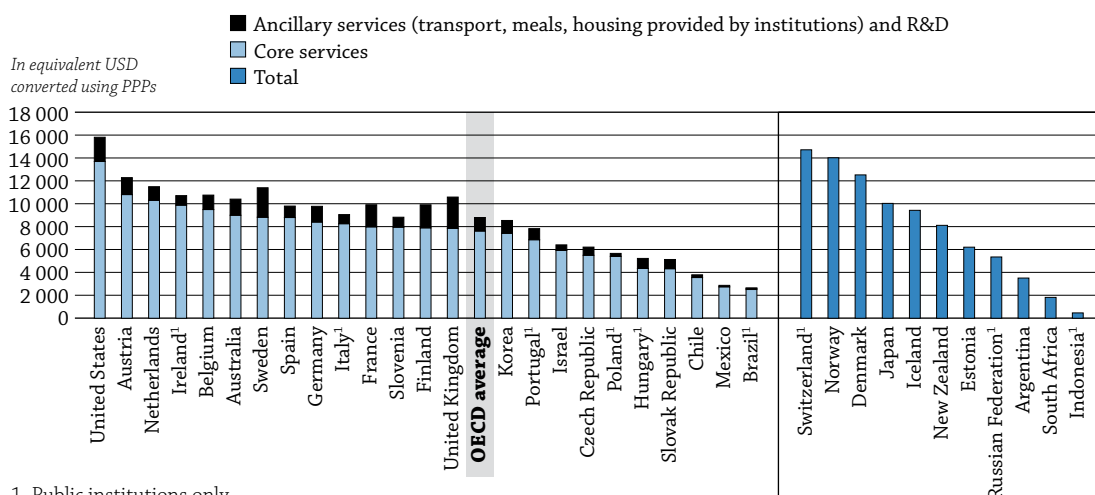


HOW MUCH IS SPENT PER STUDENT?

- On average, OECD countries spend USD 9 252 annually per student from primary through tertiary education: USD 7 719 per primary student, USD 9 312 per secondary student and USD 13 728 per tertiary student.
- Excluding activities peripheral to instruction (research and development and ancillary services such as welfare services to students), OECD countries annually spend USD 7 620 from primary through tertiary education, on average. This lower figure results mainly from the much lower expenditure per student at the tertiary level (USD 8 944) when peripheral activities are excluded.
- At the primary and secondary levels, 94% of total expenditure per student is devoted to core educational services (i.e. excluding activities peripheral to education). Greater differences are seen at the tertiary level, partly because expenditure on R&D represents an average of 31% of total expenditure per student, and can account for more than 40% in Norway, Portugal, Sweden and Switzerland.
- As of 2009, the economic crisis had not yet affected the investment on education in the majority of OECD countries. From 2005 to 2009, expenditure per student by primary, secondary and post-secondary non-tertiary educational institutions increased by 15 percentage points on average in OECD countries, following a previous significant increase between 2000 and 2005. A similar pattern is observed at the tertiary level, with increases of 5 percentage points over the 2000-05 period and 9 percentage points over the 2005-09 period.

Chart B1.1. Annual expenditure per student by educational institutions in primary through tertiary education, by type of service (2009)
In equivalent USD converted using PPPs, for primary to tertiary education, based on full-time equivalents



1. Public institutions only.

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

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). South Africa: UNESCO Institute for Statistics. Table B1.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662447>

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 burden of taxation. Policy makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. A comparative review of trends in expenditure 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 investment in education and the number of students enrolled in education 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 educational institutions in secondary education, **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.**
- 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 programmes provided to students at the secondary level 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 1 124 more per student was spent on vocational programmes than on general programmes.

■ 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 36% between 2000 and 2009, a period of relatively stable student enrolment in most countries.

During the same period, **spending per tertiary student fell in 6 of the 27 countries** with available data, as expenditure did not keep up with expanding enrolments at this level. Iceland, Israel and the United States, which saw significant increases in student enrolment between 2000 and 2009, did not increase spending at the same pace as enrolment growth. As a result, expenditure per student decreased in these countries. This is also the case in Brazil, Hungary 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 in equivalent USD

Spending per student from primary through tertiary education in 2009 ranged from USD 4 000 per student or less in Argentina, Brazil, Chile, Indonesia, Mexico and South Africa, to more than USD 10 000 per student in Australia, Austria, Belgium, Denmark, Ireland, Japan, the Netherlands, Norway, Sweden, Switzerland and the United Kingdom, and up over USD 15 000 in the United States. In 14 of 35 countries with available data, it ranged from USD 8 000 to less than USD 11 000 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 are among the ten countries with the highest teachers' salaries at the secondary level (see Indicator D3), while Austria, Belgium, Denmark and Norway are among the countries with the lowest student-to-teacher ratios at the secondary level (see Indicator D2).

Even if spending per student from primary through tertiary education is similar in some OECD countries, the ways in which resources are allocated among 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 7 719 at the primary level, USD 9 312 at the secondary level and USD 13 728 at the tertiary level (Table B1.1a and Chart B1.2). At the tertiary level, this amount is affected by high expenditure in a few OECD countries – most notably Canada, Switzerland and the United States.

These averages mask a broad range of expenditure per student by educational institutions across countries. At the primary and secondary levels, expenditure per student by educational institutions varies by a factor of 8 and 9, respectively. At the primary level, expenditures range from USD 2 185 or less per student in Indonesia, Mexico and South Africa to USD 16 494 in Luxembourg. At the secondary level, expenditure ranges from USD 2 235 or less per student in Brazil, Indonesia and South Africa to USD 19 324 in Luxembourg. Expenditure per tertiary student by educational institutions ranges from USD 7 000 or less in Argentina, Chile, Estonia, Indonesia, the Slovak Republic and South Africa to more than USD 19 000 in Canada, Norway, Sweden, Switzerland and the United States (Table B1.1a and Chart B1.2).

These comparisons are based on purchasing power parities (PPPs) for GDP, not on market exchange rates. 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.

