

HOW MUCH PUBLIC AND PRIVATE INVESTMENT IS THERE IN EDUCATION?

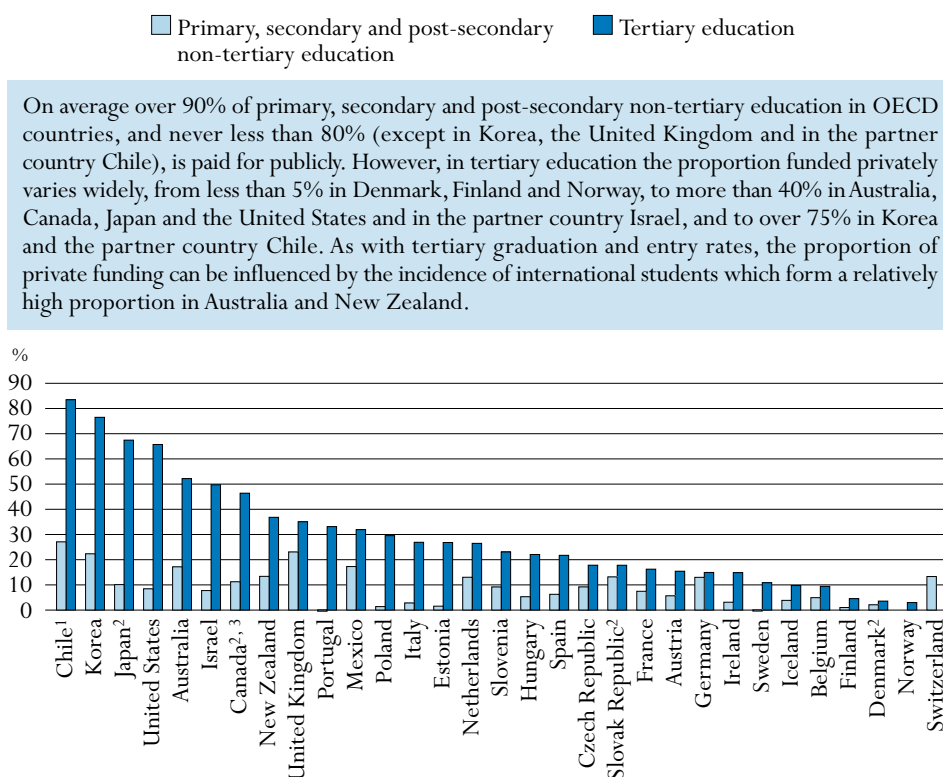
INDICATOR B₃

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.

Key results

Chart B3.1. Share of private expenditure on educational institutions (2006)

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 through private sources, including public funding via subsidies to households, private fees for educational services or other private spending (e.g. on accommodation) passing through the institution.



On average over 90% of primary, secondary and post-secondary non-tertiary education in OECD countries, and never less than 80% (except in Korea, the United Kingdom and in the partner country Chile), 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 and the United States and in the partner country Israel, and to over 75% in Korea and the partner country Chile. As with tertiary graduation and entry rates, the proportion of private funding can be influenced by the incidence of international students which form a relatively high proportion in Australia and New Zealand.


1. Year of reference 2007.

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

3. Year of reference 2005.

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

Source: OECD, Table B3.2a and Table B3.2b. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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Other highlights of this indicator

- In all countries for which comparable data are available, public funding on educational institutions at all levels combined, increased between 1995 and 2006. Private spending increased at an even greater rate in nearly three-quarters of these countries. Nevertheless, in 2006, 85% of expenditure, on average, for all levels of education combined, was still from public sources.
- The share of spending on tertiary level educational institutions from private sources rose substantially in some countries between 1995 and 2006, but this was not the case for other levels of education.
- On average among the 18 OECD countries for which trend data are available, the share of public funding in tertiary institutions decreased slightly from 78% in 1995 to 76% in 2000 and to 72% in 2005 and 2006. This trend is mainly influenced by non-European countries in which 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 2006, in 7 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, the United Kingdom 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 27% and 19%, respectively.
- In tertiary education, households account for most private expenditure in most countries for which data are available. Exceptions are Austria, Canada and Sweden where private expenditure from entities other than households is more significant.

Policy context

Cost-sharing between participants in the education system and society as a whole is an issue under discussion in many OECD countries. 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 from 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 investment in education, and the role of private sources has become more important. Some stakeholders are concerned that this balance should not become so tilted as to discourage potential students to access to tertiary education. Thus, changes in a country's public/private funding shares can provide important information on changing patterns and levels of participation within 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.

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 such 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 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, 85% of all funds for educational institutions come directly from public sources. In addition, 1.9% of funds are channeled 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 15% of all funds, on average. This 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 Australia, Canada and the United Kingdom, as well as in the partner country Israel, private funds constitute around one-quarter of all educational expenditure. They exceed 30% in Japan, Korea and the United States and the partner country Chile (Table B3.1).

