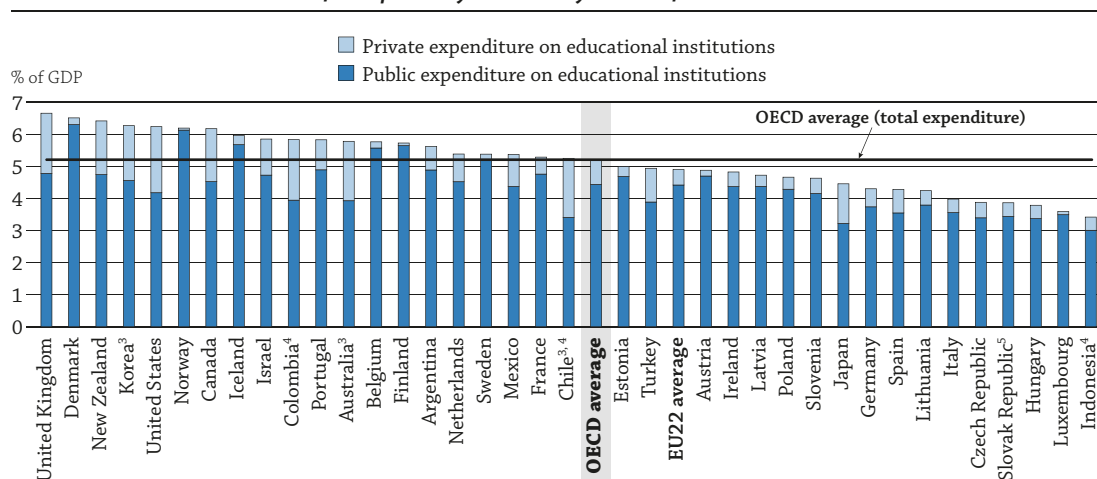


WHAT PROPORTION OF NATIONAL WEALTH IS SPENT ON EDUCATIONAL INSTITUTIONS?

- In 2014, OECD countries spent an average of 5.2% of their gross domestic product (GDP) on educational institutions (from primary to tertiary levels), ranging from 3.3% in the Russian Federation to 6.6% in the United Kingdom across OECD and partner countries.
- Between 2005 and 2014, 21 of the 30 countries for which data are available increased the share of their GDP spent on educational institutions from primary to tertiary education. The average expenditure on educational institutions as a percentage of GDP, however, remained largely stable, increasing by only 0.2 percentage points over the nine-year period.
- From the beginning of the economic crisis in 2008 up until 2010, while GDP fell in real terms in 23 of the 41 countries with available data, public expenditure on educational institutions fell in only 9 of the 33 countries with available data. As a result, public expenditure on educational institutions as a percentage of GDP decreased only in four countries over this period. Between 2010 and 2014, however the increase in public expenditure did not keep pace with the increase in GDP resulting in a 2% decrease in public expenditure on educational institutions as a percentage of GDP across the OECD.

Figure B2.1. Expenditure on educational institutions as a percentage of GDP (2014)


From public¹ and private² sources, including undistributed programmes, from primary to tertiary levels of education



1. Including public subsidies to households attributable for educational institutions, and direct expenditure on educational institutions from international sources.
2. Net of public subsidies attributable for educational institutions.
3. Public does not include international sources.
4. Year of reference 2015.
5. Expenditure on public institutions for bachelor's, master's and doctoral degrees.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.

Source: OECD/UIS/Eurostat (2017), Table B2.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933557850>

Context

Countries invest in educational institutions to help foster economic growth, enhance productivity, contribute to personal and social development and reduce social inequality, among other reasons. However, the level of expenditure on educational institutions is affected by the size of a country's school-age population, enrolment rates, level of teachers' salaries, and the organisation and delivery of instruction. At the primary and lower secondary levels of education (corresponding broadly to the 5-14 year-old population), enrolment rates are close to 100% in most OECD countries; changes in the

number of students are therefore closely related to demographic changes. This is not as much the case in upper secondary and tertiary education, as part of the concerned population has left the education system (see Indicator C1).

