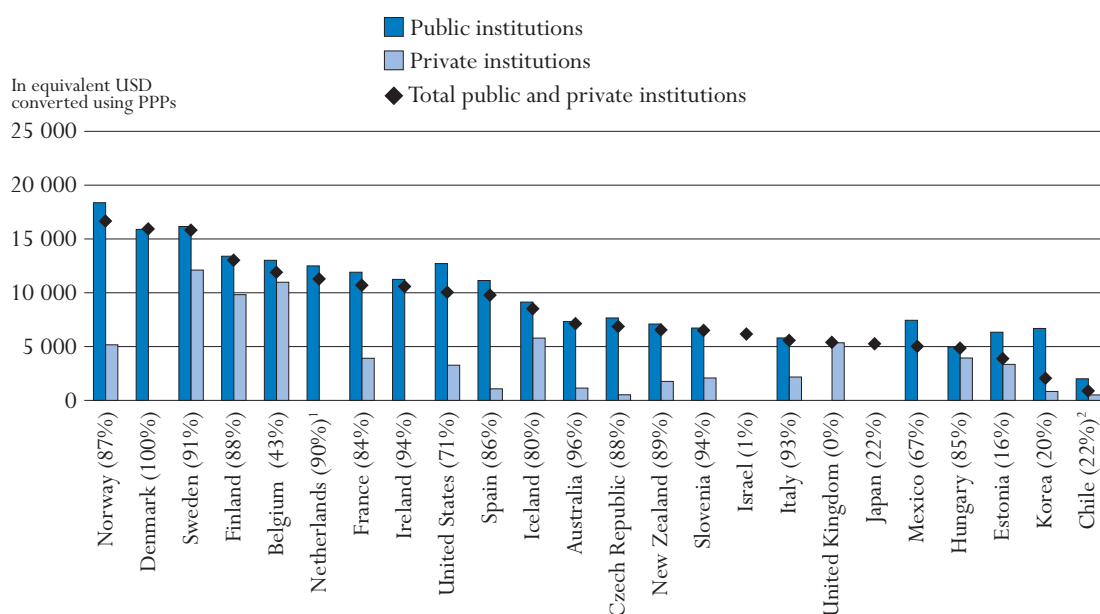
### Public expenditure on educational institutions per student by type of institution

The level of public expenditure shows the value government places on education. Naturally, public funds go to public institutions, but in some cases a significant part of the public budget may be devoted to private educational institutions (private funds are excluded from Table B3.4, although they represent in some countries a significant share of the resources of educational institutions, especially at the tertiary level). Table B3.4 shows public investment on educational institutions relative to the size of the education system (by focusing on public expenditure on public and private educational institutions per student). It can thus be considered as a measure that is complementary to public expenditure relative to national income (see Indicator B2).

On average among OECD countries, all levels of education combined, public expenditure on public institutions per student is more than twice the public expenditure on private institutions per student (USD 7 261 and USD 3 786, respectively). However, the difference varies according to the level of education. Public expenditure on public institutions per student is more than twice the level on private institutions at the pre-primary level (USD 5 562 and USD 2 566, respectively), somewhat under twice the level at the primary, secondary and post-secondary non-tertiary level (USD 7 262 and USD 4 045, respectively) and more than three times the level at the tertiary level (USD 10 424 and USD 3 417, respectively).

At the pre-primary level, public expenditure per student (for both public and private institutions) averages USD 4 234 but varies from about USD 1 619 in Mexico to more than USD 6 500 in the United Kingdom and in the partner country Slovenia. Public expenditure per student is usually higher on public institutions than on private institutions, except in Denmark (USD 4 528 and USD 5 061, respectively, but private institutions enrol less than 5% of pupils). In contrast, in Mexico and the Netherlands, public expenditure per student on private institutions is negligible.

At the primary, secondary and post-secondary non-tertiary level of education (the level with the largest proportion of public funds, see Table B3.2a), public expenditure per student (on both public and private institutions) averages USD 6 611 but varies from less than USD 1 800 in Mexico to more than USD 10 000 in Norway and the United States. Public expenditure per student is usually higher on public than on private institutions except in Hungary, Korea, Sweden and the partner country Israel. In these three OECD countries, only 9% to 17% of pupils are enrolled in private institutions; in Israel, a quarter of pupils are enrolled in private institutions. In Ireland, Mexico and the Netherlands, public expenditure on private institutions per student is small or negligible, as the private sector is marginal and receives negligible or no public funds.