In all countries for which comparable data are available, public funding increased between 2000 and 2006 for all levels of education combined. However, private spending increased even more in nearly 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 tuition fees charged by tertiary educational institutions over the period 2000-2006.

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 OECD countries with the highest growth in private spending have also shown the highest increase in public funding of education. 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.

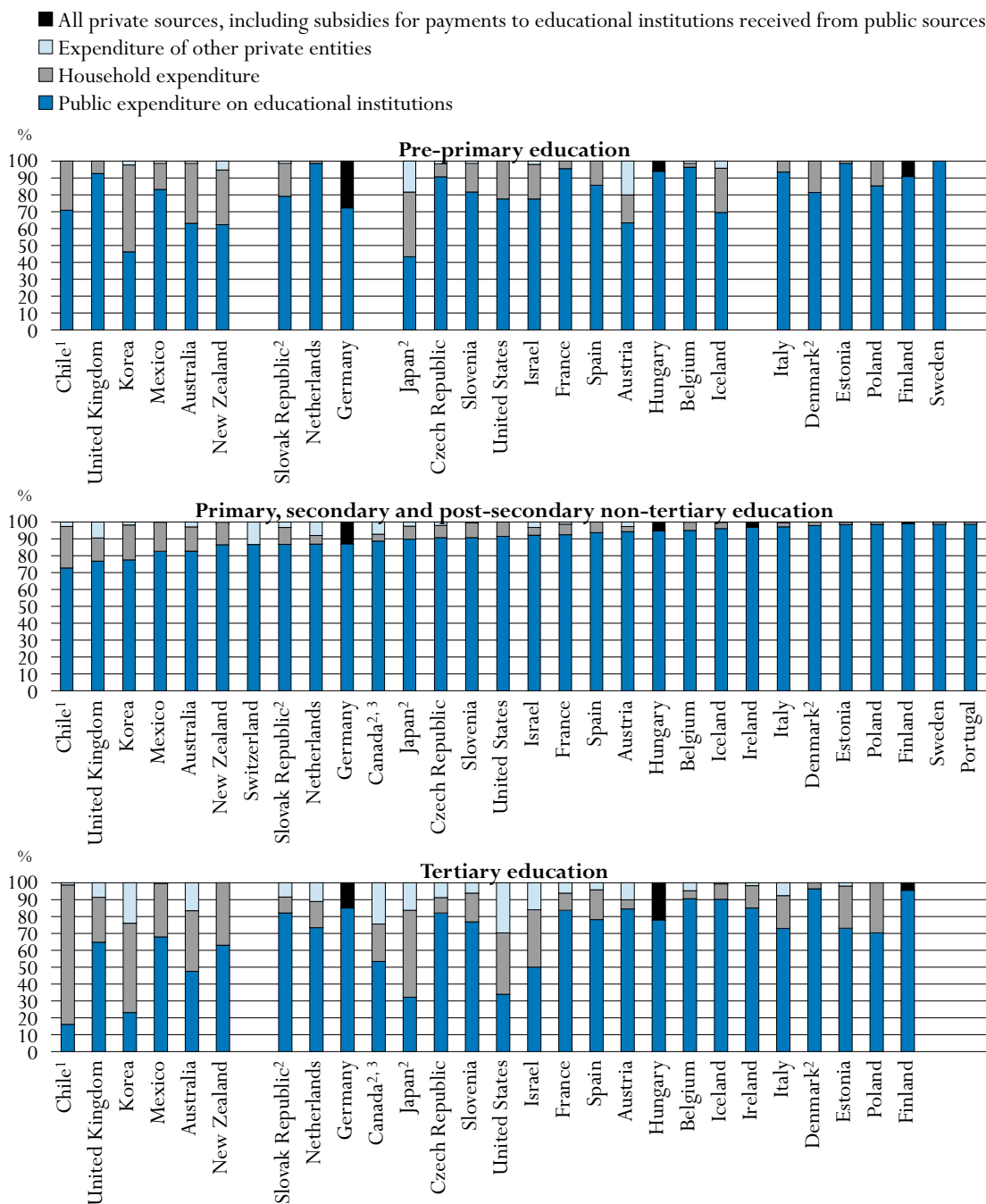
Public and private expenditure on educational institutions in pre-primary, primary, secondary and post-secondary non-tertiary education