In order to account for these issues, this indicator measures expenditure on educational institutions relative to a nation's wealth. National wealth is based on GDP, while expenditure on education includes spending by governments, enterprises, and individual students and their families. The proportion of education expenditure relative to GDP depends partly on the different preferences of various public and private actors, though it largely comes from public budgets and is closely scrutinised by governments. During economic downturns, even core sectors like education can be subject to budget cuts.

■ Other findings

- Primary, secondary and post-secondary non-tertiary education accounts for 70% of expenditure on primary to tertiary educational institutions, or 3.6% of GDP, on average across OECD countries. Denmark, Iceland, New Zealand, Norway, Portugal and the United Kingdom allocate the highest share of their GDP to these levels of education, at 4.5% or more. The Czech Republic, Lithuania and the Russian Federation spend less than 2.7% of their GDP on these levels.
- Tertiary educational institutions cost 1.6% of GDP in 2014 on average across OECD countries, which represents a moderate increase from 2005, when it was 1.4% on average. The countries which spend the most at this level – Canada, Chile, Korea and the United States – allocate between 2.3% and 2.7% of their GDP to tertiary institutions.
- Private expenditure on educational institutions as a percentage of GDP is highest at the tertiary level on average across OECD countries. In Australia, Canada, Chile, Colombia, Japan, Korea, the United Kingdom and the United States, over half of the expenditure on tertiary education comes from private sources, accounting for at least 0.5% of GDP.

Analysis

B2

Overall investment relative to GDP

The share of national wealth devoted to educational institutions is substantial in all OECD and partner countries. In 2014, OECD countries spent on average 5.2% of their GDP on educational institutions from primary to tertiary levels (see Table C2.3 for the share of GDP devoted to early childhood education), taking into account both public and private sources of funds.

Within individual countries, expenditure on primary to tertiary educational institutions relative to GDP reached 6% or more in Canada, Denmark, Iceland, Korea, New Zealand, Norway, the United Kingdom and the United States. At the other end of the spectrum were the Czech Republic, Hungary, Indonesia, Luxembourg, the Russian Federation and the Slovak Republic, who spent less than 4% of their GDP on education (Figure B2.1 and Table B2.1).

Expenditure on educational institutions, by level of education

In all OECD and partner countries with available data, the share of national resources devoted to educational institutions in primary, secondary and post-secondary non-tertiary education combined is much larger than the share devoted to tertiary education (Table B2.3). In fact, more than two-thirds on average of the expenditure on educational institutions in all OECD countries (excluding early childhood education) are devoted to primary, secondary and post-secondary non-tertiary education, and nearly one-third to tertiary education. The share of resources devoted to educational institutions in primary, secondary and post-secondary non-tertiary levels exceeds 50% of educational expenditure in all countries, and in Argentina, Belgium, Brazil, Iceland, Indonesia, Ireland, Italy, Luxembourg, Portugal and Slovenia it accounts for over 75%. In terms of expenditure as a percentage of GDP, Denmark, Iceland and the United Kingdom spend the highest share on primary, secondary and post-secondary non-tertiary education combined (at least 4.7% of GDP), while in the Czech Republic, Indonesia, Lithuania, the Russian Federation and the Slovak Republic, expenditure on those levels accounts for less than 2.8% of GDP.

At the primary education level, expenditure on educational institutions amounts to 1.5% of GDP on average across OECD countries, while lower secondary receives 1%. However, the share of expenditure on educational institutions is strongly influenced by the demographic composition of the country. Countries with relatively high fertility rates are more likely to spend a larger share of their wealth on primary and lower secondary education. On the other hand, all the countries where investment in primary education is below 1% of GDP are Central and Eastern European countries with low birth rates, namely Austria, the Czech Republic, Germany, Hungary, Lithuania and the Slovak Republic (Table B2.3 and see Indicator C1).