**Chart B3.4. Annual public expenditure on educational institutions per student in tertiary education, by type of institution (2007)**


Note: The figures into brackets represent the percentage of students enrolled in public institutions in tertiary education, based on full-time equivalents.

1. Government-dependent institutions are included with public institutions.

2. Year of reference 2008.

Countries are ranked in descending order of public expenditure on public and private educational institutions per student.

Source: OECD, Table B3.4. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://www.oecd.org/edu/eag2010)).

StatLink  <http://dx.doi.org/10.1787/888932310320>

At the tertiary level, public expenditure per student (on both public and private institutions) averages USD 8 467 but varies from less than USD 1 000 in Chile to more than USD 15 000 in Denmark, Norway and Sweden, three countries in which the level of private expenditure is small or negligible at this level. In all countries with available data, public expenditure per student is higher on public than on private institutions (Table B3.4).

At the tertiary level, patterns in the allocation of public funds to public and private institutions differ. In Denmark, Ireland and the Netherlands, at least 90% of tertiary-level students are enrolled in public institutions and most public expenditure goes to these institutions. Public expenditure on public institutions per student is higher than the OECD average and public expenditure on private institutions per student is negligible. In these countries, private funds complement public funds to varying degrees: private expenditure is less than 5% of expenditure for public and private educational institutions in Denmark, about 15% in Ireland and above 25% in the Netherlands (Chart B3.4 and Table B3.2b).

In Belgium, Finland, Hungary, Iceland, Sweden and the partner country Estonia, public expenditure goes to both public and private institutions, and public expenditure on private institutions per student represents at least 50% and up to 89% of the level of public expenditure on public institutions per student. However, these countries show different patterns. In Finland, Hungary, Iceland and Sweden, most students are enrolled in public institutions (80% or more),

whereas in Belgium and the partner country Estonia, tertiary students are mainly enrolled in private institutions. In all these countries private expenditure on tertiary institutions is below the OECD average (Chart B3.4 and Table B3.2b).

In the remaining countries, public expenditure goes mainly to public institutions and public expenditure on private institutions per student is less than 40% of public expenditure on public institutions per student.

### 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](http://www.oecd.org/edu/eag2010)).

The public and private proportions of expenditure on educational institutions are the percentages of total spending originating in, or generated by, the public and private sectors. Private spending includes all direct expenditure on educational institutions, whether partially covered by public subsidies or not. Public subsidies attributable to households, included in private spending, are shown separately.

A portion of the budgets of educational institutions is related to ancillary services offered to students, including student welfare services (student meals, housing and transport). Part of the cost of these services is covered by fees collected from students and is included in the indicator.

Other private entities include private businesses and non-profit organisations, *e.g.* religious organisations, charitable organisations and business and labour associations. Expenditure by private companies on the work-based element of school- and work-based training of apprentices and students is also taken into account.

The data on expenditure for 1995 and 2000 were obtained by a special survey updated in 2009, in which expenditure for 1995 and 2000 were adjusted to the methods and definitions used in the current UOE data collection.

Table B3.4 shows how public expenditure goes to public and private institutions, and presents public expenditure per student in public institutions, private institutions and total public and private institutions. Public expenditure is related to all students at public and private institutions, whether these institutions receive public funding or not.

