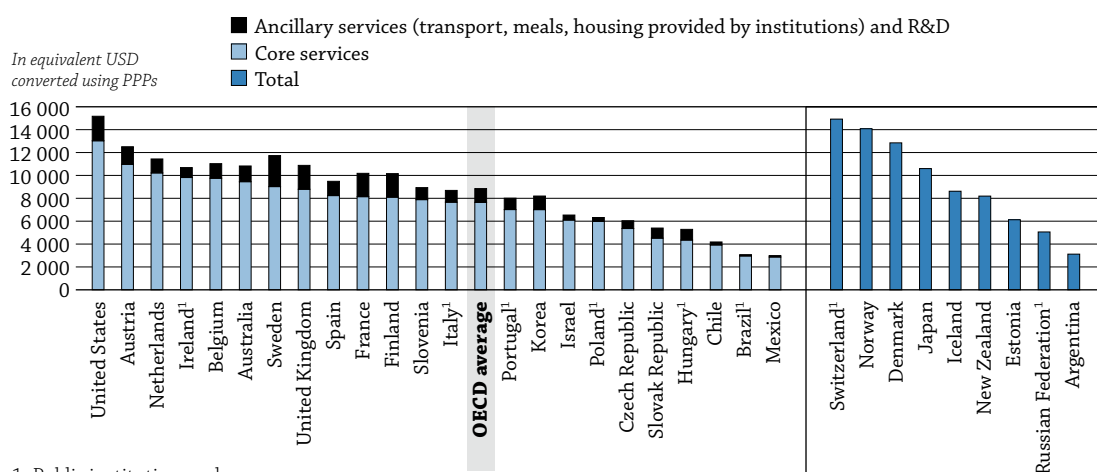


HOW MUCH IS SPENT PER STUDENT?

- On average, OECD countries spend USD 9 313 per student per year from primary through tertiary education: USD 7 974 per primary student, USD 9 014 per secondary student, and USD 13 528 per tertiary student.
- In primary and secondary education, 94% of total expenditure per student is devoted to core educational services. Greater differences are seen at the tertiary level, partly because expenditure on R&D represents an average of 31% of total expenditure per student
- From 2005 to 2010, expenditure per student in primary, secondary and post-secondary non-tertiary educational institutions increased by 17 percentage points on average across OECD countries; but between 2009 and 2010, investment in education fell in around one-third of OECD countries as a result of the economic crisis.

Chart B1.1. Annual expenditure per student by educational institutions, by type of service (2010)


In equivalent USD converted using PPPs, based on full-time equivalents, for primary through tertiary education



1. Public institutions only.

Countries are ranked in descending order of expenditure per student by educational institutions for core services.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Table B1.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888932846747>

How to read this chart

The amount of expenditure per student by educational institutions provides a measure of the unit costs of formal education. This chart shows annual expenditure (from public and private sources) per student by educational institutions in equivalent USD converted using purchasing power parities (PPPs), based on the number of full-time equivalent students. It distinguishes expenditure by type of services: core educational services, ancillary services, and research and development. Expenditure on core educational services includes all expenditure that is directly related to instruction in educational institutions. This covers all expenditure on teachers, school buildings, teaching materials, books, and the administration of schools.

Context

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 tax burden. Policy makers must also balance the importance of improving the quality of education services with the desirability of expanding access to education opportunities, notably at the tertiary level. A comparative review of trends in expenditure per student by educational institutions shows that in many OECD countries, expenditure has not kept up with expanding enrolments. In addition, some OECD countries emphasise broad access to higher education, while others invest in near-universal

education for children as young as three or four. Both the extent of investment in education and the number of students enrolled can be affected by financial crises. Consequently, the recent global economic crisis is likely to have resulted in changes in the level of expenditure per student. However, because the crisis began in late 2008, available data cannot show yet the full extent of this impact.

Expenditure per student by educational institutions is largely influenced by teachers' salaries (see Indicators B6 and D3), pension systems, instructional and teaching hours (see Indicator B7), 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 per student by educational institutions over time. Ancillary and R&D services can also influence the level of expenditure per student.

■ Other findings

- Among the ten countries with the largest expenditure per student by secondary educational institutions, **high teachers' salaries and low student-teacher ratios are often the main factors explaining the level of expenditure.**
- **At the primary and secondary levels there is a strong positive relationship between spending per student by educational institutions and GDP per capita.** The relationship is weaker at the tertiary level, mainly because financing mechanisms and enrolment patterns differ more at this level.
- **Excluding activities peripheral to instruction (research and development and ancillary services such as welfare services to students), OECD countries annually spend USD 7 637 from primary through tertiary education, on average.** This lower figure in comparison with average total expenditure results mainly from the much lower expenditure per student at the tertiary level (USD 8 889) when peripheral activities are excluded.
- On average, **OECD countries spend nearly twice as much per student at the tertiary level than at the primary level.** However, R&D activities or ancillary services can account for a significant proportion of expenditure at the tertiary level. When these are excluded, expenditure per student on core educational services at the tertiary level is still, on average, 10% higher than at the primary, secondary and post-secondary non-tertiary levels.
- **The orientation of secondary school programmes influences the level of expenditure per student** in most countries. Among the 17 OECD countries with separate data on expenditure for general and vocational programmes at the upper secondary level, an average of USD 706 more was spent per student in a vocational programmes than in a general programme.

■ Trends

Expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased in every country with available data, and by an average of more than 61% between 1995 and 2010, a period of relatively stable student enrolment in most countries.

Between 2005 and 2010, spending per tertiary student fell in 8 of the 31 countries with available data, as expenditure did not keep up with expanding enrolments. Austria, Iceland, Israel, the United Kingdom and the United States, which saw significant increases in student enrolment between 2005 and 2010, did not increase spending at the same pace as enrolment grew. As a result, expenditure per student decreased in these countries. This is also the case in New Zealand, the Russian Federation and Switzerland, where public expenditure per student (data on private expenditure are not available) decreased during this period.

Analysis

B1

Expenditure per student by educational institutions

Spending per student from primary through tertiary education in 2010 ranged from USD 4 000 per student or less in Argentina, Brazil and Mexico, to more than USD 10 000 per student in Australia, Austria, Belgium, Denmark, Finland, France, Ireland, Japan, the Netherlands, Norway, Sweden, Switzerland and the United Kingdom, and by over USD 15 000 in the United States. In 9 of 32 countries with available data, spending per student ranged from USD 10 000 to less than USD 12 000 per student from primary through tertiary education (Chart B1.1 and Table B1.1a).

Countries have different priorities for allocating their resources (see Indicator B7). For example, among the ten countries with the largest expenditure per student by educational institutions at the secondary level, Belgium, Denmark, Ireland, Luxembourg, the Netherlands, Switzerland and the United States have among the highest teachers' salaries after 10 years of experience at lower and upper secondary levels (see Indicator D3), and Austria, Belgium, Denmark and Norway have some of the lowest student-teacher ratios at that level (see Indicator D2).

Even if spending per student from primary through tertiary education is similar among some OECD countries, the ways in which resources are allocated to the different levels of education vary widely. Spending per student by educational institutions in a typical OECD country (as represented by the simple mean across all OECD countries) amounts to USD 7 974 at the primary level, USD 9 014 at the secondary level and USD 13 528 at the tertiary level (Table B1.1a and Chart B1.2). The mean for spending per tertiary student is affected by high expenditure – more than USD 20 000 – in a few OECD countries, notably Canada, Switzerland and the United States.

These averages mask a broad range of expenditure per student by educational institutions across countries, varying by a factor of 11 at the primary level and by a factor of 7 at the secondary level. At the primary level, expenditures range from USD 2 400 or less per student in Mexico and Turkey to USD 21 240 in Luxembourg. At the secondary level, expenditure ranges from USD 2 600 or less per student in Brazil and Turkey to USD 17 633 in Luxembourg (Table B1.1a and Chart B1.2).

These comparisons are based on purchasing power parities (PPPs) for GDP, not on market exchange rates. Therefore, they 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 United States in USD.