Expenditures on educational institutions at the upper secondary level, vocational and general programmes take up on average 0.6% of GDP each. However, these figures vary widely between countries. Of the 29 countries for which data are available, 15 spend more on general programmes and 14 spend more on vocational programmes. Post-secondary non-tertiary education, which often has vocational components, is the object of considerably less expenditure across the OECD, representing about 0.1% of GDP on average.

Finally, tertiary education accounts for 1.5% of GDP on average, although there is greater variation among countries at this level, depending, for example, on research and development (R&D) expenditure (see Indicator B1). Moreover, as it is not a compulsory level of education, enrolment in and, therefore expenditure on, tertiary education are less linked to demographic pressures than are lower levels of education. Tertiary education is also the origin of most of the variation in primary to tertiary expenditure on educational institutions over time, mainly between 2005 and 2011 (Table B2.2). The countries where the largest share of GDP is spent on tertiary educational institutions in 2014 (above 2% of GDP) are Canada, Chile, Korea and the United States. Unsurprisingly, these countries also have some of the strongest participation by private sources of educational funding at this level (for instance, 1.3% of GDP for Chile and Canada and 1.7% for the United States; Table B2.3 and Figure B2.2).

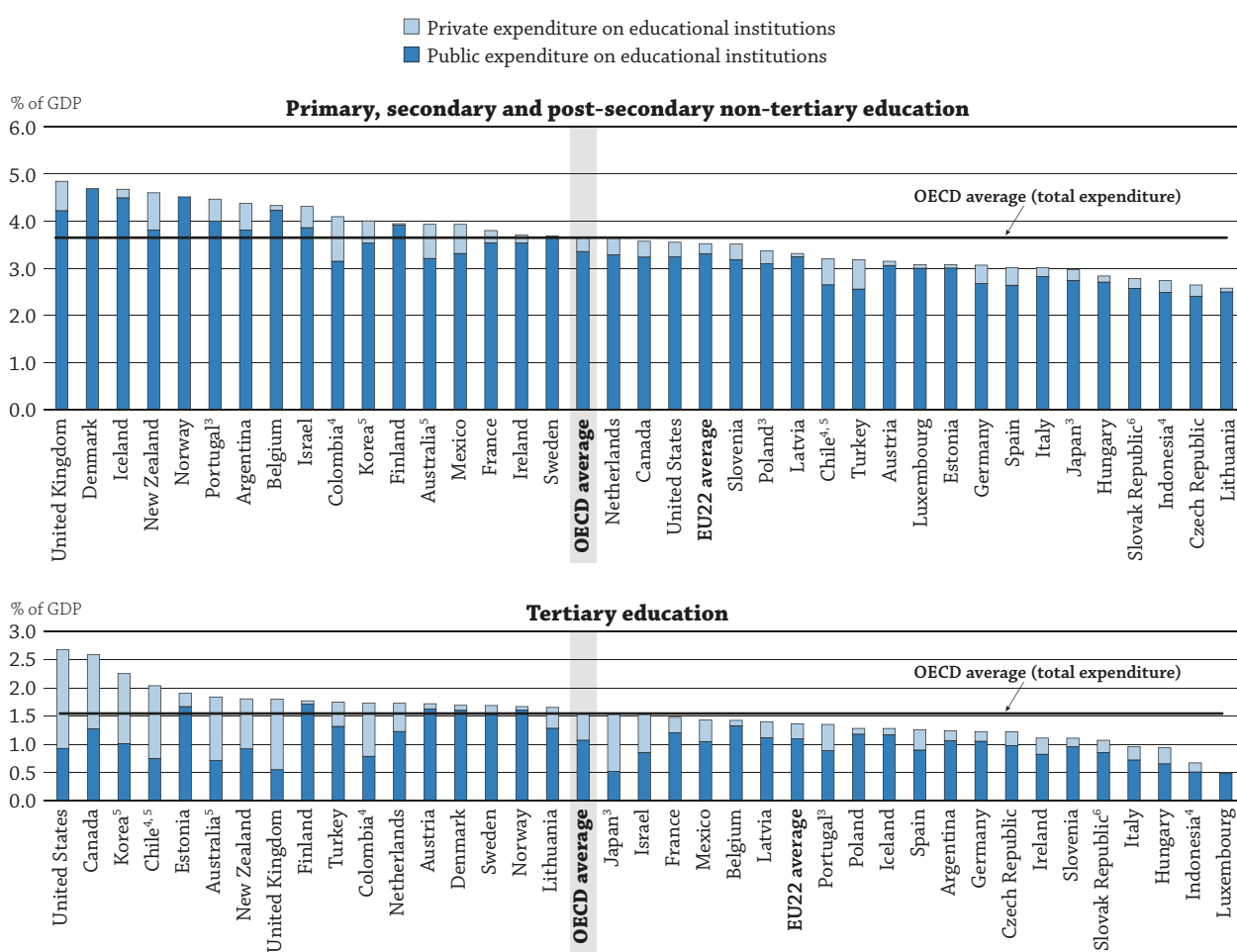
Share of public and private expenditure as a percentage of GDP