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 on average 19%, which is higher than the percentage for all levels of education combined. However, this proportion varies widely among countries, ranging from 5% or less in Belgium, France, the Netherlands and Sweden and the partner country Estonia, to well over 25% in Australia, Austria, Germany, Iceland and New Zealand and the partner country Chile, to over 50% in 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 91% on average. Nevertheless, private funding exceeds 10% in Australia, Canada, Germany, Japan, Korea, Mexico, the Netherlands, New Zealand, the Slovak Republic, Switzerland and the United Kingdom, and the partner country Chile (Table B3.2a and Chart B3.2). The importance of public funding may reflect the fact that primary, secondary and post-secondary non-tertiary education are usually perceived as a public good. At these levels in most countries, the largest share of private expenditure is household expenditure and goes mainly towards tuition. In Germany, the Netherlands and Switzerland, however, most private expenditure is in 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 (2006)

By level of education



1. Year of reference 2007.

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

3. Year of reference 2005.

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, Table B3.2a and Table B3.2b. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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

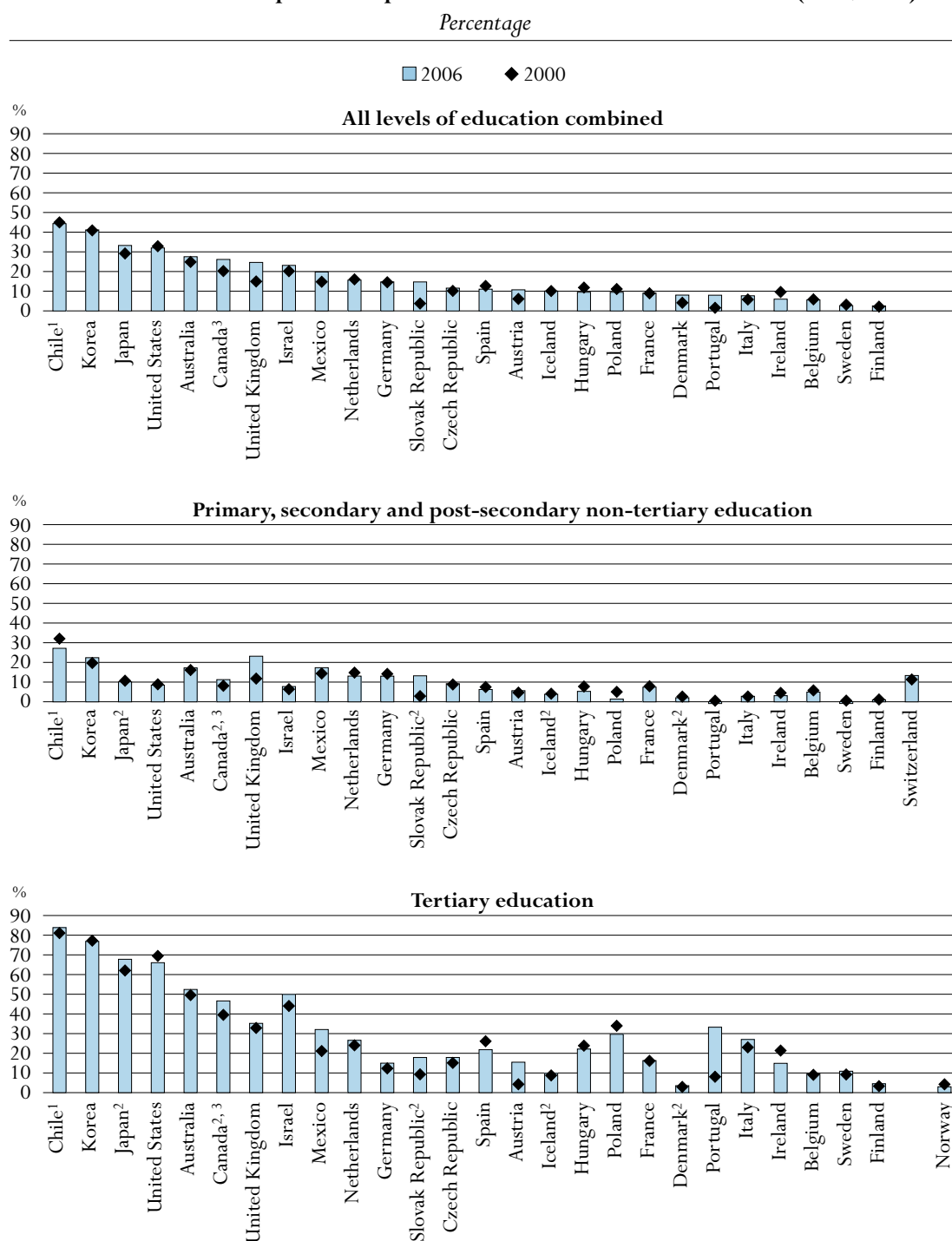
Many countries have some form of combined school and work-based educational programmes in their educational system (*e.g.* apprenticeship programmes). However, a quick survey (undertaken by the Netherlands) among countries with some form of dual educational systems has shown that 9 out of 14 OECD countries (Australia, Austria, Flemish Community of Belgium, the Czech Republic, Denmark, France, Hungary, Iceland and Norway), are not able to include the private expenditure of enterprises relating to these programmes in the financial indicators published in *Education at a Glance*. Exceptions to this pattern are Finland, Germany, the Netherlands (for the first time this year), Switzerland and the United Kingdom.