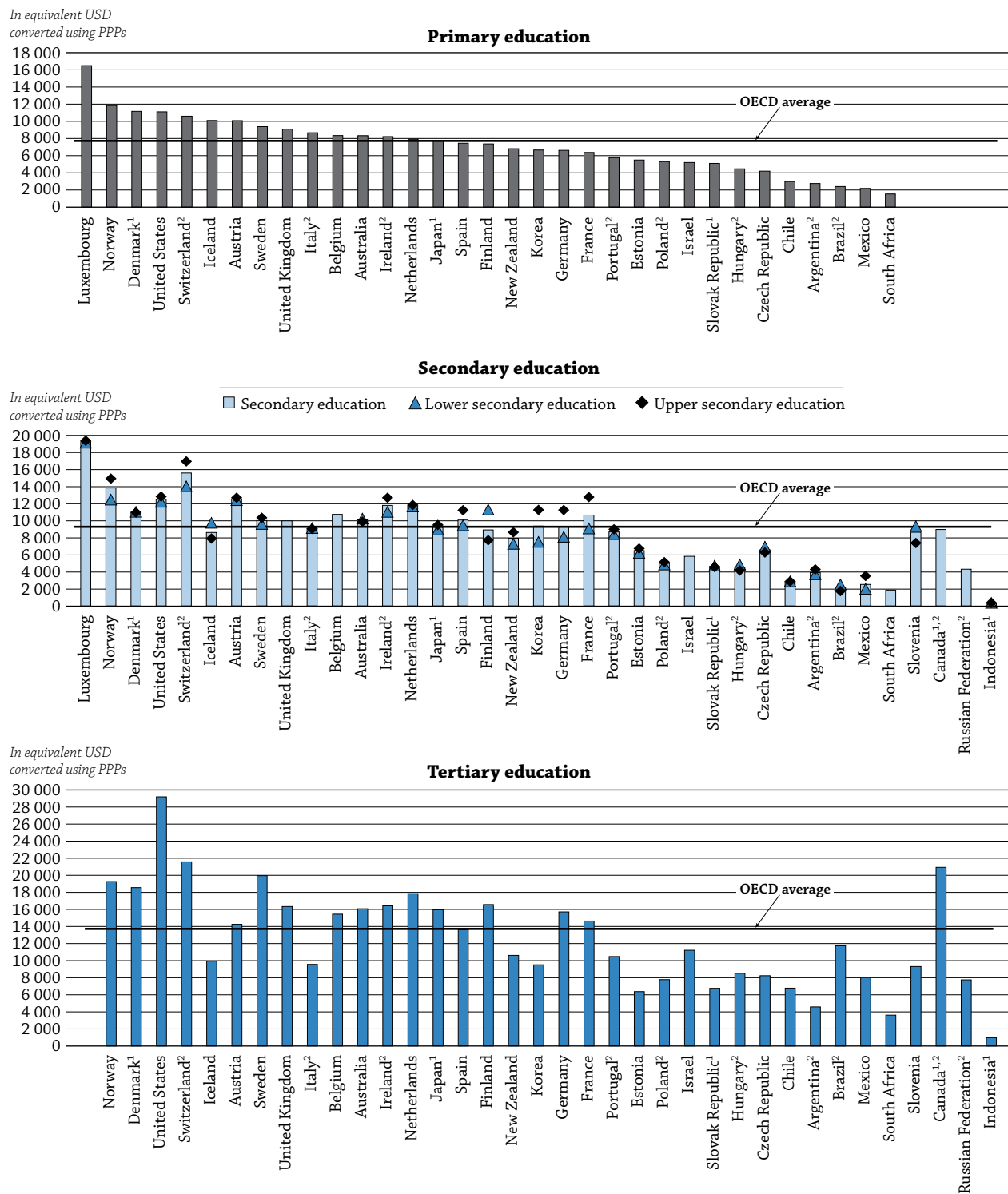
Expenditure per student on core educational services

On average across OECD countries, expenditure on core educational services represents 82% of total expenditure per student from primary through tertiary education, and exceeds 95% in Brazil, Mexico and Poland. In 6 of the 24 countries for which data are available – Finland, France, Hungary, the Slovak Republic, Sweden and the United Kingdom – core educational services account for less than 85% 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 educational services. On average, OECD countries for which data are available spend 94% of the total expenditure per student by educational institutions on core educational services at the primary, secondary and post-secondary non-tertiary levels. This corresponds to USD 8 103 at these levels. 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 exceeds 10% of total expenditure per student in Finland, France, Hungary, Korea, the Slovak Republic, Sweden and the United Kingdom (Table B1.2).

Chart B1.2. Annual expenditure per student by educational institutions for all services, by level of education (2009)

In equivalent USD converted using PPPs, based on full-time equivalents



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

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

Countries are ranked in descending order of expenditure on educational institutions per student in primary education.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). South Africa: UNESCO Institute for Statistics. Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662466>

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

Excluding R&D activities and ancillary services (peripheral services such as student welfare services), expenditure on core educational services in tertiary institutions is, on average, USD 8 944 per student. It ranges from USD 5 000 or less in Estonia and the Slovak Republic to more than USD 10 000 in Brazil, Canada, Finland, Ireland, the Netherlands and Norway, and more than USD 23 000 in the United States (Table B1.2).

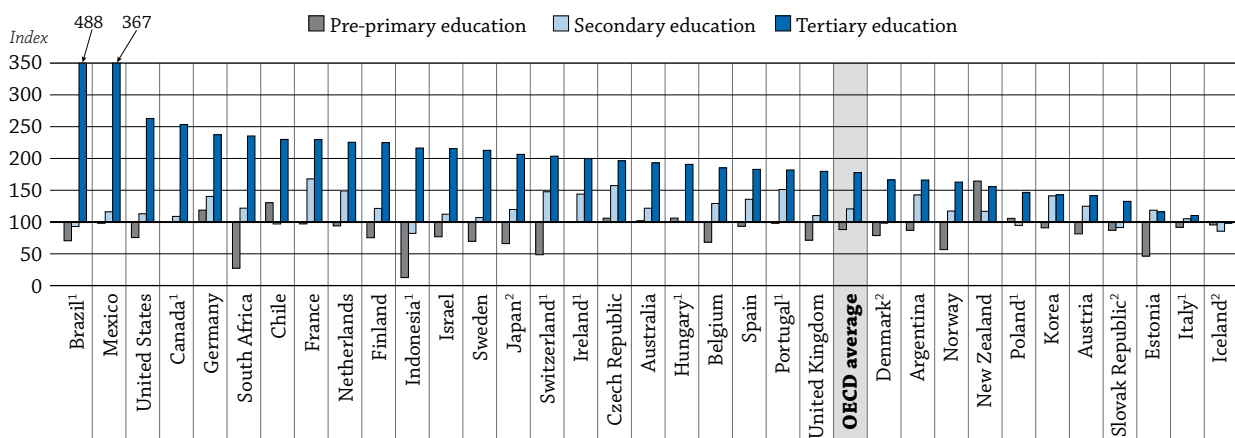
On average in OECD countries, expenditure on R&D and ancillary services at the tertiary level represents 31% and 4%, respectively, of all expenditure per student by tertiary institutions. In 8 of the 29 OECD countries for which data on R&D and ancillary services are available separately from total expenditure – Australia, Germany, Italy, Norway, Portugal, Sweden, Switzerland and the United Kingdom – 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 Australia, Canada, Norway, Sweden, Switzerland and the United Kingdom, expenditure for R&D and ancillary services amounts to more than USD 6 500 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). At the secondary level, the expenditure is, on average, 1.2 times greater than at the primary level. This ratio exceeds 1.5 in the Czech Republic, France and Portugal. In these countries, this is mainly due to a simultaneous increase in the number of instructional hours for students and a significant decrease in the number of teachers' teaching hours between primary and secondary education, as compared to the OECD average (see Indicators B7, D1 and D4).

Chart B1.3. Expenditure per student by educational institutions at various levels of education, for all services, relative to primary education (2009)

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, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). South Africa: UNESCO Institute for Statistics. Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662485>

Educational institutions in OECD countries spend, on average, 1.8 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, Korea, Poland and the Slovak Republic 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 educational expenditure per student between general and vocational programmes

In the 17 OECD countries for which data are available, expenditure per student in upper secondary vocational programmes represents, on average, USD 1 124 more than expenditure per student in general programmes. The countries with large enrolments in dual-system apprenticeship programmes at the upper secondary level (e.g. Austria, France, Germany, Hungary, Luxembourg, the Netherlands and Switzerland) tend to be those with the largest differences, compared to the OECD average, between expenditure per student enrolled in general and vocational programmes. Finland, Germany, Luxembourg, the Netherlands, and Switzerland spend, respectively, USD 1 289, USD 3 857, USD 1 521, USD 3 094 and USD 7 712 more per student in vocational programmes than they spend per student in general programmes. Meanwhile, the Czech Republic, France and the Slovak Republic spend, respectively, USD 1 067, USD 930, and USD 1 104 more per student in vocational programmes than they spend per student in general programmes. Exceptions to this pattern are Austria, which has approximately the same level of expenditure per student in the two types 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, Table C1.3).