Table B3.1.  
Relative proportions of public and private expenditure on educational institutions,  
for all levels of education (2000, 2007)

Distribution of public and private sources of funds for educational institutions after transfers from public sources, by year

	2007					2000		Index of change between 2000 and 2007 in expenditure on educational institutions	
	Public sources	Household expenditure	Private sources		Private: of which, subsidised	Public sources	All private sources <sup>1</sup>	Public sources	All private sources <sup>1</sup>
			Expenditure of other private entities	All private sources <sup>1</sup>					
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>OECD countries</b>									
Australia	69.5	23.0	7.5	30.5	4.4	73.2	26.8	120	143
Austria	91.0	4.8	4.1	9.0	4.6	94.0	6.0	108	168
Belgium	94.4	4.4	1.2	5.6	1.7	94.3	5.7	115	112
Canada <sup>2</sup>	74.7	10.7	14.6	25.3	0.5	79.9	20.1	111	149
Chile <sup>3</sup>	57.7	40.0	2.3	42.3	1.2	55.2	44.8	139	125
Czech Republic	88.7	7.6	3.7	11.3	m	89.9	10.1	147	167
Denmark	92.5	3.9	3.6	7.5	m	96.0	4.0	115	225
Finland	97.5	x(4)	x(4)	2.5	n	98.0	2.0	124	152
France	91.0	7.1	1.9	9.0	1.7	91.2	8.8	106	108
Germany	85.4	x(4)	x(4)	14.6	m	85.6	14.4	105	106
Greece	m	m	m	m	m	93.8	6.2	m	m
Hungary	m	m	m	m	m	m	m	146	m
Iceland	90.1	8.6	1.3	9.9	m	90.0	10.0	149	149
Ireland	m	m	m	m	m	m	m	160	m
Italy	91.1	7.3	1.6	8.9	1.4	94.3	5.7	101	164
Japan	66.7	21.7	11.6	33.3	m	71.0	29.0	101	124
Korea	57.6	30.8	11.5	42.4	2.1	59.2	40.8	154	164
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	80.3	19.5	0.2	19.7	1.2	85.3	14.7	127	182
Netherlands	83.8	7.3	8.9	16.2	1.5	84.1	15.9	123	126
New Zealand	80.6	19.1	0.2	19.4	m	m	m	109	m
Norway	m	m	m	m	m	95.0	5.0	126	m
Poland	90.6	9.4	m	9.4	m	89.0	11.0	127	107
Portugal	91.7	6.9	1.3	8.3	m	98.6	1.4	m	m
Slovak Republic	86.2	7.9	5.9	13.8	1.7	96.4	3.6	130	555
Spain	87.3	11.7	1.1	12.7	0.4	87.4	12.6	128	130
Sweden	97.4	n	2.6	2.6	n	97.0	3.0	120	102
Switzerland	m	m	m	m	m	92.1	7.9	109	141
Turkey	m	m	m	m	m	98.6	1.4	m	m
United Kingdom	69.5	20.1	10.4	30.5	19.7	85.2	14.8	109	274
United States	66.1	19.9	14.0	33.9	m	67.3	32.7	125	131
<i>OECD average</i>	82.6	~	~	17.4	2.8	~	~	123	165
<i>EU19 average</i>	89.2	~	~	10.8	3.3	~	~	123	178
<b>Partner countries</b>									
Brazil	m	m	m	m	m	m	m	166	m
China	m	m	m	m	m	m	m	m	m
Estonia	93.5	6.0	0.5	6.5	1.4	m	m	148	m
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Israel	76.7	16.7	6.5	23.3	2.3	80.0	20.0	112	136
Russian Federation	82.5	12.1	5.4	17.5	m	m	m	326	m
Slovenia	86.7	11.6	1.7	13.3	n	m	m	m	m

1. Including subsidies attributable to payments to educational institutions received from public sources.

2. Year of reference 2006 instead of 2007.

3. Year of reference 2008 instead of 2007.

Source: OECD, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://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/10.1787/888932310320>

Table B3.2a.

**Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (2000, 2007)**
*Distribution of public and private sources of funds for educational institutions after transfers from public sources, by year*