The size of the work-based component varies significantly between countries and can have a significant impact on total expenditure in some of them. Among the countries with available data, in Germany, the Netherlands and Switzerland, a significant proportion of all pupils (*e.g.* about 20% in the Netherlands, 50% in Germany and 60% in Switzerland) are enrolled in combined school and work-based programmes and the corresponding expenditure represent between 0.3% and 0.5% of GDP (see Indicator B2). The international comparability of the data seems to be quite good for these three countries. Further research needs to be done on this point including also other countries and taking into account the differences that exist between countries in the way this type of education is organised and funded.

These programmes in the Netherlands are initial vocational training programmes and have an impact especially on expenditure reported for secondary education. The work-based component of these programmes varies in size – accounting 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). Specific expenditure to train company instructors is also included. It does not include salaries or other compensation paid to the students or apprentices since it is assumed that these compensate for the productive capacity of the students. The latter corresponds to the UOE guidelines.

For more information on vocational programmes see Indicator C1.

Between 2000 and 2006, 15 out of the 27 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 2 percentage points or more in Canada (7.6% to 11.3%), Korea (19.2% to 22.4%), Mexico (13.9% to 17.3%), the Slovak Republic (2.4% to 13.2%), Switzerland (10.8% to 13.4%) and the United Kingdom (11.3% to 23.2%). Funding shifts in the opposite direction, towards public funding, are evident in the other nine countries; however, this share increased by 2 percentage points or more only in Hungary (from 92.7% to 94.7%) and Poland (95.4% to 98.6%) and the partner country Chile (68.4% to 72.8%) (Chart B3.3 and Table B3.2a).

Chart B3.3. Share of private expenditure on educational institutions (2000, 2006)



1. Year of reference 2007 instead of 2006.

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

3. Year of reference 2005 instead of 2006.

Countries are ranked in descending order of the share of private expenditure on educational institutions in 2006 for all levels of education.

Source: OECD, Table B3.1, Table B3.2a and Table B3.2b. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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In spite of such differences in the share of public funding at primary, secondary and post-secondary non-tertiary levels between 2000 and 2006, public expenditure on educational institutions increased in all countries with comparable data. In contrast with general trends, increases in public expenditure have been accompanied by decreases in private expenditure in Germany, Poland, Sweden and the partner country Chile, for all levels of education combined. However, the share of private expenditure on educational institutions represents less than 5% in 2006 in all of these countries except Germany and the partner country Chile.

Public and private expenditure on educational institutions in tertiary institutions

At the tertiary level, high private returns in the form of better employment and income opportunities (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 governments can ensure that accessibility of funding for 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 27% of total expenditure on educational institutions at this level (Table B3.2a and Table 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 and the United States and the partner country Israel, and to over 75% in Korea and the partner country Chile (Chart B3.2 and Table B3.2b). In Korea, around 80% of tertiary students are enrolled in private universities, where more than 70% of budgets are 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 one-fifth of OECD and partner countries – Australia, Austria, Canada, Japan, Korea, the Netherlands, Sweden and the United States, and the partner country Israel – the proportion of expenditure on tertiary institutions covered by private entities other than households represents 10% or more.

In many OECD countries, the growth in tertiary participation (see Indicator C1) represents a response to strong demand, both individual and social. In 2006, the share of public funding at the tertiary level represented 73% on average in OECD countries. On average among the 18 OECD countries for which trend data are available for all reference years, the share of public funding in tertiary institutions decreased slightly from 78% in 1995 to 76% in 2000 and to 72% in 2005 and 2006. This trend is apparent primarily in non-European countries in which 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 22 OECD and partner countries with comparable data for 1995 and 2006, the private share of educational expenditures increased by 3 percentage points or more. This increase exceeds 9 percentage points in Australia, Austria, Italy, Mexico, Portugal, the Slovak Republic and the United Kingdom, as well as the partner countries Chile and Israel. Only the Czech Republic and Ireland – and to a lesser extent Norway and Spain – show a significant decrease in the private share allocated to 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 2006 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 decrease in the private share of spending at this level (for more details see Indicator B5 and Annex 3).

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 2000 to 2006 data are available except Japan and the partner country Chile, regardless of changes in private spending (Table B3.2b). Notably, in 6 out of the 11 OECD countries with the highest increases in public expenditure on tertiary education – the Czech Republic, Hungary, Iceland, Poland, the Slovak Republic and Switzerland –, 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, the United Kingdom and the United States where public spending has also increased significantly, there is a high reliance on private funding of tertiary education (Table B3.2b).