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 educational 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 typical 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/eag2012), 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 Belgium, at USD 15 957 and USD 15 443, respectively (Table B1.1a). However, the average duration of tertiary studies is more than one year longer in Japan than in Belgium (4.2 and 3.0 years, respectively). As a consequence, the cumulative expenditure for each tertiary student is nearly USD 20 000 less in Belgium (USD 46 175) than in Japan (USD 66 856) (Chart B1.4 and Table B1.3a).

The total cost of tertiary-type A education in Switzerland (USD 126 021) is more than twice the amount reported by other countries, with the exception of Austria, Finland, France, Germany, Japan, the Netherlands, Spain and Sweden (Table B1.3a). 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.

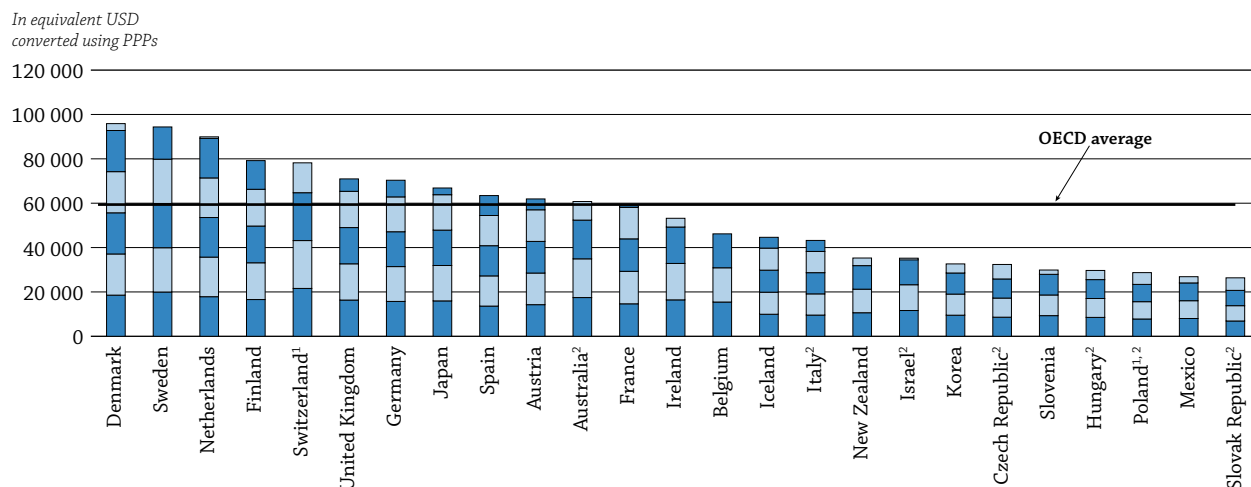
Expenditure per student by educational institutions relative to GDP per capita

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.

Chart B1.4. Cumulative expenditure per student by educational institutions over the average duration of tertiary studies (2009)

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/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662504>

In OECD countries, expenditure per student by educational institutions averages 23% of GDP per capita at the primary level, 27% at the secondary level and 42% at the tertiary level. Overall, from the primary to tertiary levels of education, expenditure per student averages 29% 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 of education and below-OECD-average GDP per capita – spend more per student relative to GDP per capita than the OECD average.

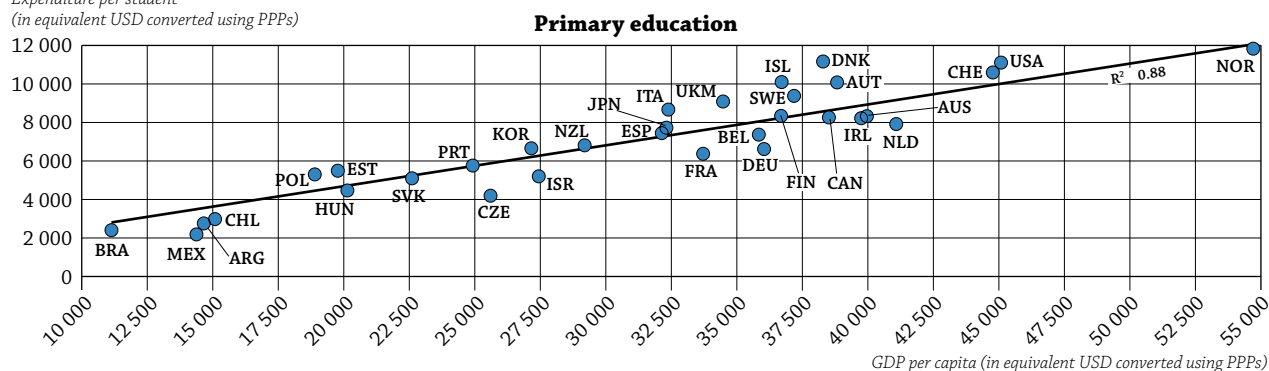
The relationship between GDP per capita and expenditure per student by educational institutions is difficult to interpret. However, as one would expect, there is a clear positive relationship between the two at both the primary and secondary levels of education – in other words, poorer countries tend 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. Australia and Austria, for example, have similar levels of GDP per capita (see Table X2.1 in Annex 2) but spend very different proportions of it at the primary and secondary levels. In Australia, the proportions are 21% at the primary level and 25% at the secondary level (below the OECD averages of 23% and 27%, respectively), while in Austria, the proportions are among the highest, at 26% and 32%, respectively (Table B1.4 and Chart B1.5).

Chart B1.5. Annual expenditure per student by educational institutions relative to GDP per capita (2009)

In equivalent USD converted using PPPs, by level of education

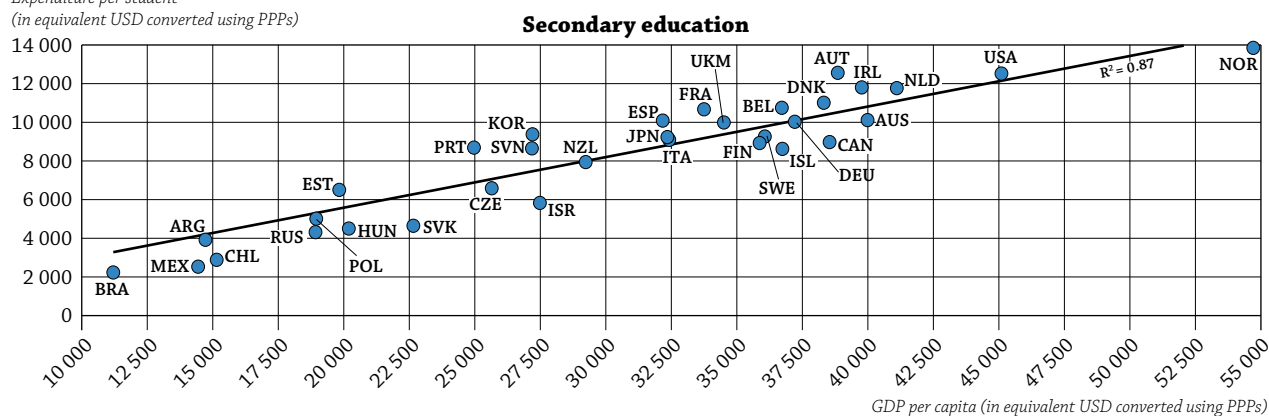
Expenditure per student

(in equivalent USD converted using PPPs)