	Pre-primary education (for children 3 years and older)					Primary, secondary and post-secondary non-tertiary education								Index of change between 2000 and 2007 in expenditure on educational institutions	
	2007					2007					2000				
	Public sources	Private sources			Private: of which, subsidised	Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources <sup>1</sup>	Public sources		All private sources <sup>1</sup>
		Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>			Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)		
<b>OECD countries</b>															
Australia	40.5	59.1	0.4	59.5	5.6	81.1	15.7	3.2	18.9	6.1	82.9	17.1	121	137	
Austria	68.9	18.4	12.7	31.1	19.5	96.0	2.8	1.2	4.0	1.4	95.8	4.2	105	100	
Belgium	96.4	3.4	0.2	3.6	0.7	95.2	4.6	0.2	4.8	1.2	94.7	5.3	114	103	
Canada <sup>2,3</sup>	x(6)	x(7)	x(8)	x(9)	x(6)	88.4	4.1	7.5	11.6	x(6)	92.4	7.6	115	182	
Chile <sup>4</sup>	75.1	24.5	m	24.9	n	77.2	22.3	0.6	22.8	n	68.4	31.6	138	88	
Czech Republic	91.0	7.3	1.7	9.0	m	90.7	7.1	2.2	9.3	m	91.7	8.3	133	150	
Denmark <sup>3</sup>	81.2	18.8	n	18.8	m	98.1	1.9	n	1.9	m	97.8	2.2	116	101	
Finland	90.6	x(4)	x(4)	9.4	n	99.0	x(9)	x(9)	1.0	n	99.3	0.7	126	186	
France	94.0	6.0	n	6.0	n	92.7	6.2	1.1	7.3	1.7	92.6	7.4	103	101	
Germany	72.8	x(4)	x(4)	27.2	n	87.3	x(9)	x(9)	12.7	m	86.3	13.7	101	93	
Greece	m	m	m	m	m	m	m	n	m	m	91.7	8.3	m	m	
Hungary	m	m	m	m	m	m	m	m	m	m	m	m	m	151	
Iceland <sup>3</sup>	72.7	23.3	4.0	27.3	n	96.1	3.6	0.2	3.9	n	96.4	3.6	144	156	
Ireland	m	m	m	m	m	m	m	m	m	m	m	m	176	m	
Italy	93.1	6.9	n	6.9	n	96.8	3.2	n	3.2	0.4	97.8	2.2	103	154	
Japan <sup>3</sup>	43.8	38.7	17.5	56.2	m	89.9	7.6	2.5	10.1	m	89.8	10.2	102	101	
Korea	49.7	47.7	2.6	50.3	15.0	77.8	20.1	2.1	22.2	1.1	80.8	19.2	151	181	
Luxembourg	m	m	m	m	a	m	m	m	m	m	m	m	m	m	
Mexico	81.8	18.1	0.1	18.2	0.2	82.1	17.8	0.1	17.9	1.4	86.1	13.9	122	166	
Netherlands	98.5	1.5	a	1.5	1.0	86.7	4.8	8.4	13.3	2.1	85.7	14.3	126	115	
New Zealand	89.2	10.2	0.6	10.8	m	85.6	14.2	0.3	14.4	m	m	m	100	m	
Norway	82.6	17.4	m	17.4	n	m	m	m	m	m	99.0	1.0	114	m	
Poland	85.8	14.2	m	14.2	n	98.6	1.4	m	1.4	m	95.4	4.6	120	35	
Portugal	m	m	m	m	m	99.9	0.1	m	0.1	m	99.9	0.1	97	93	
Slovak Republic <sup>3</sup>	83.9	13.9	2.2	16.1	1.0	89.3	7.0	3.7	10.7	1.3	97.6	2.4	131	643	
Spain	78.2	21.8	m	21.8	n	92.9	7.1	m	7.1	m	93.0	7.0	117	119	
Sweden	100.0	n	n	n	n	100.0	n	a	n	a	99.9	0.1	116	n	
Switzerland	m	m	m	m	a	86.1	n	13.9	13.9	1.4	89.2	10.8	106	141	
Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
United Kingdom	86.1	13.9	n	13.9	43.5	78.1	11.3	10.6	21.9	18.9	88.7	11.3	120	264	
United States	77.8	22.2	a	22.2	a	91.4	8.6	m	8.6	a	91.6	8.4	121	124	
<b>OECD average</b>	79.7	~	~	20.3	4.1	90.3	~	~	9.7	2.3	~	~	121	147	
<b>EU19 average</b>	87.2	~	~	12.8	3.2	93.4	~	~	6.6	1.5	~	~	124	157	
<b>Partner countries</b>															
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	181	m	
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Estonia	98.8	1.2	n	1.2	n	98.8	1.1	0.1	1.2	m	m	m	146	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Israel	76.7	21.4	1.9	23.3	n	92.3	4.8	3.0	7.7	1.4	94.1	5.9	112	149	
Russian Federation	67.3	30.5	2.2	32.7	m	97.2	1.0	1.8	2.8	m	m	m	322	m	
Slovenia	83.9	16.0	0.1	16.1	n	90.4	9.1	0.6	9.6	n	m	m	m	m	