Public sources in OECD countries spend on average 4.4% of GDP on educational institutions (from primary to tertiary levels), while only 0.8% is funded by private sources (Figure B2.1). However, large differences in private spending are observed across countries. In Australia, Chile, Colombia, the United Kingdom and the United States, private expenditure on educational institutions represent a relatively large proportion of their GDP compared to other countries (1.8% or more). On the other hand, Austria, Belgium, Denmark, Finland, Luxembourg, Norway and Sweden have the smallest share of private expenditure (0.2% or below).

At sub-tertiary levels of education (Figure B2.2), private investment is low and accounts for a combined total of 0.3% of GDP on average for primary, secondary and post-secondary non-tertiary education. Australia, at 0.7% of GDP, Colombia (0.9%) and New Zealand (0.8%) have the largest relative shares of private funds for primary, secondary and post-secondary non-tertiary education. In New Zealand, this is influenced by a relatively large vocational sector at upper secondary and post-secondary non-tertiary levels. Compared with compulsory schooling, a much higher proportion of institutional expenditure in New Zealand comes from private household sources via tuition fees, much of which are paid on the student's behalf directly to institutions from public sources via subsidised student loans. In Australia, private sources are relatively evenly spread between primary, secondary and post-secondary non-tertiary levels, while in Colombia private educational investment is more heavily present in primary education, where it accounts for roughly one-quarter of total expenditure.

Figure B2.2. Public and private expenditure on educational institutions as a percentage of GDP, by level of education (2014)

From public¹ and private² sources, by level of education and source of funds



1. Including public subsidies to households attributable for educational institutions, and direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.

3. Some levels of education are included with others. Refer to "x" code in Table B2.1 for details.

4. Year of reference 2015.

5. Public does not include international sources.

6. Expenditure on public institutions for bachelor's, master's and doctoral degrees.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.

Source: OECD/UIS/Eurostat (2017), Table B2.3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933557869>

In tertiary education (Figure B2.2), however, private sources (including tuition fee loans) play a more crucial role, accounting for around 31% of expenditure on average, or 0.5% of GDP. In some countries, private sources are very important in relative and absolute terms to assure that a large percentage of national wealth goes into tertiary education. As mentioned above, Canada, Chile, Korea and the United States stand out for spending the largest percentage of GDP on tertiary educational institutions. This is partly driven by having the highest shares of private sources. Among the countries spending more than 1.9% of GDP on tertiary education, only Estonia has a small percentage of private sources, at 0.2% of GDP.

Changes in educational expenditure between 2005 and 2014

Combining all educational levels from primary to tertiary, average expenditure on educational institutions as a percentage of GDP across OECD countries increased by around 0.2 percentage points between 2005 and 2014 (Table B2.2). Over the same period of time, countries like Brazil, Portugal and the Russian Federation displayed the largest increases by far in expenditure as a percentage of GDP. This was more a result of an increase in expenditure than a decrease in GDP. Brazil and Portugal added 1 percentage point to their shares of GDP spent on educational institutions, while the Russian Federation added 0.8 percentage points.