Expenditure per student on core education services

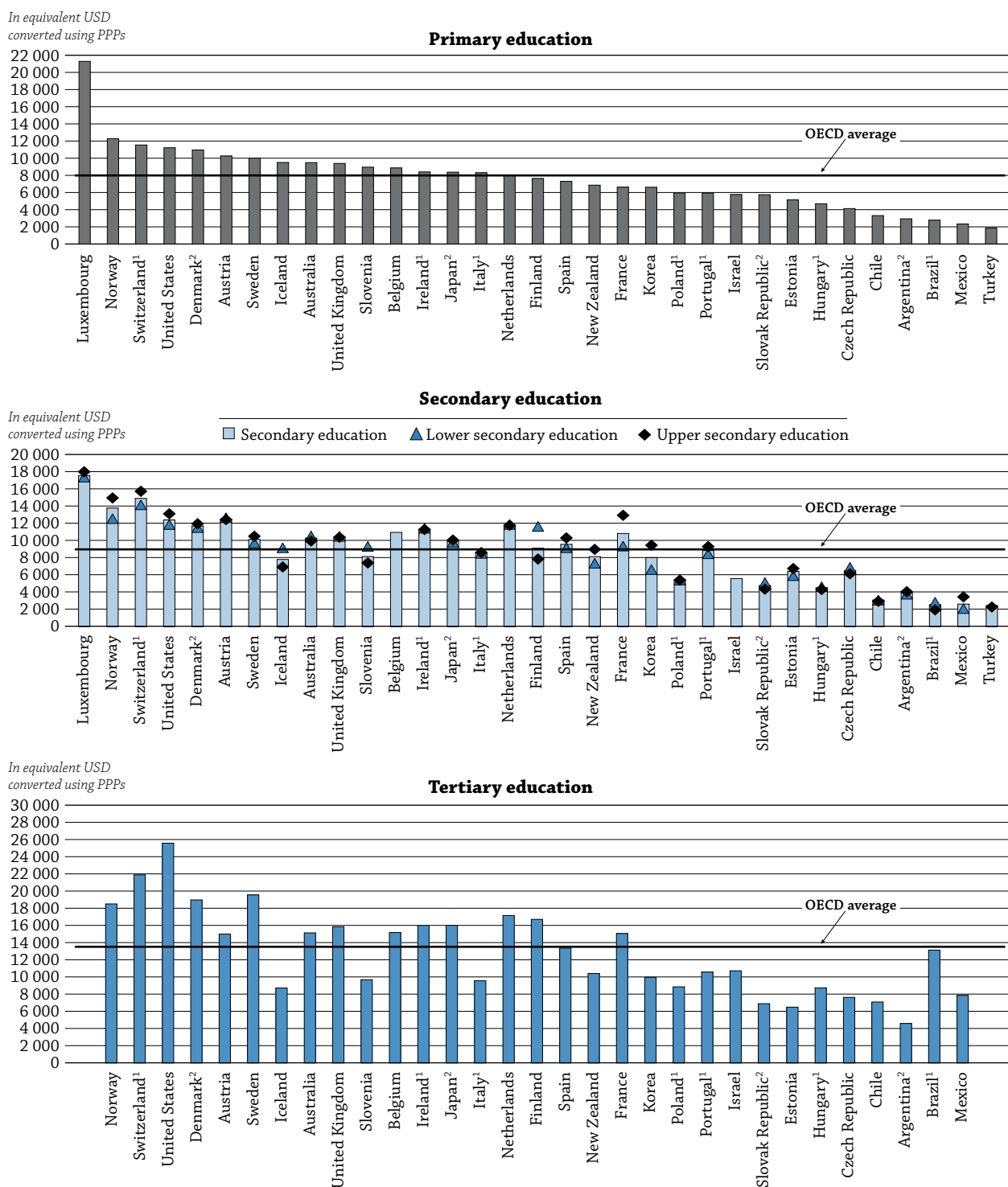
On average across OECD countries, expenditure on core education services represents 82% of total expenditure per student from primary through tertiary education, and exceeds 94% in Brazil, Mexico and Poland. In 4 of the 23 countries for which data are available – Finland, France, Sweden and the United Kingdom – core educational services account for less than 80% of total expenditure per student. Annual expenditure on R&D and ancillary services influence the ranking of countries for all services combined. However, this overall picture masks large variations among the levels of education (Table B1.2).

At the primary and secondary levels, expenditure is dominated by spending on core education services. On average, OECD countries for which data are available spend 94% of the total expenditure (or USD 8 001) per student by primary, secondary and post-secondary non-tertiary educational institutions on core educational services. In 9 of the 23 countries for which data are available, ancillary services provided by these institutions account for less than 5% of the total expenditure per student. The proportion of total expenditure per student devoted to ancillary services exceeds 10% in Finland, France, Hungary, Korea, the Slovak Republic, Sweden and the United Kingdom (Table B1.2).

Greater differences are seen at the tertiary level, partly because R&D expenditure can account for a significant proportion of spending on education. The OECD countries in which most R&D is performed in tertiary educational institutions (e.g. Portugal, Sweden and Switzerland) tend to report higher expenditure per student on educational institutions than those in which a large proportion of R&D is performed in other public institutions or in industry.

Chart B1.2. Annual expenditure per student by educational institutions for all services, by level of education (2010)

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).

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 on educational institutions per student in primary education.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table B1.1a.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Excluding R&D activities and ancillary services (peripheral services, such as student welfare services), expenditure on core education services in tertiary institutions is, on average, USD 8 889 per student. It ranges from USD 5 000 or less in Argentina, Estonia and the Slovak Republic to more than USD 10 000 in Austria, Brazil, Canada, Ireland, the Netherlands and Norway, and more than USD 19 000 in the United States (Table B1.2).

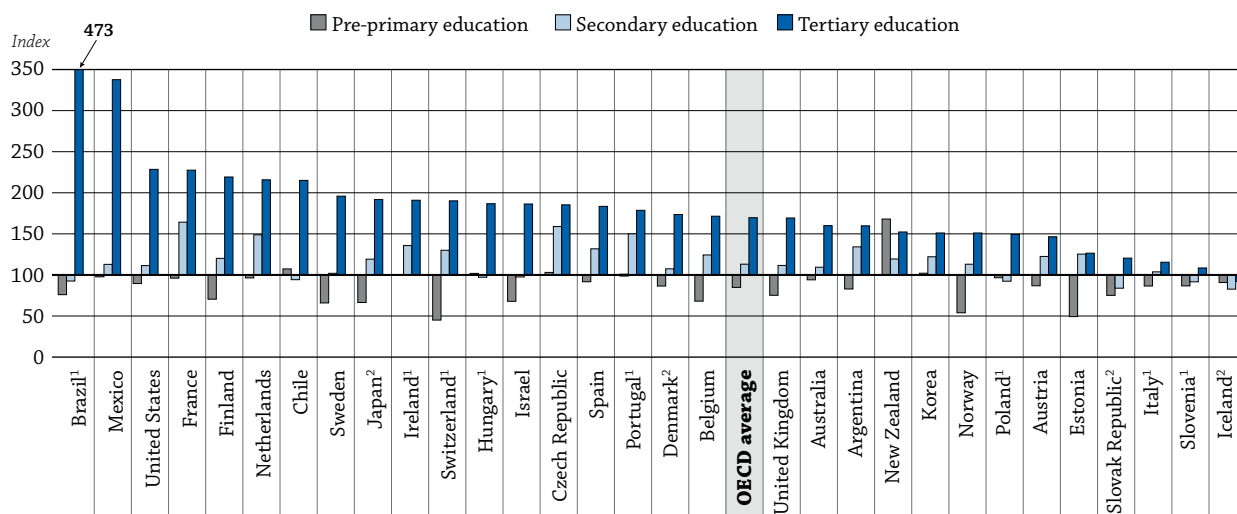
On average across OECD countries, expenditure on R&D and ancillary services at the tertiary level represents 31% and 4%, respectively, of all expenditure per student by tertiary institutions. In 6 of the 28 OECD countries for which data on R&D and ancillary services are available separately from total expenditure – Australia, Finland, Norway, Portugal, Sweden and Switzerland – expenditure on R&D and ancillary services represents at least 40 % of total tertiary expenditure per student by educational institutions. This can translate into significant amounts: in Canada, Finland, the Netherlands, Norway, Sweden and Switzerland, expenditure for R&D and ancillary services amounts to more than USD 6 000 per student (Table B1.2).

Expenditure per student by educational institutions at different levels of education

Expenditure per student by educational institutions rises with the level of education in almost all countries, but the size of the differentials varies markedly (Table B1.1a and Chart B1.3). Expenditure on secondary education is 1.1 times greater than expenditure on primary education, on average. This ratio exceeds 1.5 in the Czech Republic, France and Portugal largely because of the concurrent increase in the number of instructional hours for students and significant decrease in the number of teachers' teaching hours between primary and secondary education, as compared to the OECD average. In these countries, teachers' salaries are also lower in primary education compared to lower secondary education (see Indicators B7, D1 and D4).