1. Including subsidies attributable to payments to educational institutions received from public sources.

To calculate private funds net of subsidies, subtract public subsidies (Columns 5, 10) from private funds (Columns 4, 9).

To calculate total public funds, including public subsidies, add public subsidies (Columns 5, 10) to direct public funds (Columns 1, 6).

2. Year of reference 2006 instead of 2007.

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

4. Year of reference 2008 instead of 2007.

 Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://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/10.1787/888932310320>

Table B3.2b.  
Relative proportions of public and private expenditure on educational institutions, as a percentage,  
for tertiary education (2000, 2007)

Distribution of public and private sources of funds for educational institutions after transfers from public sources, by year

		Tertiary education								
		2007					2000		Index of change between 2000 and 2007 in expenditure on educational institutions	
		Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources <sup>1</sup>	Public sources	All private sources <sup>1</sup>
			Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
OECD countries	Australia	44.3	38.1	17.6	55.7	0.4	49.6	50.4	118	146
	Austria	85.4	5.7	8.9	14.6	8.1	96.3	3.7	130	577
	Belgium	90.3	4.6	5.1	9.7	4.1	91.5	8.5	110	126
	Canada <sup>2,3</sup>	56.6	19.3	24.1	43.4	1.3	61.0	39.0	119	143
	Chile <sup>4</sup>	14.4	79.2	6.4	85.6	4.1	19.5	80.5	100	144
	Czech Republic	83.8	8.0	8.2	16.2	m	85.4	14.6	203	230
	Denmark <sup>3</sup>	96.5	3.5	n	3.5	n	97.6	2.4	121	180
	Finland	95.7	x(4)	x(4)	4.3	n	97.2	2.8	118	187
	France	84.5	10.3	5.1	15.5	2.7	84.4	15.6	115	114
	Germany	84.7	x(4)	x(4)	15.3	m	88.2	11.8	104	141
	Greece	m	m	m	m	m	99.7	0.3	m	m
	Hungary	m	m	m	m	m	m	m	133	m
	Iceland <sup>3</sup>	91.0	8.3	0.7	9.0	m	91.8	8.2	152	167
	Ireland	85.4	12.4	2.2	14.6	m	79.2	20.8	127	82
	Italy	69.9	22.0	8.1	30.1	5.7	77.5	22.5	100	148
	Japan <sup>3</sup>	32.5	51.1	16.5	67.5	m	38.5	61.5	97	126
	Korea	20.7	52.8	26.5	79.3	2.4	23.3	76.7	134	155
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	71.4	28.2	0.4	28.6	1.1	79.4	20.6	134	207
	Netherlands	72.4	15.1	12.5	27.6	0.1	76.5	23.5	115	143
	New Zealand	65.7	34.3	m	34.3	m	m	m	143	m
	Norway	97.0	3.0	m	3.0	m	96.3	3.7	115	93
	Poland	71.5	28.5	m	28.5	m	66.6	33.4	172	137
	Portugal	70.0	25.2	4.8	30.0	m	92.5	7.5	125	659
	Slovak Republic <sup>3</sup>	76.2	8.7	15.1	23.8	2.8	91.2	8.8	137	447
	Spain	79.0	16.6	4.4	21.0	1.8	74.4	25.6	134	104
	Sweden	89.3	n	10.7	10.7	a	91.3	8.7	114	143
Switzerland	m	m	m	m	a	m	m	127	m	
Turkey	m	m	m	m	m	95.4	4.6	m	m	
United Kingdom	35.8	52.0	12.1	64.2	17.1	67.7	32.3	121	288	
United States	31.6	34.2	34.2	68.4	m	31.1	68.9	137	133	
	<i>OECD average</i>	69.1	~	~	30.9	3.0	75.7	24.3	127	201
	<i>EU19 average</i>	79.4	~	~	20.6	2.3	85.7	14.3	128	232
Partner countries	Brazil	m	m	m	m	m	m	126	m	
	China	m	m	m	m	m	m	m	m	
	Estonia	77.1	21.0	1.9	22.9	5.6	m	m	158	m
	India	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	
	Israel	51.6	33.4	15.0	48.4	5.7	56.5	43.5	108	131
	Russian Federation	58.3	23.3	18.4	41.7	m	m	m	317	m
	Slovenia	77.2	16.7	6.2	22.8	n	m	m	m	m