Definitions and methodologies

Data refer to the financial year 2006 and are based on the UOE data collection on education statistics administered by the OECD in 2008 (for details see Annex 3 at www.oecd.org/edu/eqq2009).

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 2008, in which expenditure for 1995 and 2000 were adjusted to the methods and definitions used in the current UOE data collection.

Table B3.1.

Relative proportions of public and private expenditure on educational institutions for all levels of education (2000, 2006)

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

	2006					2000		Index of change between 2000 and 2006 in expenditure on educational institutions	
	Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources ¹	Public sources	All private sources ¹
		Household expenditure	Expenditure of other private entities	All private sources ¹					
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries									
Australia	72.4	20.7	6.8	27.6	0.2	75.3	24.7	115	134
Austria	89.2	4.8	6.0	10.8	4.4	94.0	6.0	106	202
Belgium	94.4	4.5	1.1	5.6	1.7	94.3	5.7	112	109
Canada ²	73.8	11.7	14.5	26.2	m	79.9	20.1	108	152
Czech Republic	88.4	7.9	3.7	11.6	m	89.9	10.1	145	170
Denmark	91.9	4.5	3.5	8.1	m	96.0	4.0	115	242
Finland	97.5	x(4)	x(4)	2.5	n	98.0	2.0	122	153
France	90.9	6.8	2.3	9.1	1.6	91.2	8.8	103	107
Germany	85.2	x(4)	x(4)	14.8	m	85.6	14.4	103	107
Greece	m	m	m	m	m	93.8	6.2	m	m
Hungary	90.5	x(4)	x(4)	9.5	n	88.3	11.7	152	121
Iceland	89.8	8.9	1.3	10.2	m	90.0	10.0	144	147
Ireland	94.0	5.6	0.4	6.0	m	90.5	9.5	151	92
Italy	92.3	6.0	1.7	7.7	1.2	94.3	5.7	111	141
Japan	66.7	21.8	11.5	33.3	m	71.0	29.0	101	123
Korea	58.8	31.5	9.6	41.2	2.0	59.2	40.8	151	153
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	80.2	19.6	0.2	19.8	1.0	85.3	14.7	123	176
Netherlands	84.3	7.5	8.2	15.7	1.7	84.1	15.9	120	118
New Zealand	79.9	19.7	0.4	20.1	m	m	m	111	m
Norway	m	m	m	m	m	95.0	5.0	120	m
Poland	90.5	9.5	m	9.5	m	89.0	11.0	128	109
Portugal	92.0	6.7	1.4	8.0	m	98.6	1.4	101	608
Slovak Republic	85.2	10.7	4.0	14.8	0.2	96.4	3.6	127	585
Spain	88.9	10.1	1.0	11.1	0.4	87.4	12.6	121	105
Sweden	97.3	0.1	2.7	2.7	n	97.0	3.0	118	106
Switzerland	m	m	m	m	m	92.1	7.9	112	138
Turkey	m	m	m	m	m	98.6	1.4	m	m
United Kingdom	75.3	16.0	8.7	24.7	12.3	85.2	14.8	117	220
United States	68.0	20.3	11.8	32.0	m	67.3	32.7	120	116
<i>OECD average</i>	<i>84.7</i>	<i>~</i>	<i>~</i>	<i>15.3</i>	<i>1.9</i>	<i>~</i>	<i>~</i>	<i>121</i>	<i>177</i>
<i>EU19 average</i>	<i>89.9</i>	<i>~</i>	<i>~</i>	<i>10.1</i>	<i>2.1</i>	<i>~</i>	<i>~</i>	<i>121</i>	<i>194</i>
Partner countries									
Brazil	m	m	m	m	m	m	m	157	m
Chile ³	55.6	42.4	2.0	44.4	1.8	55.2	44.8	114	112
Estonia	93.0	6.5	0.5	7.0	1.3	m	m	m	m
Israel	76.8	16.3	6.8	23.2	2.2	80.0	20.0	110	133
Russian Federation	m	m	m	m	a	m	m	190	m
Slovenia	87.0	11.4	1.6	13.0	0.7	m	m	m	m

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

2. Year of reference 2005 instead of 2006.

3. Year of reference 2007 instead of 2006.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


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Table B3.2a.

Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (2000, 2006)

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 2006 in expenditure on educational institutions	
	2006					2006					2000				
	Public sources	Private sources			Private: of which, subsidised	Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources ¹	Public sources		All private sources ¹
		Household expenditure	Expenditure of other private entities	All private sources ¹			Household expenditure	Expenditure of other private entities	All private sources ¹						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)		
OECD countries															
Australia	63.1	36.5	0.4	36.9	n	82.8	14.3	3.0	17.2	n	84.4	15.6	114	128	
Austria	63.4	16.6	20.0	36.6	17.0	94.3	3.0	2.6	5.7	1.1	95.8	4.2	104	144	
Belgium	96.4	3.5	0.2	3.6	0.3	95.1	4.8	0.1	4.9	1.2	94.7	5.3	110	102	
Canada ^{2,3}	x(6)	x(7)	x(8)	x(9)	x(6)	88.7	4.0	7.3	11.3	x(6)	92.4	7.6	114	176	
Czech Republic	90.7	7.7	1.6	9.3	m	90.8	7.2	2.1	9.2	m	91.7	8.3	136	153	
Denmark ³	81.4	18.6	n	18.6	m	97.9	2.1	m	2.1	m	97.8	2.2	119	115	
Finland	90.8	x(4)	x(4)	9.2	n	99.0	x(9)	x(9)	1.0	n	99.3	0.7	125	185	
France	95.5	4.5	n	4.5	n	92.5	6.2	1.3	7.5	1.6	92.6	7.4	101	102	
Germany	72.2	x(4)	x(4)	27.8	a	87.0	x(9)	x(9)	13.0	m	86.3	13.7	101	96	
Greece	m	m	m	m	m	m	m	n	m	m	91.7	8.3	m	m	
Hungary	93.8	x(4)	x(4)	6.2	n	94.7	x(9)	x(9)	5.3	n	92.7	7.3	155	110	
Iceland	69.6	26.2	4.2	30.4	n	96.1	3.6	0.2	3.9	n	96.4	3.6	142	152	
Ireland	m	m	m	m	m	96.9	x(9)	x(9)	3.1	m	96.0	4.0	167	128	
Italy	93.5	6.5	n	6.5	n	97.2	2.4	0.4	2.8	0.3	97.8	2.2	115	148	
Japan ³	43.4	38.3	18.4	56.6	m	89.9	7.6	2.5	10.1	m	89.8	10.2	101	101	
Korea	46.3	51.5	2.3	53.7	14.1	77.6	20.6	1.8	22.4	1.1	80.8	19.2	149	181	
Luxembourg	m	m	m	m	a	m	m	m	m	m	m	m	m	m	
Mexico	83.2	16.7	0.1	16.8	0.2	82.7	17.2	0.1	17.3	1.3	86.1	13.9	120	156	
Netherlands	98.6	1.4	a	1.4	1.0	86.9	5.1	7.9	13.1	2.2	85.7	14.3	123	110	
New Zealand	62.4	32.4	5.3	37.6	m	86.6	13.3	0.1	13.4	m	m	m	106	m	
Norway	90.5	9.5	m	9.5	n	m	m	m	m	m	99.0	1.0	110	m	
Poland	85.3	14.7	m	14.7	n	98.6	1.4	m	1.4	m	95.4	4.6	122	35	
Portugal	m	m	m	m	m	99.9	0.1	m	0.1	m	99.9	0.1	99	93	
Slovak Republic ³	79.2	20.2	0.6	20.8	0.2	86.8	10.0	3.2	13.2	0.2	97.6	2.4	124	776	
Spain	85.7	14.3	m	14.3	n	93.7	6.3	m	6.3	m	93.0	7.0	113	100	
Sweden	100.0	n	n	n	n	99.9	0.1	a	0.1	a	99.9	0.1	114	95	
Switzerland	m	m	m	m	a	86.6	n	13.4	13.4	0.7	89.2	10.8	109	138	
Turkey	m	m	m	m	m	m	m	m	m	a	m	m	144	m	
United Kingdom	92.7	7.3	n	7.3	n	76.8	13.7	9.5	23.2	15.8	88.7	11.3	115	273	
United States	77.6	22.4	a	22.4	a	91.5	8.5	a	8.5	a	91.6	8.4	117	118	
OECD average	80.7	~	~	19.3	1.6	91.2	~	~	8.8	1.5	~	~	120	157	
EU19 average	88.0	~	~	12.0	2.6	93.4	~	~	6.6	0.6	~	~	122	170	
Partner countries															
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	171	m	
Chile ⁴	70.9	29.1	m	29.1	n	72.8	24.6	2.6	27.2	0.1	68.4	31.6	112	91	
Estonia	98.8	1.2	n	1.2	m	98.5	1.4	0.1	1.5	m	m	m	140	m	
Israel	77.6	20.5	2.0	22.4	n	92.2	4.6	3.2	7.8	1.5	94.1	5.9	111	148	
Russian Federation	m	m	m	m	a	m	m	m	m	a	m	m	174	m	
Slovenia	81.7	18.2	0.1	18.3	n	90.8	8.7	0.5	9.2	1.0	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 2005 instead of 2006.