Chart B1.3. Expenditure per student by educational institutions for all services, at various levels of education relative to primary education (2010)

Primary education = 100



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

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

1. Public institutions only.

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 per student by educational institutions in tertiary education relative to primary education.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table B1.1a.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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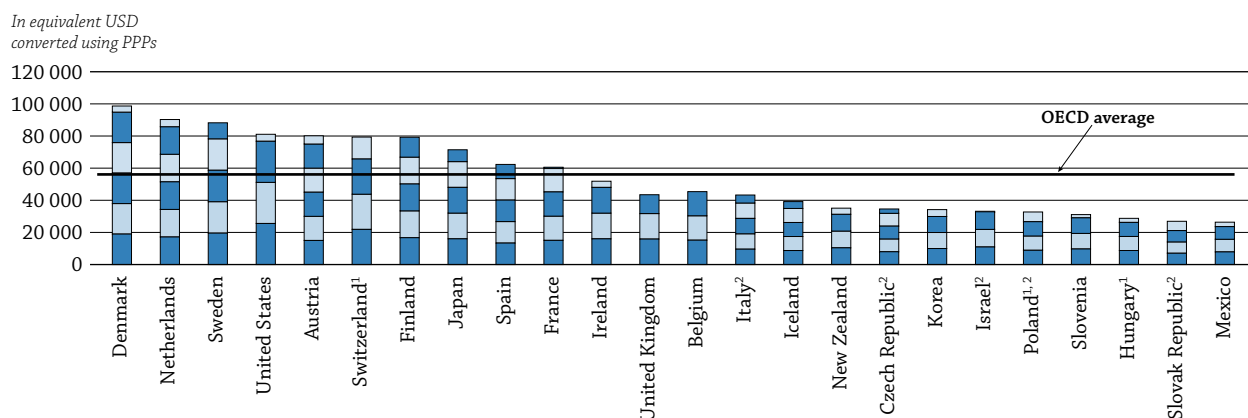
Educational institutions in OECD countries spend an average of 1.7 times more per tertiary student than per primary student, but spending patterns vary widely, mainly because education policies vary more at the tertiary level (see Indicator B5). For example, Austria, Estonia, Iceland, Italy, Poland, the Slovak Republic and Slovenia spend less than 1.5 times more on a tertiary student than on a primary student, but Brazil and Mexico spend about three times as much or even more (Table B1.1a and Chart B1.3).

Differences in expenditure per student between general and vocational programmes

In the 17 OECD countries for which data are available, USD 706 more is spent per upper secondary vocational student than per student in a general programme, on average. The countries with large enrolments in dual-system apprenticeship programmes at the upper secondary level (e.g. Austria, Finland, France, Hungary, Luxembourg, the Netherlands, and Switzerland) tend to be those with the largest differences between expenditure per general and vocational student, compared with the OECD average. For example, Finland spends USD 1 422 more per vocational than per general upper secondary student; Luxembourg spends USD 3 664 more; the Netherlands spends USD 2 628 more; New Zealand spends USD 1 559 more; and Switzerland spends USD 4 495 more. The Czech Republic (USD 1 182 more), France (USD 801 more) and the Slovak Republic (USD 1 234 more) also spend more per student in vocational programmes than they spend per student in general programmes, although the differences are smaller. Exceptions to this pattern are Austria, which has approximately the same level of expenditure per student regardless of the type of programmes, and Hungary, where expenditure per student enrolled in a general programme is slightly higher than expenditure per student in an apprenticeship programme. The underestimation of the expenditure made by private enterprises on dual vocational programmes can partly explain the small differences in Austria, France and Hungary (Box B3.1 in *Education at a Glance 2011*, Table B1.6, and Table C1.3 in Indicator C1).

Chart B1.4. Cumulative expenditure per student by educational institutions over the average duration of tertiary studies (2010)

Annual expenditure per student by educational institutions 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 per student by educational institutions over the average duration of tertiary studies.

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

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

Given that the duration and intensity of tertiary education vary from country to country, differences in annual expenditure on education services per student (Chart B1.2) do not necessarily reflect differences in the total cost of educating the typical tertiary student. For example, if the usual duration of tertiary studies is long,

comparatively low annual expenditure per student by educational institutions can result in comparatively high overall costs for tertiary education. Chart B1.4 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/eag.htm), there are some notable differences between annual and aggregate expenditure in the ranking of countries.

For example, annual spending per tertiary student in Japan is about the same as in Ireland, at USD 16 015 and USD 16 008, respectively (Table B1.1a). However, the average duration of tertiary studies is more than one year longer in Japan than in Ireland (4.5 and 3.2 years, respectively). As a consequence, the cumulative expenditure for each tertiary student is nearly USD 20 000 less in Ireland (USD 51 865) than in Japan (USD 71 441) (Chart B1.4 and Table B1.3a).

The total cost of tertiary-type A education in Switzerland (USD 127 904) is more than twice the amount reported by nearly two-thirds of countries, with the exception of Austria, Finland, France, Japan, the Netherlands, Spain and Sweden (Table B1.3a). These figures must be interpreted bearing in mind differences in national degree structures and possible differences in the qualifications students obtain after completing their studies. Tertiary-type B (shorter and vocationally oriented) programmes tend to be less expensive than tertiary-type A programmes, largely because of their shorter duration.

Expenditure per student by educational institutions relative to GDP per capita

Since access to education is universal (and usually compulsory) at the lower levels of schooling in most OECD countries, spending per student by educational institutions at those 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 more difficult to interpret because student enrolment levels vary sharply among countries. 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.

In OECD countries, expenditure per student by educational institutions averages 23% of GDP per capita at the primary level, 26% at the secondary level, and 41% at the tertiary level. Overall, from the primary to tertiary levels of education, expenditure per student averages 28% of the GDP per capita in OECD countries (Table B1.4). Countries with low levels of expenditure may nonetheless show distributions of investment relative to GDP per capita that are similar to those of countries with a high level of spending per student. For example, Korea and Portugal – countries with below-OECD-average expenditure per student by educational institutions at the secondary level and below-OECD-average GDP per capita – spend more per student relative to GDP per capita than the OECD average.

The relationship between GDP per capita and expenditure per student by educational institutions is difficult to interpret. However, there is a clear positive relationship between the two at both the primary and secondary levels of education – in other words, poorer countries tend to spend less per student than richer ones. Although the relationship is generally positive at these levels, there are variations, even among countries with similar levels of GDP per capita, and especially those in which GDP per capita exceeds USD 30 000. Israel and Slovenia, for example, have similar levels of GDP per capita (see Table X2.1 in Annex 2) but spend very different proportions of it on primary and secondary education. In Israel, the proportions are 22% at the primary level and 21% at the secondary level (below the OECD averages of 23% and 26%, respectively), while in Slovenia, the proportions are among the highest, at 34% and 31%, respectively (Table B1.4 and Chart B1.5).

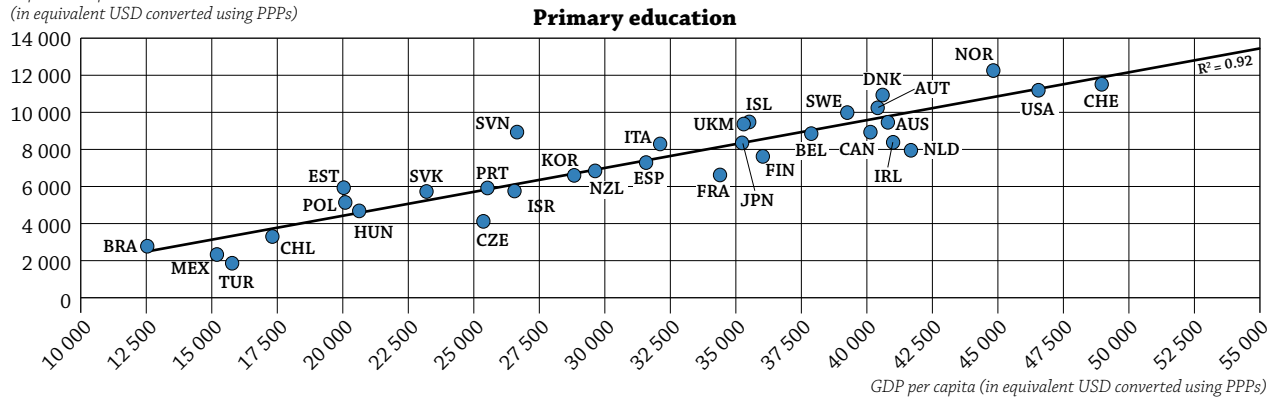
There is more variation in spending levels at the tertiary level, and the relationship between countries' relative wealth and their expenditure levels varies as well. Canada, Mexico, Sweden and the United States spend more than 49% of GDP per capita on each tertiary student – among the highest proportions after Brazil (Table B1.4 and Chart B1.5). Brazil spends the equivalent of 105% of GDP per capita on each tertiary student; however, tertiary students represent only 4% of students enrolled in all levels of education combined (Table B1.7, available on line).