1. Including subsidies attributable to payments to educational institutions received from public sources.

To calculate private funds net of subsidies, subtract public subsidies (Column 5) from private funds (Column 4).

To calculate total public funds, including public subsidies, add public subsidies (Column 5) to direct public funds (Column 1).

2. Year of reference 2006 instead of 2007.

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

4. Year of reference 2008 instead of 2007.

Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://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/10.1787/888932310320>

Table B3.3.

Trends in relative proportions of public expenditure<sup>1</sup> on educational institutions and index of change between 1995 and 2007 (2000 = 100), for tertiary education (1995, 2000, 2002, 2004, 2006 and 2007)

	Share of public expenditure on educational institutions (%)						Index of change between 1995 and 2007 in public expenditure on educational institutions (2000 = 100, constant prices)					
	1995	2000	2002	2004	2006	2007	1995	2000	2002	2004	2006	2007
<b>OECD countries</b>												
Australia	64.6	49.6	m	m	44.3	44.3	117	100	m	m	111	118
Austria	96.1	96.3	91.6	93.7	84.5	85.4	96	100	103	120	122	130
Belgium	m	91.5	86.1	90.4	90.6	90.3	m	100	98	99	108	110
Canada <sup>2</sup>	56.6	61.0	56.4	55.1	56.6	m	69	100	98	105	119	m
Chile <sup>3</sup>	25.1	19.5	19.3	15.5	16.1	14.4	78	100	112	103	98	100
Czech Republic	71.5	85.4	87.5	84.7	82.1	83.8	86	100	122	145	182	203
Denmark <sup>2</sup>	99.4	97.6	97.9	96.7	96.4	96.5	93	100	123	120	115	121
Finland	97.8	97.2	96.3	96.3	95.5	95.7	90	100	104	115	117	118
France	85.3	84.4	83.8	83.8	83.7	84.5	93	100	103	105	109	115
Germany	89.2	88.2	m	m	m	m	96	100	m	m	102	m
Greece <sup>2</sup>	m	99.7	99.6	97.9	m	m	63	100	154	196	m	m
Hungary	80.3	76.7	78.7	79.0	77.9	m	77	100	122	120	133	133
Iceland <sup>2</sup>	m	91.8	91.4	90.3	90.2	91.0	m	100	118	128	137	152
Ireland	69.7	79.2	85.8	82.6	85.1	85.4	49	100	103	102	118	127
Italy	82.9	77.5	78.6	72.6	72.2	69.9	85	100	111	101	103	100
Japan <sup>2</sup>	35.1	38.5	35.3	36.6	32.2	32.5	80	100	94	102	95	97
Korea	m	23.3	14.9	21.0	23.1	20.7	m	100	67	107	139	134
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	77.4	79.4	71.0	68.9	67.9	71.4	75	100	119	111	118	134
Netherlands	79.4	76.5	74.9	75.0	73.4	72.4	99	100	103	108	111	115
New Zealand	m	m	62.5	60.8	63.0	65.7	104	100	111	113	131	143
Norway	93.7	96.3	96.3	100.0	m	97.0	107	100	117	124	111	115
Poland	m	66.6	69.7	72.9	70.4	71.5	89	100	148	180	166	172
Portugal	96.5	92.5	91.3	86.0	66.7	70.0	76	100	99	89	102	m
Slovak Republic <sup>2</sup>	95.4	91.2	85.2	81.3	82.1	76.2	86	100	112	150	152	137
Spain	74.4	74.4	76.3	75.9	78.2	79.0	72	100	111	119	125	134
Sweden	93.6	91.3	90.0	88.4	89.1	89.3	84	100	107	113	114	114
Switzerland	m	m	m	m	m	m	74	100	124	131	135	127
Turkey	96.3	95.4	90.1	90.0	m	m	55	100	113	110	137	m
United Kingdom	80.0	67.7	72.0	69.6	64.8	35.8	115	100	m	m	m	121
United States	37.4	31.1	39.5	35.4	34.0	31.6	85	100	120	131	133	137
<i>OECD average</i>	<i>77.3</i>	<i>75.7</i>	<i>74.9</i>	<i>74.1</i>	<i>68.8</i>	<i>68.9</i>	<i>85</i>	<i>100</i>	<i>112</i>	<i>120</i>	<i>123</i>	<i>128</i>
<i>OECD average for countries with data available for all reference years</i>	<i>78.1</i>	<i>75.8</i>	<i>77.3</i>	<i>75.6</i>	<i>71.4</i>	<i>69.7</i>	<i>85</i>	<i>100</i>	<i>114</i>	<i>121</i>	<i>125</i>	<i>130</i>
<i>EU19 average for countries with data available for all reference years</i>	<i>85.1</i>	<i>83.9</i>	<i>84.0</i>	<i>82.2</i>	<i>79.6</i>	<i>77.4</i>	<i>85</i>	<i>100</i>	<i>113</i>	<i>123</i>	<i>128</i>	<i>132</i>
<b>Partner countries</b>												
Brazil	m	m	m	m	m	m	78	100	102	101	124	126
Estonia	m	m	m	m	73.1	77.1	69	100	m	112	121	158
Israel	59.2	56.5	53.4	49.6	50.1	51.6	81	100	96	93	99	108
Russian Federation	m	m	m	m	m	58.3	m	100	143	173	259	317
Slovenia	m	m	m	75.7	76.9	77.2	m	m	m	m	m	m