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

4. Year of reference 2007 instead of 2006.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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Table B3.2b.

Relative proportions of public and private expenditure on educational institutions, as a percentage, for tertiary education (2000, 2006)

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

	Tertiary education									
	2006					2000		Index of change between 2000 and 2006 in expenditure on educational institutions		
	Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources ¹	Public sources	All private sources ¹	
		Household expenditure	Expenditure of other private entities	All private sources ¹						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
OECD countries	Australia	47.6	35.8	16.6	52.4	0.6	51.0	49.0	122	139
	Austria	84.5	5.4	10.1	15.5	8.9	96.3	3.7	122	580
	Belgium	90.6	4.7	4.7	9.4	4.0	91.5	8.5	109	122
	Canada ^{2,3}	53.4	22.2	24.4	46.6	0.6	61.0	39.0	108	148
	Czech Republic	82.1	9.0	8.9	17.9	m	85.4	14.6	183	233
	Denmark ³	96.4	3.6	n	3.6	n	97.6	2.4	116	174
	Finland	95.5	x(4)	x(4)	4.5	n	97.2	2.8	116	195
	France	83.7	10.1	6.2	16.3	2.4	84.4	15.6	109	114
	Germany	85.0	x(4)	x(4)	15.0	m	88.2	11.8	102	135
	Greece	m	m	m	m	m	99.7	0.3	m	m
	Hungary	77.9	x(4)	x(4)	22.1	n	76.7	23.3	135	127
	Iceland	90.2	9.1	0.7	9.8	m	91.8	8.2	137	165
	Ireland	85.1	13.2	1.7	14.9	m	79.2	20.8	119	79
	Italy	73.0	19.3	7.7	27.0	5.0	77.5	22.5	108	138
	Japan ³	32.2	51.4	16.4	67.8	m	38.5	61.5	95	125
	Korea	23.1	52.8	24.0	76.9	2.1	23.3	76.7	143	144
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	67.9	31.6	0.4	32.1	0.9	79.4	20.6	118	214
	Netherlands	73.4	15.5	11.1	26.6	0.8	76.5	23.5	111	131
	New Zealand	63.0	37.0	m	37.0	m	m	m	131	m
	Norway	97.0	3.0	m	3.0	m	96.3	3.7	111	88
	Poland	70.4	29.6	m	29.6	m	66.6	33.4	166	139
	Portugal	66.7	27.6	5.7	33.3	m	92.5	7.5	102	624
	Slovak Republic ³	82.1	9.4	8.5	17.9	0.5	91.2	8.8	152	345
	Spain	78.2	17.6	4.2	21.8	1.8	74.4	25.6	125	102
	Sweden	89.1	n	10.9	10.9	a	91.3	8.7	114	146
Switzerland	m	m	m	m	a	m	m	135	m	
Turkey	m	m	m	m	m	95.4	4.6	137	m	
United Kingdom	64.8	26.6	8.6	35.2	n	67.7	32.3	138	157	
United States	34.0	36.3	29.7	66.0	m	31.1	68.9	133	117	
	<i>OECD average</i>	72.6	~	~	27.4	1.6	77.8	22.2	125	187
	<i>EU19 average</i>	81.1	~	~	18.9	1.8	85.2	14.8	125	208
Partner countries	Brazil	m	m	m	m	m	m	124	m	
	Chile ⁴	16.1	82.5	1.4	83.9	5.9	19.5	80.5	93	117
	Estonia	73.1	24.9	2.0	26.9	6.0	m	m	121	m
	Israel	50.1	34.0	16.0	49.9	5.3	56.5	43.5	100	129
	Russian Federation	m	m	m	m	m	m	m	258	m
	Slovenia	76.9	16.9	6.2	23.1	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 2005 instead of 2006.

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

4. Year of reference 2007 instead of 2006.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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Table B3.3.

Trends in relative proportions of public expenditure¹ on educational institutions and index of change between 1995 and 2006 (2000=100), for tertiary education (1995, 2000, 2002, 2003, 2004, 2005, 2006)