Chart B1.5. Annual expenditure per student by educational institutions relative to GDP per capita (2010)

In equivalent USD converted using PPPs, by level of education

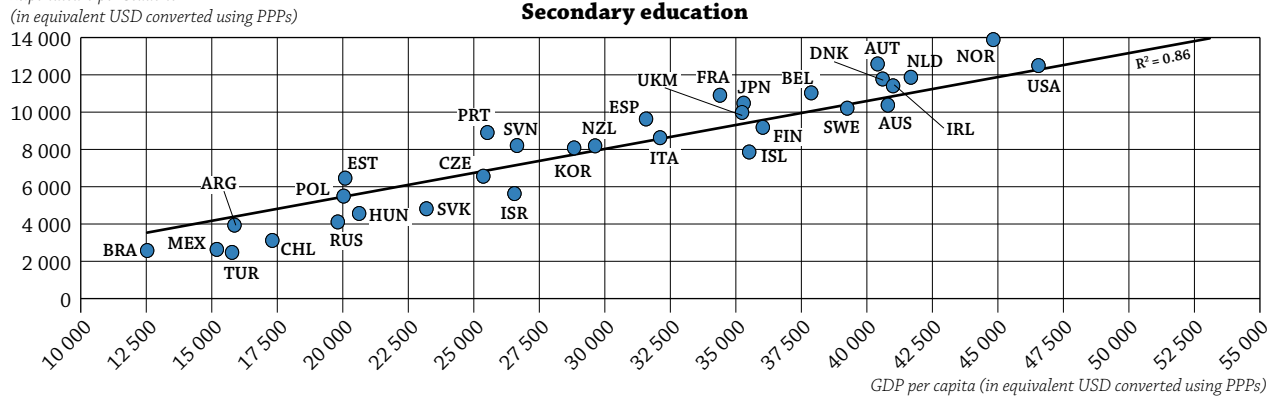
Expenditure per student

(in equivalent USD converted using PPPs)



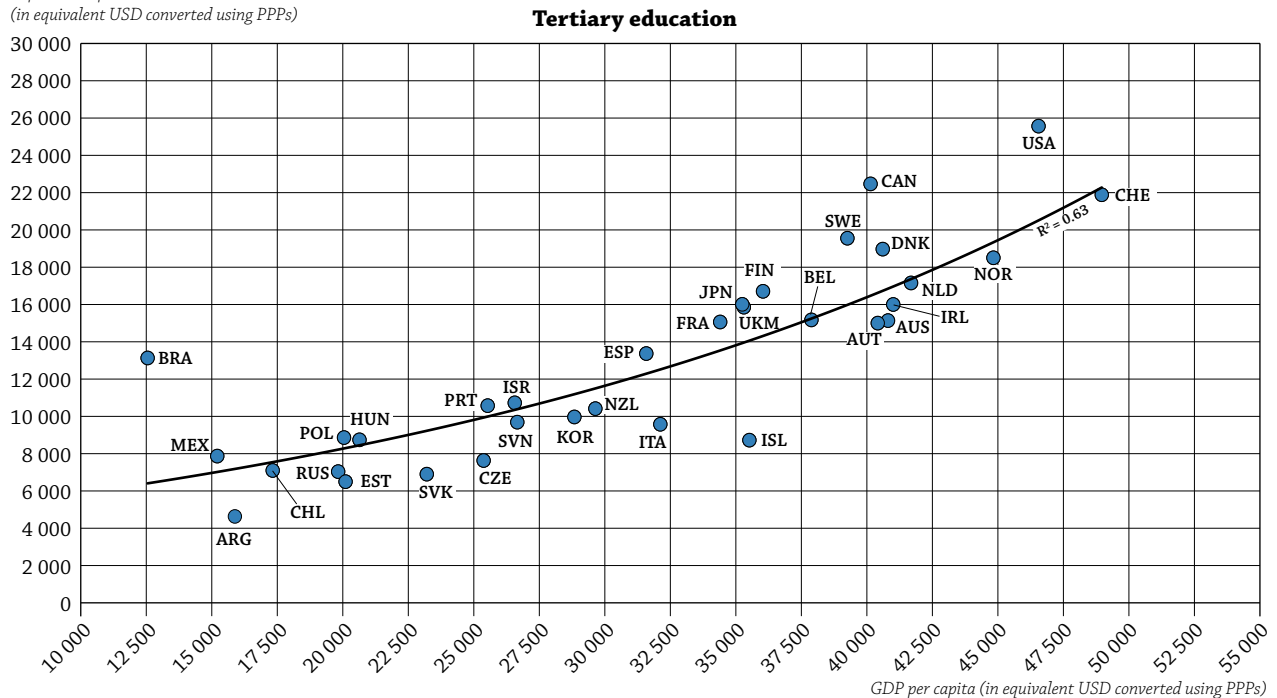
Expenditure per student

(in equivalent USD converted using PPPs)



Expenditure per student

(in equivalent USD converted using PPPs)



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

Source: OECD. Argentina : UNESCO Institute for Statistics (World Education Indicators Programme). Tables B1.1a, B1.4 and Annex 2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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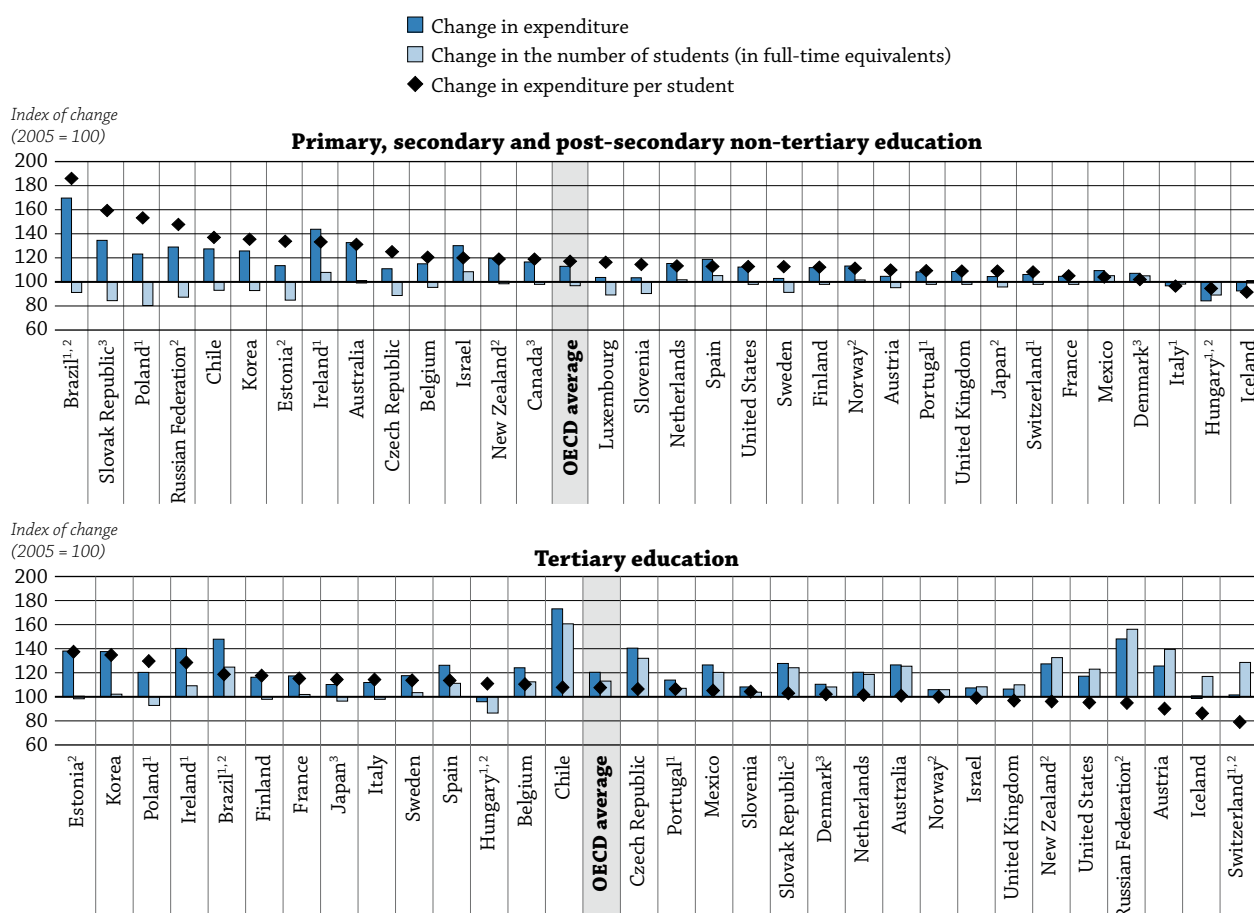
Change in expenditure per student by educational institutions between 1995 and 2010

Changes in expenditure by educational institutions largely reflect changes in the size of the school-age population and in teachers' salaries. These tend to rise over time in real terms: teachers' salaries, the main component of costs, have increased in the majority of countries during the past decade (see Indicator D3). The size of the school-age population influences both enrolment levels and the amount of resources and organisational effort a country must invest in its education system. The larger this population, the greater the potential demand for education services.

Expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased in every country by an average of 61% between 1995 and 2010, a time during which student enrolment at these levels was relatively stable. The increase was relatively similar over the periods 2000-05 and 2005-10, showing that the global economic crisis had not yet affected the overall investment in education in most countries. However, this trend could be reversed in the future because, as Table B2.5 and Box B2.1 show, education budgets shrank in one-third of countries between 2009 and 2010.

Chart B1.6. Change in expenditure per student by educational institutions, by level of education (2005, 2010)

Index of change between 2005 and 2010 (2005 = 100, 2010 constant prices)



1. Public institutions only.
 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 descending order of change in expenditure per student by educational institutions.

Source: OECD, Tables B1.5a and B1.5b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932846842>

Between 2005 and 2010, in 23 of the 33 countries for which data are available, expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased by at least 10%. The increase exceeded 50% in Brazil, Poland and the Slovak Republic. By contrast, in Denmark, France and Mexico this expenditure increased by only 5% or less between 2005 and 2010. Only Iceland, Italy and Hungary showed a decrease in expenditure per primary, secondary and post-secondary non-tertiary student between 2005 and 2010 (Table B1.5a and Chart B1.6).

Decreases in enrolments do not seem to have been the main factor behind changes in expenditure at these levels, except in Hungary. In fact, in Brazil, Chile, the Czech Republic, Estonia, Korea, Poland, the Russian Federation and the Slovak Republic, a decrease in enrolment of more than 5% coincided with significant increases (over 5%) in spending per student by educational institutions between 2005 and 2010. In Luxembourg, Slovenia and Sweden, a similar decline in enrolment at the primary, secondary and post-secondary non-tertiary levels coincided with only a slight increase in expenditure at those levels (Chart B1.6).

The pattern is different at the tertiary level. In some cases, spending per student fell between 1995 and 2010, as expenditure did not keep up with expanding enrolments. On average across OECD countries, expenditure per tertiary student by educational institutions remained stable from 1995 to 2000 but then increased during 2000-05 and 2005-10. Between 2005 and 2010, Estonia, Korea and Poland increased expenditure per student by 30% or more.

By contrast, between 2005 and 2010, of the 31 countries for which data are available, Austria, Iceland, Israel, the United Kingdom and the United States recorded a decrease in expenditure per student in tertiary education. This is also the case in New Zealand, the Russian Federation and Switzerland, where public expenditure per student (data on private expenditure are not available) decreased during the period. In all of these countries, the decline was mainly the result of a rapid increase of 8% or more in the number of tertiary students (Table B1.5 and Chart B1.6).

Definitions

Ancillary services are services provided by educational institutions that are peripheral to the main educational mission. The main component of ancillary services is student welfare services. In primary, secondary and post-secondary non-tertiary education, student welfare services include meals, school health services, and transportation to and from school. At the tertiary level, they include residence halls (dormitories), dining halls, and health care.

Core educational services are directly related to instruction in educational institutions, including teachers' salaries, construction and maintenance of school buildings, teaching materials, books, and administration of schools.

Research and development (R&D) includes research performed at universities and other tertiary educational institutions, regardless of whether the research is financed from general institutional funds or through separate grants or contracts from public or private sponsors.

Methodology

Data refer to the financial year 2010 and are based on the UOE data collection on education statistics administered by the OECD in 2012 (for details see Annex 3 at www.oecd.org/edu/eag.htm).

Table B1.5 shows the changes in expenditure per student by educational institutions between the financial years 1995, 2000, 2005 and 2010. OECD countries were asked to collect 1995, 2000 and 2005 data according to the definitions and coverage of UOE 2012 data collection. All expenditure data and GDP information for 1995, 2000 and 2005 are adjusted to 2010 prices using the GDP price deflator.

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.

B1

Core educational services are estimated as the residual of all expenditure, that is, total expenditure on educational institutions net of expenditure on R&D and ancillary services. The classification of R&D expenditure is based on data collected from the institutions carrying out R&D, rather than on the sources of funds.

Expenditure per student by educational institutions at a particular level of education is calculated by dividing 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).

Expenditure data for students in private educational institutions are not available for certain countries, and some other countries 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.

Expenditure per student by educational institutions relative to GDP per capita is calculated by expressing expenditure per student by educational institutions 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 B1.3a) 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/eag.htm). For estimates of the duration of tertiary education, data are based on a survey carried out in OECD countries in 2012.

Full-time equivalent student: 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 that 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 per full-time equivalent student by educational institutions than OECD countries that cannot differentiate among the different types of student attendance.

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Indicator B1 Tables

Table B1.1a Annual expenditure per student by educational institutions for all services (2010)

StatLink  <http://dx.doi.org/10.1787/888932849369>

WEB Table B1.1b Annual expenditure per student by educational institutions for core services (2010)

StatLink  <http://dx.doi.org/10.1787/888932849388>

Table B1.2 Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2010)



StatLink  <http://dx.doi.org/10.1787/888932849407>

Table B1.3a Cumulative expenditure per student by educational institutions for all services over the average duration of tertiary studies (2010)

StatLink  <http://dx.doi.org/10.1787/888932849426>

WEB Table B1.3b Cumulative expenditure per student by educational institutions for all services over the theoretical duration of primary and secondary studies (2010)

StatLink  <http://dx.doi.org/10.1787/888932849445>

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Table B1.4	Annual expenditure per student by educational institutions for all services, relative to GDP per capita (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849464
Table B1.5a	Change in expenditure per student by educational institutions for all services, relative to different factors, at the primary, secondary and post-secondary non-tertiary levels of education (1995, 2000, 2005, 2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849483
Table B1.5b	Change in expenditure per student by educational institutions for all services, relative to different factors, at the tertiary level of education (1995, 2000, 2005, 2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849502
Table B1.6	Annual expenditure per student by educational institutions for all services, by type of programme, at the secondary level (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849521
WEB Table B1.7	Distribution of expenditure (as a percentage) by educational institutions compared to the number of students enrolled at each level of education (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849540

Table B1.1a. Annual expenditure per student by educational institutions for all services (2010)
In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents

	Pre-primary education (for children aged 3 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 (including R&D activities)	
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A & advanced research programmes	All tertiary education			
			(1)	(2)	(3)		(4)	(5)	(6)			(7)
OECD												
Australia	8 899	9 463	10 595	9 966	10 350	7 124	8 829	16 502	15 142	9 379	10 825	
Austria	8 893	10 244	12 711	12 390	12 551	5 418	6 491	15 101	15 007	10 488	12 507	
Belgium	6 024	8 852	x(5)	x(5)	11 004	x(5)	x(9)	x(9)	15 179	9 645	11 028	
Canada ^{1, 2}	x(2)	8 933	x(2)	11 317	m	m	14 461	27 123	22 475	16 300	m	
Chile ³	3 544	3 301	3 092	3 119	3 110	a	4 028	9 580	7 101	6 829	4 183	
Czech Republic	4 247	4 120	6 919	6 244	6 546	1 920	3 275	7 970	7 635	6 244	6 037	
Denmark	9 454	10 935	11 561	11 914	11 747	x(4, 9)	x(9)	x(9)	18 977	m	12 848	
Estonia	2 533	5 140	5 948	6 834	6 444	7 923	7 361	6 080	6 501	3 909	6 126	
Finland	5 372	7 624	11 705	7 912	9 162	x(5)	n	16 714	16 714	9 802	10 157	
France	6 362	6 622	9 399	12 874	10 877	m	12 283	15 997	15 067	10 309	10 182	
Germany	m	m	m	m	m	m	m	m	m	m	m	
Greece	m	m	m	m	m	m	m	m	m	m	m	
Hungary ²	4 773	4 684	4 657	4 459	4 553	3 360	4 463	9 071	8 745	6 824	5 285	
Iceland	8 606	9 482	9 204	7 014	7 841	x(5)	x(9)	x(9)	8 728	m	8 619	
Ireland ²	m	8 384	11 477	11 265	11 380	10 394	x(9)	x(9)	16 008	11 512	10 685	
Israel	3 910	5 758	x(5)	x(5)	5 616	5 096	9 748	10 945	10 730	m	6 537	
Italy ²	7 177	8 296	8 548	8 646	8 607	m	10 674	9 576	9 580	6 266	8 690	
Japan	5 550	8 353	9 847	10 064	9 957	x(4, 9)	10 239	17 544	16 015	m	10 596	
Korea	6 739	6 601	6 652	9 477	8 060	a	5 713	11 271	9 972	8 226	8 198	
Luxembourg	20 958	21 240	17 449	17 813	17 633	m	m	m	m	m	m	
Mexico	2 280	2 331	2 102	3 617	2 632	a	x(9)	x(9)	7 872	6 611	2 993	
Netherlands	7 664	7 954	11 925	11 750	11 838	11 145	9 873	17 172	17 161	10 818	11 439	
New Zealand	11 495	6 842	7 400	9 007	8 170	9 440	8 491	10 923	10 418	8 816	8 192	
Norway	6 610	12 255	12 603	14 845	13 852	x(5)	x(9)	x(9)	18 512	10 933	14 081	
Poland ²	5 737	5 937	5 428	5 530	5 483	7 020	6 432	8 892	8 866	7 281	6 321	
Portugal ²	5 977	5 922	8 504	9 327	8 882	m	x(9)	x(9)	10 578	5 843	8 009	
Slovak Republic	4 306	5 732	5 147	4 501	4 806	x(4)	x(4)	6 904	6 904	5 831	5 400	
Slovenia	7 744	8 935	9 368	7 472	8 187	x(4)	x(9)	x(9)	9 693	7 719	8 933	
Spain	6 685	7 291	9 208	10 306	9 608	a	10 384	14 072	13 373	9 494	9 484	
Sweden	6 582	9 987	9 776	10 497	10 185	6 176	6 387	20 750	19 562	9 143	11 734	
Switzerland ²	5 186	11 513	14 216	15 595	14 972	x(4)	5 021	23 457	21 893	9 620	14 922	
Turkey	2 490	1 860	a	2 470	2 470	a	m	m	m	m	m	
United Kingdom	7 047	9 369	10 533	10 388	10 452	a	x(9)	x(9)	15 862	10 546	10 878	
United States	10 020	11 193	11 920	13 045	12 464	m	x(9)	x(9)	25 576	22 744	15 171	
OECD average	6 762	7 974	8 893	9 322	9 014	4 413	~	~	13 528	9 274	9 313	
OECD total	6 569	7 126	~	~	8 973	~	~	~	17 665	14 624	10 416	
EU21 average	7 085	8 277	9 459	9 451	9 471	5 336	~	~	12 856	8 334	9 208	
Other G20												
Argentina ²	2 427	2 929	3 779	4 202	3 930	a	2 932	5 539	4 680	m	3 628	
Brazil ²	2 111	2 778	2 849	2 148	2 571	a	x(9)	x(9)	13 137	12 381	3 067	
China	m	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	a	m	m	m	m	m	
Russian Federation ²	m	x(5)	x(5)	x(5)	4 100	x(5)	4 509	7 622	7 039	6 612	5 058	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	

1. Year of reference 2009.

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

3. Year of reference 2011.

 Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


 StatLink  <http://dx.doi.org/10.1787/888932849369>

Table B1.2. Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2010)*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										
Australia	9 599	204	9 803	8 831	548	5 763	15 142	9 452	1 373	10 825
Austria	11 158	535	11 693	10 380	108	4 519	15 007	10 967	1 540	12 507
Belgium	9 845	278	10 123	9 320	324	5 534	15 179	9 751	1 277	11 028
Canada ^{1, 2, 3}	9 271	504	9 774	15 120	1 180	6 176	22 475	m	m	m
Chile ⁴	2 989	213	3 203	6 829	x(4)	272	7 101	3 921	262	4 183
Czech Republic	5 103	429	5 532	6 165	79	1 392	7 635	5 358	679	6 037
Denmark ¹	11 404	a	11 404	x(7)	a	x(7)	18 977	x(10)	x(10)	12 848
Estonia	x(3)	x(3)	5 984	3 909	x(4)	2 592	6 501	x(10)	x(10)	6 126
Finland	7 692	898	8 591	9 802	n	6 912	16 714	8 099	2 058	10 157
France	7 839	1 230	9 070	9 473	836	4 758	15 067	8 143	2 040	10 182
Germany	m	m	m	m	m	m	m	m	m	m
Greece	m	m	m	m	m	m	m	m	m	m
Hungary ³	4 062	492	4 555	5 707	1 118	1 920	8 745	4 349	936	5 285
Iceland	x(3)	x(3)	8 592	x(7)	x(7)	x(7)	8 728	x(10)	x(10)	8 619
Ireland ³	9 481	156	9 638	11 512	m	4 496	16 008	9 815	870	10 685
Israel	5 409	282	5 692	9 514	1 216	m	10 730	6 098	439	6 537
Italy ^{3, 5}	8 190	299	8 489	5 892	374	3 314	9 580	7 659	1 031	8 690
Japan ¹	x(3)	x(3)	9 168	x(7)	x(7)	x(7)	16 015	x(10)	x(10)	10 596
Korea	6 490	906	7 396	8 159	66	1 746	9 972	7 010	1 188	8 198
Luxembourg	17 731	1 319	19 050	m	m	m	m	m	m	m
Mexico	x(3)	x(3)	2 464	6 611	m	1 262	7 872	2 870	124	2 993
Netherlands	10 075	n	10 075	10 818	n	6 343	17 161	10 218	1 220	11 439
New Zealand	x(3)	x(3)	7 681	8 816	x(4)	1 602	10 418	x(10)	x(10)	8 192
Norway	x(3)	x(3)	13 067	10 741	191	7 579	18 512	x(10)	x(10)	14 081
Poland ³	5 654	40	5 693	7 281	n	1 585	8 866	5 976	345	6 321
Portugal ³	7 283	136	7 419	5 843	x(4)	4 736	10 578	7 014	995	8 009
Slovak Republic ¹	4 430	636	5 066	4 902	929	1 073	6 904	4 516	884	5 400
Slovenia	7 944	561	8 505	7 689	30	1 974	9 693	7 883	1 050	8 933
Spain	8 037	442	8 479	9 009	485	3 879	13 373	8 237	1 248	9 484
Sweden	8 997	1 048	10 044	9 143	n	10 419	19 562	9 023	2 711	11 734
Switzerland ³	x(3)	x(3)	13 510	9 620	x(4)	12 273	21 893	x(10)	x(10)	14 922
Turkey	1 942	78	2 020	m	m	m	m	m	m	m
United Kingdom	8 503	1 477	9 980	9 256	1 290	5 316	15 862	8 618	2 260	10 878
United States	10 892	934	11 826	19 672	3 072	2 832	25 576	13 028	2 143	15 171
OECD average	8 001	524	8 550	8 889	564	4 241	13 528	7 637	1 213	9 313
EU21 average	8 524	554	8 915	8 006	371	4 162	12 856	7 852	1 322	9 208
Other G20										
Argentina ³	x(3)	x(3)	3 398	x(7)	x(7)	x(7)	4 680	x(10)	x(10)	3 628
Brazil ³	x(3)	x(3)	2 653	12 381	x(4)	756	13 137	3 037	30	3 067
China	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m
Indonesia	x(3)	x(3)	m	x(7)	x(7)	x(7)	m	x(10)	x(10)	m
Russian Federation ³	x(3)	x(3)	4 100	x(7)	x(7)	427	7 039	x(10)	x(10)	5 058
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	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 2009.