1. Excluding international funds in public and total expenditure on educational institutions.

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

3. Year of reference 2008 instead of 2007.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://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/10.1787/888932310320>

Table B3.4.  
Annual public expenditure on educational institutions per student, by type of institution (2007)  
In equivalent USD converted using PPPs for GDP, by level of education and type of institution

	Pre-primary education			Primary, secondary and post-secondary non-tertiary education			Tertiary education				Total all levels of education		
	Public institutions	Private institutions	Total public and private	Public institutions	Private institutions	Total public and private	Public institutions	Private institutions	Total public and private	of which: R&D activities	Public institutions	Private institutions	Total public and private
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<b>OECD countries</b>													
Australia	x(3)	x(3)	2 634	6 980	3 616	5 931	7 324	1 143	7 087	4 876	x(13)	x(13)	6 090
Austria	x(3)	x(3)	4 415	x(6)	x(6)	9 563	x(9)	x(9)	12 845	4 487	x(13)	x(13)	9 418
Belgium	5 404	4 744	5 057	8 882	7 281	7 931	13 016	10 978	11 860	3 703	9 172	7 501	8 204
Canada <sup>1</sup>	x(6)	x(6)	x(6)	x(6)	x(6)	7 524	20 278	m	m	m	m	m	m
Chile <sup>2</sup>	4 444	1 711	2 823	2 816	1 507	2 082	2 005	508	838	189	2 875	1 295	1 923
Czech republic	3 374	2 905	3 368	4 388	2 722	4 275	7 659	520	6 826	1 310	4 938	2 073	4 740
Denmark	4 528	5 061	4 545	9 759	5 896	9 272	15 890	a	15 890	x(9)	9 923	5 840	9 560
Finland	4 450	3 188	4 341	7 178	6 724	7 145	13 397	9 824	12 983	4 390	7 905	7 067	7 836
France	5 487	3 171	5 198	8 129	4 870	7 488	11 910	3 914	10 657	3 604	8 222	4 537	7 565
Germany	m	m	m	m	m	m	m	m	m	m	m	m	m
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	4 013	2 696	3 942	4 075	4 977	4 182	4 967	3 938	4 812	981	4 418	4 586	4 437
Ireland	m	m	m	7 669	n	7 622	11 242	n	10 540	x(9)	8 257	n	8 126
Iceland	6 657	4 488	6 455	8 712	5 508	8 600	9 136	5 791	8 472	x(9)	9 020	5 458	8 775
Italy <sup>3</sup>	7 133	844	5 114	7 623	1 174	7 252	5 802	2 172	5 531	3 061	7 228	1 152	6 622
Japan	x(3)	x(3)	2 218	x(6)	x(6)	7 305	x(9)	x(9)	5 218	x(9)	x(13)	x(13)	6 834
Korea	6 520	669	1 950	5 063	5 426	5 124	6 682	829	2 012	625	5 876	2 217	4 508