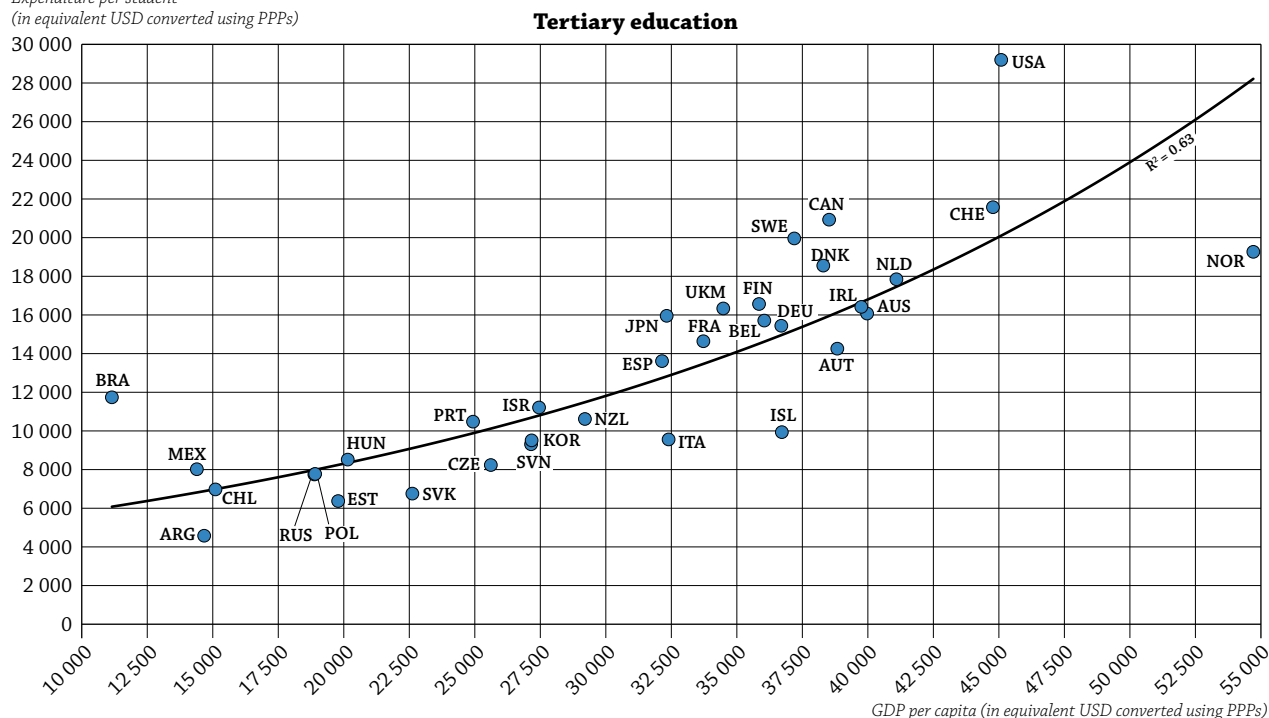
Expenditure per student

(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/eag2012).

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B1

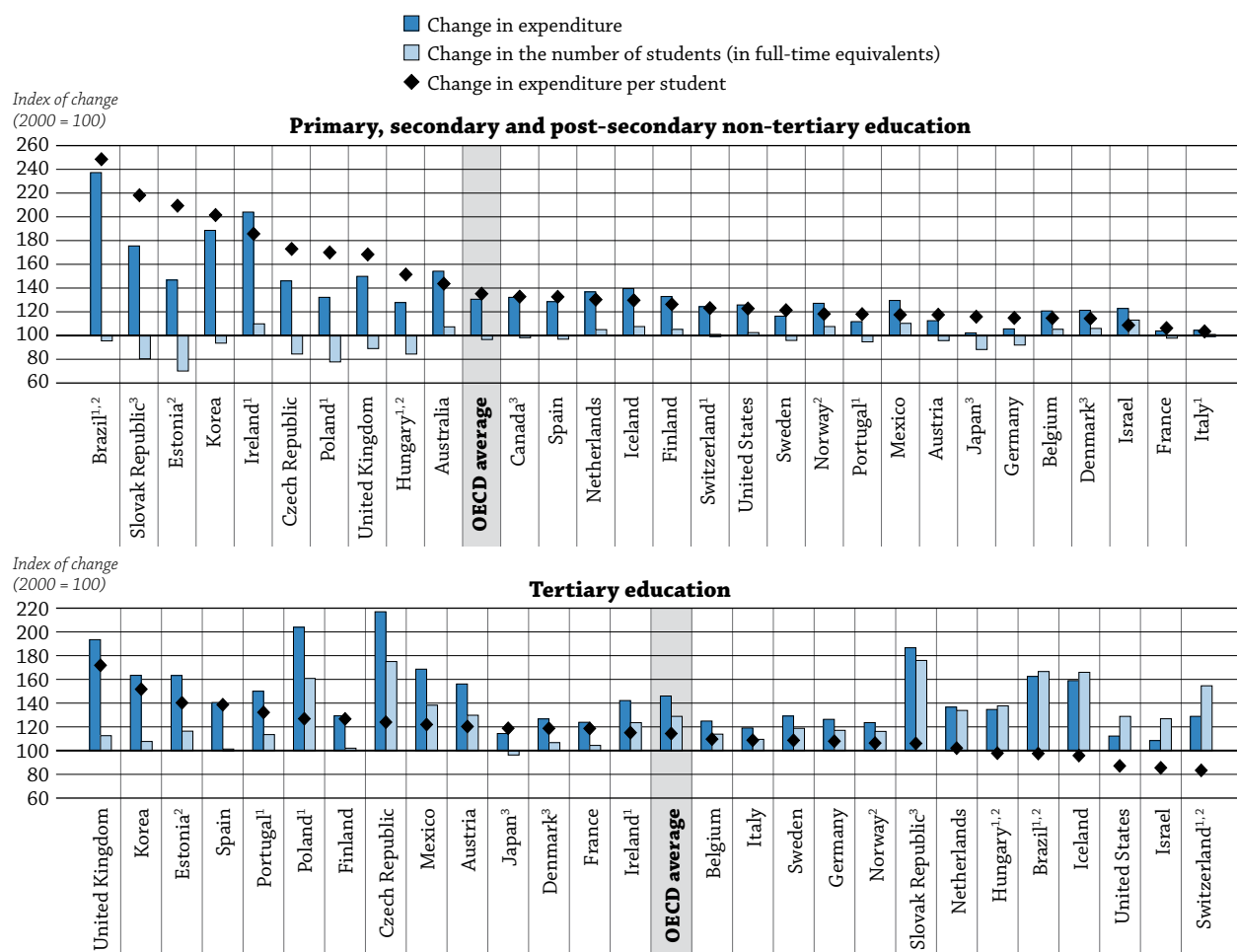
There is more variation in spending levels at the tertiary level, and the relationship between countries' relative wealth and their expenditure levels varies as well. Italy and Spain, for example, have similar levels of GDP per capita (USD 32 397 and USD 32 146, respectively) but very different levels of spending on tertiary education (USD 9 562 and USD 13 614, respectively), even when taking into account core expenditure only (USD 5 688 and USD 9 186). Canada, Mexico, Sweden and the United States spend more than 50% of GDP per capita on each tertiary student – among the highest proportions after Brazil and Saudi Arabia (Table B1.4 and Chart B1.5). Brazil spends the equivalent of 105% of GDP per capita on each tertiary student; however, it is important to bear in mind that tertiary students represent only 3% of students enrolled in all levels of education combined (Table B1.7, available on line).

Change in expenditure per student by educational institutions between 1995 and 2009

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, as teachers' salaries, the main component of costs, have increased in the majority of countries during the past decade (see Indicator D3).

Chart B1.6. Changes in the number of students and changes in expenditure per student by educational institutions, by level of education (2000, 2009)

Index of change between 2000 and 2009 (2000 = 100, 2009 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/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662542>

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 educational services.

Expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased in every country by an average of 56% between 1995 and 2009, a time during which student enrolment at these levels was relatively stable. The increase was relatively similar over the periods 2000-05 and 2005-09, showing that the global economic crisis had not yet affected the investment in education in the majority of countries. Only Hungary and Mexico showed a decrease between 2005 and 2009 in expenditure per primary, secondary and post-secondary non-tertiary student (Table B1.5a).

Between 2000 and 2009, in 24 of the 29 countries for which data are available, expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased by at least 16%. The increase exceeded 50% in Brazil, the Czech Republic, Estonia, Hungary, Ireland, Korea, Poland, the Slovak Republic and the United Kingdom. By contrast, in France, Israel and Italy, this expenditure increased by only 10% or less between 2000 and 2009 (Chart B1.6).

In most countries, changes in enrolments do not seem to have been the main factor behind changes in expenditure at these levels. In fact, in the Czech Republic, Estonia, Hungary, Poland, the Slovak Republic and the United Kingdom, a decrease in enrolment of more than 5% coincided with significant increases (over 5%) in spending per student by educational institutions between 2000 and 2009. In Germany, Japan and Portugal, a similar decline in enrolment at the primary, secondary and post-secondary non-tertiary levels coincided with a slight increase only 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 2009, as expenditure did not keep up with expanding enrolments. On average among OECD countries, expenditure per tertiary student by educational institutions remained stable from 1995 to 2000 but then increased from 2000-05 and 2005-09. Between 2000 and 2009, Estonia, Korea, Portugal, Spain and the United Kingdom increased expenditure per student by 30% or more.

By contrast, between 2000 and 2009, of the 27 countries for which data are available, Iceland, Israel and the United States recorded a decrease in expenditure per student in tertiary education. This is also the case in Brazil, Hungary 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 25% or more in the number of tertiary students (Table B1.5 and Chart B1.6).

Definitions

Ancillary services are defined as 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 things such as 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 include all expenditure that is directly related to instruction in educational institutions. This covers all expenditure on teachers, school buildings, teaching materials, books, and administration of schools.

Research and development (R&D) includes all expenditure on 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. The classification of expenditure is based on data collected from the institutions carrying out R&D, rather than on the sources of funds.

Methodology

Reference year: Data refer to the financial year 2009 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details see Annex 3 at www.oecd.org/edu/eag2012).

Table B1.5 shows the changes in expenditure per student by educational institutions between the financial years 1995, 2000, 2005 and 2009. OECD countries were asked to collect 1995, 2000 and 2005 data according to the definitions and coverage of UOE 2011 data collection. All expenditure data and GDP information for 1995, 2000 and 2005 are adjusted to 2009 prices using the GDP price deflator.

Data coverage: 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.

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.

Expenditure per student by educational institutions at a particular level of education is calculated by dividing the total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programmes for which both enrolment and expenditure data are available are taken into account. Expenditure in national currency is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The PPP exchange rate is used because the market exchange rate is affected by many factors (interest rates, trade policies, expectations of economic growth, etc.) that have little to do with current relative domestic purchasing power in different OECD countries (see Annex 2 for further details).

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/eag2012). For estimates of the duration of tertiary education, data are based on a survey carried out in OECD countries in 2011.

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.

OECD total: The OECD total reflects the value of the indicator if the OECD region is considered as a whole (see the Reader's Guide for details).

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.

References

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





- **Chart 1.7. Cumulative expenditure per student by educational institutions over the theoretical duration of primary and secondary studies (2009)**
StatLink  <http://dx.doi.org/10.1787/888932662561>
- **Table B1.1b. Annual expenditure per student by educational institutions for core services (2009)**
StatLink  <http://dx.doi.org/10.1787/888932665886>
- **Table B1.3b. Cumulative expenditure per student by educational institutions for all services over the theoretical duration of primary and secondary studies (2009)**
StatLink  <http://dx.doi.org/10.1787/888932665943>
- **Table B1.7. Distribution of expenditure (as a percentage) by educational institutions compared to the number of students enrolled at each level of education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932666038>

Table B1.1a. **Annual expenditure per student by educational institutions, for all services (2009)***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
				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)	(8)	(9)	(10)	(11)
OECD	Australia	8 493	8 328	10 273	9 916	10 137	7 445	9 158	17 460	16 074	9 867	10 407
	Austria	8 202	10 080	12 442	12 737	12 589	x(4)	14 210	14 258	14 257	9 811	12 285
	Belgium	5 696	8 341	x(5)	x(5)	10 775	x(5)	x(9)	x(9)	15 443	10 001	10 758
	Canada ^{1, 2}	x(2)	8 262	x(2)	10 340	8 997	m	13 605	25 341	20 932	15 126	m
	Chile ³	3 885	2 981	2 893	2 892	2 892	a	4 132	8 935	6 863	6 390	3 860
	Czech Republic	4 452	4 196	6 973	6 293	6 602	1 915	3 407	8 615	8 237	6 672	6 216
	Denmark	8 785	11 166	11 078	10 996	11 036	x(4,9)	x(9)	x(9)	18 556	m	12 523
	Estonia	2 551	5 493	6 225	6 756	6 519	7 604	5 186	6 981	6 373	3 968	6 210
	Finland	5 553	7 368	11 338	7 739	8 947	x(5)	n	16 569	16 569	10 085	9 910
	France	6 185	6 373	9 111	12 809	10 696	m	12 102	15 494	14 642	10 042	9 913
	Germany	7 862	6 619	8 130	11 287	9 285	8 843	8 192	17 306	15 711	9 594	9 779
	Greece	x(2)	m	x(5)	x(5)	m	m	m	m	m	m	m
	Hungary ²	4 745	4 467	4 874	4 181	4 514	4 701	5 402	8 725	8 518	6 645	5 227
	Iceland	9 636	10 099	9 778	7 934	8 644	x(5)	x(9)	x(9)	9 939	m	9 429
	Ireland ²	m	8 219	11 069	12 731	11 831	9 047	x(9)	x(9)	16 420	11 256	10 713
	Israel	3 998	5 202	x(5)	x(5)	5 842	4 871	9 393	11 621	11 214	m	6 410
	Italy ²	7 948	8 669	9 165	9 076	9 112	m	9 565	9 562	9 562	5 980	9 055
	Japan	5 103	7 729	8 985	9 527	9 256	x(4,9)	10 125	17 511	15 957	m	10 035
	Korea	6 047	6 658	7 536	11 300	9 399	a	6 313	10 499	9 513	8 096	8 542
	Luxembourg	16 247	16 494	19 202	19 443	19 324	m	m	m	m	m	m
	Mexico	2 158	2 185	2 014	3 534	2 536	a	x(9)	x(9)	8 020	6 756	2 875
	Netherlands	7 437	7 917	11 708	11 880	11 793	11 642	10 056	17 854	17 849	11 479	11 493
	New Zealand	11 202	6 812	7 304	8 670	7 960	9 421	8 521	11 185	10 619	8 939	8 117
	Norway	6 696	11 833	12 505	14 983	13 883	x(5)	x(9)	x(9)	19 269	11 290	14 020
	Poland ²	5 610	5 302	4 871	5 159	5 026	7 865	5 691	7 800	7 776	6 502	5 666
	Portugal ²	5 661	5 762	8 448	9 015	8 709	m	x(9)	x(9)	10 481	5 504	7 829
	Slovak Republic	4 433	5 099	4 747	4 578	4 658	x(4)	x(4)	6 758	6 758	5 919	5 134
	Slovenia	7 979	x(3)	9 386	7 409	8 670	x(4)	x(9)	x(9)	9 311	7 510	8 826
	Spain	6 946	7 446	9 484	11 265	10 111	a	10 990	14 191	13 614	9 656	9 800
	Sweden	6 549	9 382	9 642	10 375	10 050	5 974	6 658	21 144	19 961	9 464	11 400
	Switzerland ²	5 147	10 597	14 068	17 013	15 645	x(4)	5 502	23 111	21 577	9 465	14 716
	Turkey	m	m	a	m	m	a	m	m	m	m	m
	United Kingdom	6 493	9 088	10 124	9 929	10 013	x(4)	x(9)	x(9)	16 338	9 889	10 587
	United States	8 396	11 109	12 247	12 873	12 550	m	x(9)	x(9)	29 201	26 313	15 812
	OECD average	6 670	7 719	8 854	9 755	9 312	4 958	~	~	13 728	9 341	9 252
	OECD total	6 208	7 550	~	~	9 264	~	~	~	18 572	15 399	10 380
	EU21 average	6 807	7 762	9 369	9 666	9 513	6 399	~	~	12 967	8 332	9 122
Other G20	Argentina ²	2 398	2 757	3 727	4 307	3 932	a	3 034	5 284	4 579	m	3 512
	Brazil ²	1 696	2 405	2 523	1 763	2 235	a	x(9)	x(9)	11 741	11 107	2 647
	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 ³	57	449	366	374	369	a	1 509	818	972	592	467
	Russian Federation ²	m	x(5)	x(5)	x(5)	4 325	x(5)	4 539	8 627	7 749	7 368	5 354
	Saudi Arabia ^{2, 3}	m	m	m	m	m	m	x(9)	x(9)	16 297	m	m
	South Africa ²	420	1 536	x(5)	x(5)	1 872	4 183	x(9)	x(9)	3 616	m	1 824
	G20 average	m	m	m	m	m	m	m	m	m	m	m