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

4. Year of reference 2011.

5. Exclude post-secondary non-tertiary education.


Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.StatLink  <http://dx.doi.org/10.1787/888932849407>

Table B1.3a. Cumulative expenditure per student by educational institutions for all services over the average duration of tertiary studies (2010)
In equivalent USD converted using PPPs for GDP, by type of programme

	Method ¹	Average duration of tertiary studies in 2010 (in years)			Cumulative expenditure per student over the average duration of tertiary studies (in USD)		
		Tertiary-type B education	Tertiary-type A and 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							
Australia		m	m	m	m	m	m
Austria	AF	2.34	6.10	5.34	15 189	92 119	80 138
Belgium ²	CM	2.41	3.67	2.99	x(6)	x(6)	45 384
Canada		m	m	m	m	m	m
Chile		m	m	m	m	m	m
Czech Republic ³	CM	2.36	4.34	4.10	m	34 591	m
Denmark	AF	2.74	5.49	5.20	x(6)	x(6)	98 680
Estonia	CM	3.29	4.97	4.42	24 222	30 202	28 762
Finland	CM	a	4.74	4.74	a	79 224	79 224
France ³	CM	3.00	4.74	4.02	36 849	75 827	60 570
Germany	CM	2.41	4.95	4.19	m	m	m
Greece		m	m	m	m	m	m
Hungary ⁴	AF	1.85	3.71	3.29	8 275	33 665	28 764
Iceland	CM	x(3)	x(3)	4.49	x(6)	x(6)	39 188
Ireland ⁴	CM	2.21	4.02	3.24	x(6)	x(6)	51 865
Israel	CM	m	3.03	m	m	33 163	m
Italy	AF	m	4.52	m	m	43 283	m
Japan	CM	2.09	4.63	4.46	21 433	81 269	71 441
Korea	CM	2.07	4.22	3.43	11 826	47 564	34 202
Luxembourg		m	m	m	m	m	m
Mexico	AF	1.72	3.49	3.35	x(6)	x(6)	26 373
Netherlands	CM	m	5.26	5.26	m	90 322	90 269
New Zealand	CM	1.93	4.06	3.37	16 417	44 293	35 102
Norway		m	m	m	m	m	m
Poland ⁴	CM	m	3.68	m	m	32 721	m
Portugal		m	m	m	m	m	m
Slovak Republic	AF	2.47	3.90	3.82	m	26 924	m
Slovenia	AF	2.63	3.64	3.21	x(6)	x(6)	31 097
Spain	CM	2.15	5.54	4.66	22 327	77 961	62 319
Sweden	CM	2.44	4.70	4.51	15 566	97 526	88 225
Switzerland ⁴	CM	2.19	5.45	3.62	10 979	127 904	79 346
Turkey	CM	1.94	2.73	2.65	x(6)	x(6)	m
United Kingdom ³	CM	x(3)	x(3)	2.74	x(6)	x(6)	43 463
United States	AF	x(3)	x(3)	3.17	x(6)	x(6)	81 076
OECD total		2.23	4.38	3.90	~	~	57 774
EU21 average		2.31	4.59	4.11	~	~	60 674
Other G20							
Argentina		m	m	m	m	m	m
Brazil		m	m	m	m	m	m
China		m	m	m	m	m	m
India		m	m	m	m	m	m
Indonesia		m	m	m	m	m	m
Russian Federation		m	m	m	m	m	m
Saudi Arabia		m	m	m	m	m	m
South Africa		m	m	m	m	m	m
G20 average		m	m	m	m	m	m

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

2. Year of reference 2008.

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

4. Public institutions only.

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

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


 StatLink  <http://dx.doi.org/10.1787/888932849426>

Table B1.4. Annual expenditure per student by educational institutions for all services, relative to GDP per capita (2010)

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 (including R&D activities)	
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education			
												(1)
OECD												
Australia	22	23	26	24	25	17	22	40	37	23	27	
Austria	22	25	31	31	31	13	16	37	37	26	31	
Belgium	16	23	x(5)	x(5)	29	x(5)	x(9)	x(9)	40	25	29	
Canada ^{1, 2}	x(2)	22	x(2)	28	m	m	36	68	56	41	m	
Chile ³	20	19	18	18	18	a	23	55	41	39	24	
Czech Republic	17	16	27	25	26	8	13	31	30	25	24	
Denmark	23	27	28	29	29	x(4,9)	x(9)	x(9)	47	m	32	
Estonia	13	26	30	34	32	39	37	30	32	19	30	
Finland	15	21	32	22	25	x(5)	n	46	46	27	28	
France	18	19	27	37	32	m	36	47	44	30	30	
Germany	m	m	m	m	m	m	m	m	m	m	m	
Greece	m	m	m	m	m	m	m	m	m	m	m	
Hungary ²	23	23	23	22	22	16	22	44	42	33	26	
Iceland	24	27	26	20	22	x(5)	x(9)	x(9)	25	m	24	
Ireland ²	m	20	28	27	28	25	x(9)	x(9)	39	28	26	
Israel	15	22	x(5)	x(5)	21	19	37	41	40	m	25	
Italy ²	22	26	27	27	27	m	33	30	30	20	27	
Japan	16	24	28	29	28	x(4,9)	29	50	45	m	30	
Korea	23	23	23	33	28	a	20	39	35	29	28	
Luxembourg	25	25	21	21	21	m	m	m	m	m	m	
Mexico	15	15	14	24	17	a	x(9)	x(9)	52	44	20	
Netherlands	18	19	29	28	28	27	24	41	41	26	27	
New Zealand	39	23	25	30	28	32	29	37	35	30	28	
Norway	15	27	28	33	31	x(5)	x(9)	x(9)	41	24	31	
Poland ²	29	30	27	28	27	35	32	44	44	36	32	
Portugal ²	23	23	33	37	35	m	x(9)	x(9)	41	23	31	
Slovak Republic	19	25	22	19	21	x(4)	x(4)	30	30	25	23	
Slovenia	29	34	35	28	31	x(4)	x(9)	x(9)	36	29	34	
Spain	21	23	29	33	30	a	33	45	42	30	30	
Sweden	17	25	25	27	26	16	16	53	50	23	30	
Switzerland ²	11	24	29	32	31	x(4)	10	48	45	20	30	
Turkey	16	12	a	16	16	a	m	m	m	m	m	
United Kingdom	20	27	30	29	30	a	x(9)	x(9)	45	30	31	
United States	22	24	26	28	27	m	x(9)	x(9)	55	49	33	
OECD average	20	23	26	27	26	15	25	43	41	29	28	
EU21 average	20	23	25	27	26	12	24	41	39	29	28	
Other G20												
Argentina ²	15	18	24	26	25	a	18	35	29	m	23	
Brazil ²	17	22	23	17	21	a	x(9)	x(9)	105	99	24	
China	m	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	a	m	m	m	m	m	
Russian Federation ²	m	x(5)	x(5)	x(5)	21	a	23	38	36	33	26	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	

1. Year of reference 2009.

2. Public institutions only (for Canada, in tertiary education only. For Italy and the Russian Federation, except in tertiary education).

3. Year of reference 2011.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932849464>

Table B1.5a. Change in expenditure per student by educational institutions for all services, relative to different factors, at the primary, secondary and post-secondary non-tertiary levels of education (1995, 2000, 2005, 2010)
Index of change (GDP deflator 2005 = 100, constant prices)

	Primary, secondary and post-secondary non-tertiary education								
	Change in expenditure (2005 = 100)			Change in the number of students (2005 = 100)			Change in expenditure per student (2005 = 100)		
	1995	2000	2010	1995	2000	2010	1995	2000	2010
OECD									
Australia	63	82	133	87	93	101	73	88	131
Austria	90	97	105	m	101	95	m	95	110
Belgium	m	94	115	m	91	95	m	103	121
Canada ^{1, 2}	91	86	117	m	99	98	m	87	119
Chile ³	m	m	127	m	m	93	m	m	137
Czech Republic	86	76	111	115	107	89	75	71	125
Denmark ¹	72	86	107	91	95	105	79	91	102
Estonia ⁴	62	80	114	117	121	85	53	66	134
Finland	72	81	112	88	95	100	81	85	112
France	90	100	105	m	102	100	m	98	105
Germany	94	100	m	99	102	m	95	97	m
Greece ¹	50	78	m	107	101	m	46	77	m
Hungary ^{4, 5}	69	69	84	113	108	89	61	64	95
Iceland	m	72	93	93	94	101	m	77	91
Ireland ⁵	54	67	144	102	97	108	53	69	133
Israel	79	95	130	84	94	108	94	101	120
Italy ^{5, 6}	97	96	97	101	99	100	96	97	97
Japan ¹	97	99	104	124	109	96	78	90	109
Korea	m	69	126	110	102	93	m	68	135
Luxembourg ^{4, 5, 7}	m	m	104	m	m	89	m	m	116
Mexico	65	80	109	88	95	105	74	85	104
Netherlands	69	84	115	94	97	102	73	87	113
New Zealand ⁴	65	92	120	m	m	100	m	m	119
Norway ⁴	72	87	113	84	95	102	86	92	111
Poland ⁵	63	89	123	125	114	80	50	78	153
Portugal ⁵	74	98	108	117	111	99	63	88	109
Slovak Republic ¹	71	73	135	114	108	84	62	68	159
Slovenia	m	m	103	m	m	90	m	m	115
Spain	92	93	119	127	107	105	73	87	113
Sweden	71	88	103	85	98	91	84	90	113
Switzerland ⁵	76	88	106	93	98	98	81	89	108
Turkey ^{4, 5}	m	m	m	m	m	m	m	m	m
United Kingdom	61	70	109	98	113	100	62	62	109
United States	69	86	112	93	98	100	74	89	113
OECD average	75	85	113	102	101	97	73	84	117
EU21 average	74	85	111	106	104	95	69	83	118
Other G20									
Argentina	m	m	m	m	m	m	m	m	m
Brazil ^{4, 5}	58	66	170	84	98	91	69	67	186
China	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Russian Federation ⁴	m	66	129	m	m	87	m	m	148
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	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 2009 instead of 2010.