Luxembourg	x(4)	m	m	15 579	m	m	m	m	m	m	m	m	m
Mexico	1 908	1	1 619	2 001	7	1 777	7 442	a	4 979	1 109	2 385	4	2 064
Netherlands <sup>4</sup>	6 176	n	6 152	7 546	n	7 332	12 497	n	11 246	4 518	8 133	n	7 830
New Zealand	x(3)	x(3)	4 627	4 826	2 755	4 667	7 096	1 763	6 505	1 366	5 253	3 279	4 969
Norway	5 638	3 907	4 862	10 904	9 833	10 856	18 367	5 165	16 621	6 284	11 806	8 665	11 463
Poland	x(3)	x(3)	3 608	x(6)	x(6)	3 583	x(9)	x(9)	3 262	682	x(13)	x(13)	3 519
Portugal	m	m	m	m	m	m	m	m	m	m	m	m	m
Slovak Republic	2 839	2 450	2 829	2 923	2 689	2 905	4 153	m	4 153	677	3 198	2 710	3 168
Spain	6 989	1 969	5 185	8 802	3 147	7 041	11 138	1 075	9 740	3 594	8 937	2 719	7 112
Sweden	5 754	5 185	5 666	8 649	10 003	8 773	16 157	12 109	15 774	7 082	9 187	9 058	9 174
Switzerland	4 506	m	m	9 621	m	m	20 883	m	m	x(7)	10 782	m	m
Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m
United Kingdom	8 940	629	6 539	7 634	2 758	6 709	a	5 352	5 352	m	7 713	3 783	6 517
United States	10 910	m	m	x(6)	x(6)	10 327	12 712	3 269	10 002	x(9)	x(13)	x(13)	10 037
<i>OECD average</i>	5 562	2 566	4 234	7 262	4 045	6 611	10 424	3 417	8 467	2 919	7 261	3 786	6 687
<i>EU19 average</i>	5 610	2 722	4 815	8 034	4 127	6 914	10 014	4 487	9 618	3 343	7 691	4 079	7 078
<b>Partner countries</b>													
Brazil	1 599	m	m	1 796	m	m	10 950	m	m	m	2 030	m	m
Estonia	2 251	604	2 206	4 649	2 084	4 578	6 336	3 347	3 840	x(9)	4 305	3 198	4 083
Israel	3 504	1 910	3 022	4 875	5 307	4 983	x(9)	x(9)	6 123	m	5 023	4 889	4 973
Russian Federation	m	m	m	4 741	m	m	3 163	m	m	x(7)	5 978	m	m
Slovenia	6 786	1 733	6 690	6 706	3 914	6 674	6 722	2 083	6 460	1 179	6 719	2 723	6 633

1. Year of reference 2006.


2. Year of reference 2008.

3. Exclude post-secondary non-tertiary education.

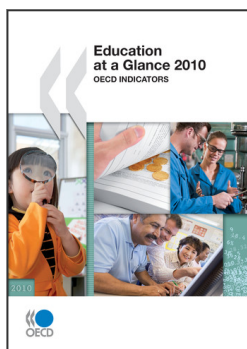
4. Government-dependent private institutions are included with public institutions.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2010](http://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/10.1787/888932310320>





**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 public and private investment is there in education?", in *Education at a Glance 2010: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2010-17-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](mailto: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](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).