1. Year of reference 2008.

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

3. Year of reference 2010.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932665867>

Table B1.2. Annual expenditure per student by educational institutions on core services, ancillary services and R&D (2009)*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	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
OECD	Australia	8 937	202	9 139	9 267	600	6 208	16 074	8 997	1 410	10 407	
	Austria	11 146	535	11 681	9 689	123	4 446	14 257	10 804	1 480	12 285	
	Belgium	9 501	283	9 783	9 474	527	5 442	15 443	9 496	1 262	10 758	
	Canada ^{1, 2, 3}	8 515	481	8 997	14 014	1 113	5 806	20 932	m	m	m	
	Chile ⁴	2 708	227	2 935	6 390	x(4)	472	6 863	3 575	285	3 860	
	Czech Republic	5 178	437	5 615	6 586	86	1 565	8 237	5 501	715	6 216	
	Denmark ¹	11 094	a	11 094	x(7)	a	x(7)	18 556	x(10)	x(10)	12 523	
	Estonia	x(3)	x(3)	6 149	3 968	x(4)	2 405	6 373	x(10)	x(10)	6 210	
	Finland	7 402	912	8 314	10 085	n	6 484	16 569	7 898	2 011	9 910	
	France	7 694	1 166	8 861	9 284	758	4 600	14 642	7 984	1 930	9 913	
	Germany	8 303	232	8 534	8 885	709	6 117	15 711	8 403	1 375	9 779	
	Greece	m	m	m	m	m	m	m	m	m	m	
	Hungary ³	3 949	557	4 506	6 168	477	1 873	8 518	4 348	880	5 227	
	Iceland	x(3)	x(3)	9 309	x(7)	x(7)	x(7)	9 939	x(10)	x(10)	9 429	
	Ireland ³	9 615	m	9 615	11 256	m	5 164	16 420	9 880	833	10 713	
	Israel	5 172	292	5 464	9 857	1 357	n	11 214	5 927	483	6 410	
	Italy ^{3, 5}	8 632	311	8 943	5 688	293	3 581	9 562	8 260	795	9 055	
	Japan ¹	x(3)	x(3)	8 502	x(7)	x(7)	x(7)	15 957	x(10)	x(10)	10 035	
	Korea	7 155	967	8 122	8 030	65	1 418	9 513	7 420	1 123	8 542	
	Luxembourg	17 190	828	18 018	m	m	m	m	m	m	m	
	Mexico	x(3)	x(3)	2 339	6 756	m	1 264	8 020	2 756	119	2 875	
	Netherlands	10 030	n	10 030	11 479	n	6 370	17 849	10 301	1 191	11 493	
	New Zealand	x(3)	x(3)	7 556	8 939	x(4)	1 680	10 619	x(10)	x(10)	8 117	
	Norway	x(3)	x(3)	12 971	11 105	185	7 979	19 269	x(10)	x(10)	14 020	
	Poland ³	5 148	19	5 167	6 502	n	1 274	7 776	5 407	259	5 666	
	Portugal ³	7 121	167	7 288	5 504	x(4)	4 977	10 481	6 860	969	7 829	
	Slovak Republic ¹	4 254	526	4 781	4 674	1 246	839	6 758	4 329	805	5 134	
	Slovenia	8 108	562	8 670	7 480	30	1 802	9 311	7 955	871	8 826	
	Spain	8 366	452	8 818	9 186	470	3 957	13 614	8 799	1 001	9 800	
	Sweden	8 697	1 012	9 709	9 464	n	10 497	19 961	8 823	2 576	11 400	
	Switzerland ³	x(3)	x(3)	13 411	9 465	x(4)	12 113	21 577	x(10)	x(10)	14 716	
	Turkey	m	m	m	m	m	m	m	m	m	m	
	United Kingdom	7 767	1 835	9 602	8 368	1 521	6 449	16 338	7 855	2 732	10 587	
	United States	10 902	928	11 831	23 079	3 234	2 888	29 201	13 693	2 119	15 812	
	OECD average		8 103	539	8 617	8 944	582	4 202	13 728	7 621	1 184	9 252
	EU21 average		8 379	546	8 759	7 986	390	4 325	12 967	7 818	1 276	9 122
Other G20	Argentina ³	x(3)	x(3)	3 296	x(7)	x(7)	x(7)	4 579	x(10)	x(10)	3 512	
	Brazil ³	x(3)	x(3)	2 304	11 107	x(4)	634	11 741	2 624	23	2 647	
	China	m	m	m	m	m	m	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	m	
	Indonesia ⁴	x(3)	x(3)	418	x(7)	x(7)	x(7)	972	x(10)	x(10)	467	
	Russian Federation ³	x(3)	x(3)	4 325	x(7)	x(7)	380	7 749	x(10)	x(10)	5 354	
	Saudi Arabia ^{3, 4}	m	m	m	x(7)	x(7)	x(7)	16 297	m	m	m	
	South Africa ²	x(3)	x(3)	1 697	x(7)	x(7)	x(7)	3 616	x(10)	x(10)	1 824	
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 2008.