3. Year of reference 2011 instead of 2010. Year of reference 2006 instead of 2005.

4. Public expenditure only.

5. Public institutions only.

6. Excluding post-secondary non-tertiary education.

7. Including pre-primary education.

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

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


 StatLink  <http://dx.doi.org/10.1787/888932849483>

Table B1.5b. Change in expenditure per student by educational institutions for all services, relative to different factors, at the tertiary level of education (1995, 2000, 2005, 2010)*Index of change (GDP deflator 2005 = 100, constant prices)*

		Tertiary education								
		Change in expenditure (2005 = 100)			Change in the number of students (2005 = 100)			Change in expenditure per student (2005 = 100)		
		1995	2000	2010	1995	2000	2010	1995	2000	2010
OECD	Australia	74	83	126	73	m	125	103	m	101
	Austria	72	75	126	93	103	139	77	73	90
	Belgium	m	98	124	m	94	112	m	104	110
	Canada ^{1, 2, 3}	64	86	117	m	m	m	m	m	m
	Chile ⁴	m	m	173	m	m	161	m	m	108
	Czech Republic	64	65	140	46	72	132	139	90	106
	Denmark ¹	78	86	110	94	98	108	83	88	102
	Estonia ⁵	64	92	138	51	85	100	124	108	137
	Finland	77	86	116	85	95	99	91	91	118
	France	85	93	117	m	95	102	m	98	115
	Germany	89	94	m	96	93	m	92	101	m
	Greece ¹	28	42	m	46	68	m	61	63	m
	Hungary ^{3, 5}	64	81	96	38	66	86	167	122	111
	Iceland	m	69	101	53	68	117	m	103	86
	Ireland ³	55	100	140	72	85	109	76	117	128
	Israel	64	90	107	59	82	108	107	110	99
	Italy	73	93	112	89	90	98	82	103	114
	Japan ¹	82	94	110	98	99	96	84	95	114
	Korea	m	79	138	63	93	102	m	84	135
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	57	73	126	64	83	120	89	88	105
	Netherlands	80	84	120	82	85	119	97	98	102
	New Zealand ⁵	87	84	127	m	m	133	m	m	96
	Norway ⁵	78	83	106	88	88	106	88	95	100
	Poland ³	34	57	120	44	80	93	77	72	130
	Portugal ³	51	70	114	69	90	107	74	78	106
	Slovak Republic ¹	54	67	128	51	71	124	106	94	103
	Slovenia	m	m	108	m	m	104	m	m	104
	Spain	63	88	126	108	107	111	59	82	113
	Sweden	70	86	117	68	82	103	102	105	114
	Switzerland ^{3, 5}	69	77	101	75	79	128	92	98	79
Turkey	m	m	m	m	m	m	m	m	m	
United Kingdom	64	66	106	83	93	110	77	70	97	
United States	65	78	117	81	89	123	80	88	95	
OECD average	67	81	120	72	86	113	93	93	108	
EU21 average	65	80	120	72	87	109	93	92	111	
Other G20	Argentina	m	m	m	m	m	m	m	m	
	Brazil ^{3, 5}	66	79	148	56	70	125	118	112	119
	China	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m
	Russian Federation ⁵	m	44	148	m	m	156	m	m	95
	Saudi Arabia	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m
	G20 average	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 2009 instead of 2010.

3. Public institutions only.

4. Year of reference 2011 instead of 2010. Year of reference 2006 instead of 2005.

5. Public expenditure only.

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

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


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Table B1.6. Annual expenditure per student by educational institutions for all services, by type of programme, at the secondary level (2010)
In equivalent US dollars converted using PPPs for GDP, by level of education, based on full-time equivalents

	Secondary education								
	Lower secondary education			Upper secondary education			All secondary education		
	All programmes	General programmes	Vocational/Pre-vocational programmes	All programmes	General programmes	Vocational/Pre-vocational programmes	All programmes	General programmes	Vocational/Pre-vocational programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia	10 595	10 976	6 344	9 966	11 364	6 723	10 350	11 103	6 609
Austria	12 711	12 711	a	12 390	12 154	12 472	12 551	12 598	12 472
Belgium ¹	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	11 004	x(7)	x(7)
Canada ^{1, 2}	m	m	m	11 317	x(4)	x(4)	m	m	m
Chile ³	3 092	3 092	a	3 119	3 036	3 286	3 110	3 059	3 286
Czech Republic	6 919	6 898	x(1)	6 244	5 380	6 563	6 546	6 518	6 588
Denmark	11 561	11 561	a	11 914	x(4)	x(4)	11 747	x(7)	x(7)
Estonia	5 948	x(1)	x(1)	6 834	6 586	7 284	6 444	6 235	7 284
Finland ¹	11 705	11 705	a	7 912	6 895	8 317	9 162	9 939	8 317
France	9 399	9 399	a	12 874	12 558	13 359	10 877	10 377	13 359
Germany	m	m	m	m	m	m	m	m	m
Greece	m	m	m	m	m	m	m	m	m
Hungary ⁴	4 657	4 683	1 950	4 459	4 953	3 154	4 553	4 805	3 118
Iceland ¹	9 204	9 204	a	7 014	x(4)	x(4)	7 841	x(7)	x(7)
Ireland ⁴	11 477	x(1)	x(1)	11 265	x(4)	x(4)	11 380	x(7)	x(7)
Israel	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	5 616	4 173	11 967
Italy ⁴	8 548	8 487	14 200	8 646	x(4)	x(4)	8 607	x(7)	x(7)
Japan ¹	9 847	9 847	a	10 064	x(4)	x(4)	9 957	x(7)	x(7)
Korea	6 652	6 652	a	9 477	x(4)	x(4)	8 060	x(7)	x(7)
Luxembourg	17 449	17 449	a	17 813	15 614	19 278	17 633	16 916	19 278
Mexico	2 102	2 509	442	3 617	3 580	3 993	2 632	2 914	1 150
Netherlands	11 925	10 573	15 387	11 750	9 957	12 585	11 838	10 386	13 410
New Zealand	7 400	7 400	a	9 007	8 637	10 196	8 170	7 910	10 196
Norway ¹	12 603	12 603	a	14 845	x(4)	x(4)	13 852	x(7)	x(7)
Poland ⁴	5 428	x(1)	x(1)	5 530	5 709	5 376	5 483	x(7)	x(7)
Portugal ⁴	8 504	x(1)	x(1)	9 327	x(4)	x(4)	8 882	x(7)	x(7)
Slovak Republic ¹	5 147	5 147	x(6)	4 501	3 661	4 895	4 806	4 756	4 895
Slovenia ¹	9 368	9 368	a	7 472	x(4)	x(4)	8 187	x(7)	x(7)
Spain	9 208	x(1)	x(1)	10 306	x(4)	x(4)	9 608	x(7)	x(7)
Sweden	9 776	9 881	a	10 497	10 664	10 381	10 185	10 156	10 241
Switzerland ^{1, 4}	14 216	14 216	a	15 595	12 696	17 191	14 972	13 758	17 191
Turkey	a	a	a	2 470	2 291	2 685	2 470	2 291	2 685
United Kingdom ¹	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	10 452	x(7)	x(7)
United States	11 920	11 920	a	13 045	13 045	a	12 464	12 464	a
OECD average	8 893	~	~	9 322	7 984	8 690	9 014	8 111	8 944
EU21 average	9 396	~	~	9 396	8 557	9 424	9 471	9 269	9 896
Other G20									
Argentina ⁴	3 779	3 779	a	4 202	x(4)	x(4)	3 930	x(7)	x(7)
Brazil ⁴	2 849	2 849	a	2 148	x(4)	x(4)	2 571	x(7)	x(7)
China	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Russian Federation ^{1, 4}	x(7)	x(8)	a	x(7)	x(8)	x(9)	4 100	4 095	4 148
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	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 2009.

3. Year of reference 2011.

4. Public institutions only.

 Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

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