	Share of public expenditure on educational institutions (%)							Index of change between 1995 and 2006 in public expenditure on educational institutions (2000=100, constant prices)						
	1995	2000	2002	2003	2004	2005	2006	1995	2000	2002	2003	2004	2005	2006
OECD countries														
Australia	64.8	51.0	48.7	48.0	47.2	47.8	47.6	115	100	105	107	111	115	122
Austria	96.1	96.3	91.6	92.7	93.7	92.9	84.5	96	100	103	109	120	129	122
Belgium	m	91.5	86.1	86.7	90.4	90.6	90.6	m	100	98	97	99	101	109
Canada ²	56.6	61.0	56.4	m	55.1	53.4	m	69	100	98	m	105	108	m
Czech Republic	71.5	85.4	87.5	83.3	84.7	81.2	82.1	86	100	122	138	145	147	183
Denmark ²	99.4	97.6	97.9	96.7	96.7	96.7	96.4	93	100	123	113	120	115	116
Finland	97.8	97.2	96.3	96.4	96.3	96.1	95.5	91	100	104	108	114	114	116
France	85.3	84.4	83.8	83.8	83.8	83.6	83.7	93	100	103	104	105	106	109
Germany	89.2	88.2	m	m	m	85.3	85.0	96	100	m	m	m	102	102
Greece ²	m	99.7	99.6	97.9	97.9	96.7	m	63	100	154	194	195	228	m
Hungary	80.3	76.7	78.7	78.5	79.0	78.5	77.9	78	100	124	140	122	129	135
Iceland ²	m	91.8	91.4	90.1	90.3	90.5	90.2	m	100	118	121	128	142	137
Ireland	69.7	79.2	85.8	83.8	82.6	84.0	85.1	49	100	103	98	102	109	119
Italy	82.9	77.5	78.6	72.1	69.4	69.6	73.0	85	100	111	100	101	100	108
Japan ²	35.1	38.5	35.3	36.6	36.6	33.7	32.2	80	100	94	101	102	93	95
Korea	m	23.3	14.9	23.2	21.0	24.3	23.1	m	100	68	127	109	136	143
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	77.4	79.4	71.0	69.1	68.9	69.0	67.9	75	100	119	113	111	119	118
Netherlands	79.4	76.5	74.9	74.4	75.0	73.3	73.4	99	100	103	105	108	111	111
New Zealand	m	m	62.5	61.5	60.8	59.7	63.0	104	100	112	117	114	120	131
Norway	93.7	96.3	96.3	96.7	m	m	97.0	107	100	117	122	124	117	111
Poland	m	66.6	69.7	69.0	72.9	74.0	70.4	89	100	148	151	180	193	166
Portugal	96.5	92.5	91.3	91.5	86.0	68.1	66.7	76	100	99	109	89	101	102
Slovak Republic ²	95.4	91.2	85.2	86.2	81.3	77.3	82.1	86	100	112	126	150	127	152
Spain	74.4	74.4	76.3	76.9	75.9	77.9	78.2	72	100	111	117	119	119	125
Sweden	93.6	91.3	90.0	89.0	88.4	88.2	89.1	84	100	107	111	113	111	114
Switzerland	m	m	m	m	m	m	m	74	100	124	131	131	133	135
Turkey	96.3	95.4	90.1	95.2	90.0	m	m	55	100	113	119	110	m	137
United Kingdom	80.0	67.7	72.0	70.2	69.6	66.9	64.8	115	100	123	122	123	m	138
United States	37.4	31.1	39.5	38.3	35.4	34.7	34.0	85	100	119	130	131	132	133
<i>OECD average</i>	<i>79.7</i>	<i>77.8</i>	<i>76.0</i>	<i>76.5</i>	<i>74.2</i>	<i>72.8</i>	<i>73.3</i>	<i>85</i>	<i>100</i>	<i>112</i>	<i>120</i>	<i>121</i>	<i>124</i>	<i>125</i>
<i>OECD average for countries with data available for all reference years</i>	<i>78.2</i>	<i>75.9</i>	<i>75.7</i>	<i>74.8</i>	<i>73.8</i>	<i>71.9</i>	<i>71.6</i>	<i>87</i>	<i>100</i>	<i>112</i>	<i>117</i>	<i>119</i>	<i>122</i>	<i>127</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>83.0</i>	<i>82.0</i>	<i>79.8</i>	<i>79.7</i>	<i>85</i>	<i>100</i>	<i>112</i>	<i>117</i>	<i>120</i>	<i>124</i>	<i>131</i>
Partner countries														
Brazil	m	m	m	m	m	m	m	78	100	102	109	101	118	124
Chile ³	25.1	19.5	19.3	17.0	15.5	15.9	16.1	78	100	112	102	99	92	93
Estonia	m	m	m	m	m	69.9	73.1	71	100	m	m	112	112	121
Israel	59.2	56.5	53.4	59.3	49.6	48.7	50.1	81	100	96	108	93	95	100
Russian Federation	m	m	m	m	m	m	m	m	100	143	169	173	225	258
Slovenia	m	m	m	m	75.7	76.5	76.9	m	100	m	m	m	m	m


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

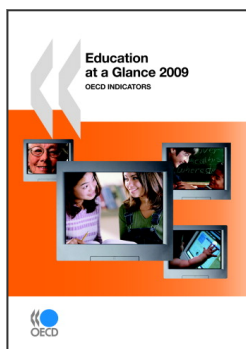
2. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.

3. Year of reference 2007 instead of 2006.

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