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

4. Year of reference 2010.

5. Exclude post-secondary non-tertiary education.

Source: OECD, Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932665905>

Table B1.3a. **Cumulative expenditure per student by educational institutions for all services over the average duration of tertiary studies (2009)**

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

		Method ¹	Average duration of tertiary studies in 2008 (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	CM	m	3.48	m	m	60 762	m
	Austria	AF	1.89	4.80	4.34	26 900	68 418	61 920
	Belgium	CM	2.41	3.67	2.99	x(6)	x(6)	46 175
	Canada		m	m	m	m	m	m
	Chile		m	m	m	m	m	m
	Czech Republic ²	CM	m	3.76	m	m	32 381	m
	Denmark	AF	2.51	5.97	5.19	x(6)	x(6)	96 230
	Estonia		m	m	m	m	m	m
	Finland	CM	a	4.78	4.78	a	79 199	79 199
	France ²	CM	3.00	4.74	4.02	36 305	73 442	58 860
	Germany	CM	2.50	5.16	4.48	20 500	89 317	70 353
	Greece		m	m	m	m	m	m
	Hungary ³	AF	1.84	3.74	3.48	9 916	32 632	29 681
	Iceland	CM	x(3)	x(3)	4.49	x(6)	x(6)	44 624
	Ireland ³	CM	2.21	4.02	3.24	x(6)	x(6)	53 201
	Israel	CM	m	3.03	m	m	35 211	m
	Italy	AF	m	4.52	m	m	43 218	m
	Japan	CM	2.09	4.57	4.19	21 193	80 021	66 856
	Korea	CM	2.07	4.22	3.43	13 068	44 308	32 630
	Luxembourg		m	m	m	m	m	m
	Mexico	AF	1.72	3.49	3.35	x(6)	x(6)	26 868
	Netherlands	CM	m	5.02	5.02	m	89 626	89 604
	New Zealand	CM	2.22	3.90	3.32	18 951	43 647	35 287
	Norway		m	m	m	m	m	m
	Poland ³	CM	m	3.68	m	m	28 705	m
	Portugal		m	m	m	m	m	m
	Slovak Republic	AF	2.47	3.90	3.82	m	26 356	m
	Slovenia	AF	2.63	3.64	3.21	x(6)	x(6)	29 873
	Spain	CM	2.15	5.54	4.66	23 629	78 616	63 440
	Sweden	CM	2.20	4.89	4.73	14 648	103 341	94 375
	Switzerland ³	CM	2.19	5.45	3.62	12 032	126 021	78 201
	Turkey	CM	2.73	2.37	2.65	m	m	m
	United Kingdom ²	CM	3.52	5.86	4.34	x(6)	x(6)	70 951
	United States		m	m	m	m	m	m
	OECD total		2.23	4.33	3.97	~	~	59 386
	EU21 average		2.26	4.57	4.16	~	~	64 913
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

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

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

3. Public institutions only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932665924>

Table B1.4. Annual expenditure per student by educational institutions for all services relative to GDP per capita (2009)*By level of education, based on full-time equivalents*

		Pre-primary education (for children 3 years and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education excluding R&D activities	Primary to tertiary education	
				Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education			
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD	Australia	21	21	26	25	25	19	23	44	40	25	26	
	Austria	21	26	32	33	32	m	37	37	37	25	32	
	Belgium	16	23	x(5)	x(5)	29	x(5)	x(9)	x(9)	42	27	29	
	Canada ^{1, 2}	x(2)	21	x(2)	27	23	m	35	66	54	39	m	
	Chile ³	26	20	19	19	19	a	27	59	45	42	26	
	Czech Republic	17	16	27	25	26	7	13	34	32	26	24	
	Denmark	23	29	29	29	29	x(4,9)	x(9)	x(9)	48	m	33	
	Estonia	13	28	31	34	33	38	26	35	32	20	31	
	Finland	15	21	32	22	25	x(5)	n	46	46	28	28	
	France	18	19	27	38	32	m	36	46	43	30	29	
	Germany	22	18	23	31	26	25	23	48	44	27	27	
	Greece	x(2)	m	x(5)	x(5)	m	m	m	m	m	m	m	
	Hungary ²	24	22	24	21	22	23	27	43	42	33	26	
	Iceland	26	28	27	22	24	x(5)	x(9)	x(9)	27	m	26	
	Ireland ²	m	21	28	32	30	23	x(9)	x(9)	41	28	27	
	Israel	15	19	x(5)	x(5)	21	18	34	42	41	m	23	
	Italy ²	25	27	28	28	28	m	30	30	30	18	28	
	Japan	16	24	28	29	29	x(4,9)	31	54	49	m	31	
	Korea	22	25	28	42	35	a	23	39	35	30	31	
	Luxembourg	20	20	23	23	23	m	m	m	m	m	m	
	Mexico	15	15	14	25	18	a	x(9)	x(9)	56	47	20	
	Netherlands	18	19	28	29	29	28	24	43	43	28	28	
	New Zealand	38	23	25	30	27	32	29	38	36	31	28	
	Norway	12	22	23	27	25	x(5)	x(9)	x(9)	35	21	26	
	Poland ²	30	28	26	27	27	42	30	41	41	34	30	
	Portugal ²	23	23	34	36	35	m	x(9)	x(9)	42	22	31	
	Slovak Republic	20	23	21	20	21	x(4)	x(4)	30	30	26	23	
	Slovenia	29	x(3)	35	27	32	x(4)	x(9)	x(9)	34	28	33	
	Spain	22	23	30	35	31	a	34	44	42	30	30	
	Sweden	18	25	26	28	27	16	18	57	54	25	31	
	Switzerland ²	11	24	31	38	35	x(4)	12	52	48	21	33	
	Turkey	m	m	a	m	m	a	m	m	m	m	m	
	United Kingdom	19	26	29	29	29	x(4)	x(9)	x(9)	47	29	31	
	United States	19	25	27	29	28	m	x(9)	x(9)	65	58	35	
	OECD average		20	23	26	29	27	17	26	44	42	30	29
	EU21 average		21	22	25	29	27	13	26	42	39	29	28
Other G20	Argentina ²	16	19	25	29	27	a	21	36	31	m	24	
	Brazil ²	15	22	23	16	20	a	x(9)	x(9)	105	100	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 ³	1	10	8	9	8	a	34	19	22	13	11	
	Russian Federation ¹	m	x(5)	x(5)	x(5)	23	a	24	46	41	39	28	
	Saudi Arabia ^{2, 3}	m	m	m	m	m	m	x(9)	x(9)	69	m	m	
	South Africa ²	4	15	x(5)	x(5)	18	41	x(9)	x(9)	35	m	18	
	G20 average		m	m	m	m	m	m	m	m	m	m	m

1. Year of reference 2008.

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

3. Year of reference 2010.

Source: OECD, Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


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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 (1995, 2000, 2005, 2009)

Index of change between 1995, 2000, 2005 and 2009 (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	2009	1995	2000	2009	1995	2000	2009
OECD	Australia	65	84	127	87	93	100	74	91	127
	Austria	90	97	109	m	101	97	m	95	112
	Belgium	m	94	113	m	91	96	m	103	118
	Canada ^{1, 2}	91	86	113	m	99	99	m	87	115
	Chile ³	m	m	118	m	m	94	m	m	124
	Czech Republic	86	76	111	115	107	91	75	71	123
	Denmark ¹	72	86	105	91	95	101	79	91	104
	Estonia ⁴	62	80	117	119	122	86	53	66	137
	Finland	72	81	108	88	95	100	81	85	108
	France	90	100	103	m	102	100	m	98	104
	Germany	94	100	105	99	102	94	95	97	112
	Greece ¹	50	78	m	107	101	m	46	77	m
	Hungary ^{4, 5}	69	69	88	113	108	91	61	64	97
	Iceland	m	72	101	93	94	102	m	77	100
	Ireland ⁵	57	68	138	102	97	107	56	70	130
	Israel	79	95	116	84	94	106	95	101	110
	Italy ^{5, 6}	97	96	100	101	99	100	96	97	101
	Japan ¹	97	99	101	124	109	96	78	91	105
	Korea	m	69	130	110	102	96	m	68	136
	Luxembourg ^{4, 5, 7}	m	m	108	m	m	105	m	m	103
	Mexico	65	80	104	88	95	104	74	85	99
	Netherlands	68	83	114	94	97	102	73	86	112
	New Zealand ⁴	65	92	120	m	m	101	m	m	120
	Norway ⁴	85	89	114	84	95	102	101	95	112
	Poland ⁵	63	89	118	121	110	85	52	81	139
	Portugal ⁵	74	98	109	113	109	103	66	90	106
	Slovak Republic ¹	71	73	129	114	108	87	62	68	148
	Slovenia	m	m	104	m	m	91	m	m	113
	Spain	92	93	120	127	107	104	73	87	116
	Sweden	71	88	103	85	98	94	84	90	109
	Switzerland ⁵	75	87	108	93	98	99	81	89	109
	Turkey	m	m	m	m	m	m	m	m	m
	United Kingdom	58	70	105	98	113	100	59	62	105
	United States	74	92	116	93	98	100	79	95	116
	OECD average	75	85	112	102	101	98	74	85	115
	EU21 average	74	85	110	105	103	97	69	83	115
Other G20	Argentina	m	m	m	m	m	m	m	m	m
	Brazil ^{4, 5}	58	66	156	84	98	94	69	67	166
	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	139	m	m	88	m	m	158
	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 2008 instead of 2009.

3. Year of reference 2010 instead of 2009.

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/eag2012).

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


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Table B1.5b. **Change in expenditure per student by educational institutions for all services relative to different factors, at the tertiary level (1995, 2000, 2005, 2009)**

Index of change between 1995, 2000, 2005 and 2009 (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	2009	1995	2000	2009	1995	2000	2009
OECD									
Australia	74	83	124	73	m	117	102	m	106
Austria	72	75	117	93	103	133	77	73	87
Belgium	m	98	123	m	94	107	m	104	114
Canada ^{1, 2, 3}	64	86	109	m	m	m	m	m	m
Chile ⁴	m	m	156	m	m	149	m	m	104
Czech Republic	64	65	141	46	72	127	139	90	111
Denmark ¹	78	86	109	94	98	104	83	88	104
Estonia ⁵	64	92	150	51	85	99	124	108	151
Finland	77	86	112	85	95	97	91	91	115
France	85	93	116	m	95	99	m	98	116
Germany	89	94	119	96	93	109	92	101	109
Greece ¹	28	42	m	46	68	m	61	63	m
Hungary ^{3, 5}	64	81	109	38	66	91	167	122	119
Iceland	m	69	110	53	68	112	m	103	98
Ireland ³	58	100	143	72	85	105	80	118	136
Israel	64	90	97	59	82	104	107	110	94
Italy	73	93	110	90	89	98	82	104	113
Japan ¹	82	94	108	98	99	95	84	95	113
Korea	m	79	129	63	93	101	m	84	128
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	57	73	123	64	83	114	89	88	108
Netherlands	82	86	117	82	85	114	100	101	103
New Zealand ⁵	87	84	133	m	m	130	m	m	102
Norway ⁵	92	86	106	88	88	102	104	98	104
Poland ³	34	57	117	35	60	96	97	96	122
Portugal ³	51	70	105	69	90	103	74	78	103
Slovak Republic ¹	54	67	125	51	71	125	106	94	99
Slovenia	m	m	110	m	m	107	m	m	102
Spain	63	88	123	108	107	109	59	82	113
Sweden	70	86	112	68	82	98	102	105	114
Switzerland ^{3, 5}	69	77	99	75	79	122	92	97	81
Turkey	m	m	m	m	m	m	m	m	m
United Kingdom	61	65	127	83	93	105	74	70	120
United States	60	85	95	81	89	114	74	96	83
OECD average	67	81	118	72	86	110	94	95	109
EU21 average	65	80	120	71	86	107	95	94	113
Other G20									
Argentina	m	m	m	m	m	m	m	m	m
Brazil ^{3, 5}	66	79	128	56	70	117	118	112	109
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	168	m	m	175	m	m	96
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 2008 instead of 2009.

3. Public institutions only.

4. Year of reference 2010 instead of 2009.

5. Public expenditure only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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 (2009)***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	10 273	10 618	6 146	9 916	11 299	6 657	10 137	6 506
	Austria	12 442	12 442	a	12 737	12 387	12 852	12 589	12 852
	Belgium ¹	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)
	Canada ^{1, 2}	x(7)	x(7)	x(7)	10 340	x(4)	x(4)	8 997	x(7)
	Chile ³	2 893	2 893	a	2 892	2 842	2 992	2 892	2 992
	Czech Republic	6 973	6 951	x(1)	6 293	5 512	6 579	6 602	6 606
	Denmark	11 078	11 078	a	10 996	x(4)	x(4)	11 036	x(7)
	Estonia	6 225	x(1)	x(1)	6 756	6 922	6 433	6 519	x(7)
	Finland ¹	11 338	11 338	a	7 739	6 823	8 112	8 947	8 112
	France	9 111	9 111	a	12 809	12 443	13 373	10 696	13 373
	Germany	8 130	8 130	a	11 287	9 171	13 028	9 285	13 028
	Greece	m	m	m	m	m	m	m	m
	Hungary ⁴	4 874	4 876	4 637	4 181	4 251	3 988	4 514	4 007
	Iceland ¹	9 778	9 778	a	7 934	x(4)	x(4)	8 644	x(7)
	Ireland ⁴	11 069	x(1)	x(1)	12 731	x(4)	x(4)	11 831	x(7)
	Israel	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	5 842	11 394
	Italy ⁴	9 165	x(1)	x(1)	9 076	x(4)	x(4)	9 112	x(7)
	Japan ¹	8 985	8 985	a	9 527	x(4)	x(4)	9 256	x(7)
	Korea	7 536	7 536	a	11 300	x(4)	x(4)	9 399	x(7)
	Luxembourg	19 202	19 202	a	19 443	18 536	20 057	19 324	20 057
	Mexico	2 014	2 376	459	3 534	3 486	4 004	2 536	1 186
	Netherlands	11 708	10 392	15 045	11 880	9 765	12 860	11 793	13 508
	New Zealand	7 304	7 304	a	8 670	7 940	10 764	7 960	10 764
	Norway ¹	12 505	12 505	a	14 983	x(4)	x(4)	13 883	x(7)
	Poland ⁴	4 871	x(1)	x(1)	5 159	4 974	5 327	5 026	x(7)
	Portugal ⁴	8 448	x(1)	x(1)	9 015	x(4)	x(4)	8 709	x(7)
	Slovak Republic ¹	4 747	4 747	x(6)	4 578	3 833	4 937	4 658	4 937
	Slovenia ¹	9 386	9 386	a	7 409	x(4)	x(4)	8 670	x(7)
	Spain	9 484	x(1)	x(1)	11 265	x(4)	x(4)	10 111	x(7)
	Sweden	9 642	9 739	a	10 375	10 599	10 221	10 050	10 085
	Switzerland ^{1, 4}	14 068	14 068	a	17 013	12 188	19 900	15 645	19 900
	Turkey	a	a	a	m	m	m	m	m
	United Kingdom ¹	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	10 013	x(7)
	United States	12 247	12 247	a	12 873	12 873	a	12 550	a
	OECD average	8 854	~	~	9 755	8 410	9 534	9 312	9 957
	EU21 average	9 327	~	~	9 652	8 768	9 814	9 513	10 657
Other G20	Argentina ⁴	3 727	3 727	a	4 307	x(4)	x(4)	3 932	x(7)
	Brazil ⁴	2 523	2 523	a	1 763	x(4)	x(4)	2 235	x(7)
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia ³	366	366	a	374	472	232	369	232
	Russian Federation ¹	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa ⁴	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	1 872	x(7)
G20 average		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 2008.

3. Year of reference 2010.

4. Public institutions only.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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