Although average expenditure on primary, secondary and post-secondary non-tertiary educational institutions remained stable between 2005 and 2014, this masks significant changes in some countries. In Chile, Hungary, Iceland and Slovenia, for example, expenditure on primary, secondary and post-secondary non-tertiary education as a percentage of GDP decreased by at least 0.5 percentage points over the nine-year period. On the other hand, Brazil and Portugal both increased the share of expenditure on these educational levels by 0.9 percentage point over the same period.

At the tertiary level, all countries except Hungary, Israel, Poland and Slovenia spent a larger percentage of their GDP on educational institutions in 2014 than they did in 2005. The average increase across the OECD was 0.1 percentage points, although Estonia's increased by 0.8 percentage points.

Public expenditure on educational institutions relative to GDP after the 2008 crisis

The global economic crisis that began in 2008 had major adverse effects on various sectors of the economy. Data from 2008 to 2014 show clearly the impact of the crisis on the funding of educational institutions, especially when comparing the periods 2008-10 and 2010-14 (Table B2.4, available on line).

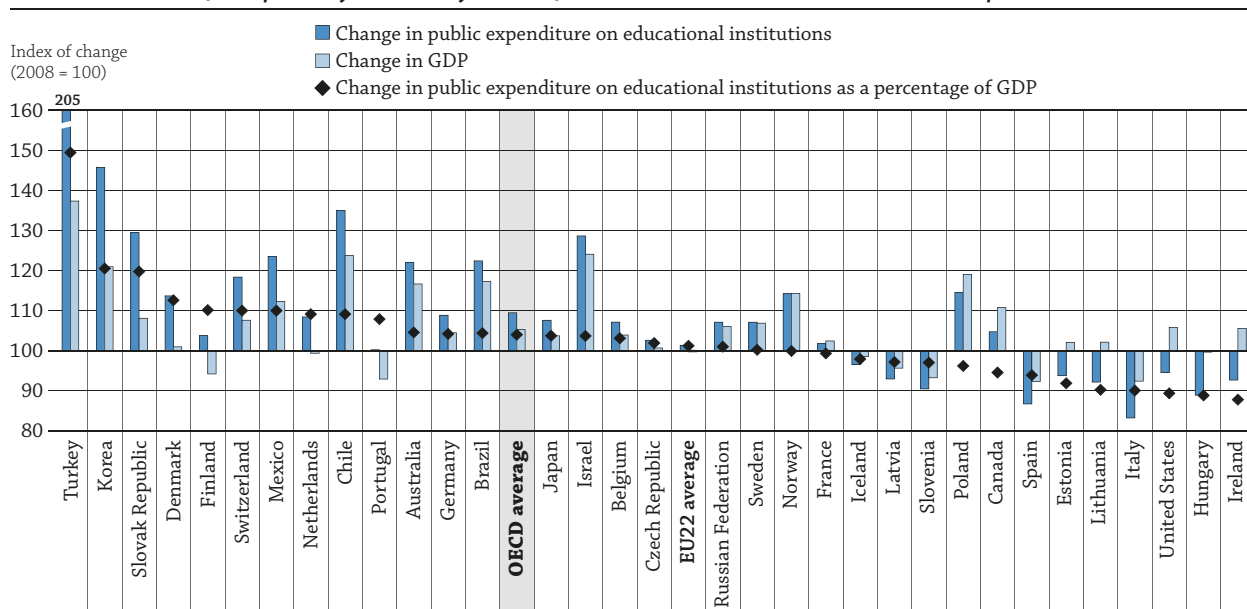
Between 2008 and 2010, GDP (expressed in constant prices) fell in 22 out of 35 OECD countries – by 2% on average across all OECD countries, and by 6% or more in Estonia, Greece, Iceland, Latvia and Slovenia. Despite this fall, and the fact that over three-quarters of education expenditure in most countries comes from public sources, available data show that expenditure in the educational institutions from primary to tertiary levels remained relatively untouched by early budget cuts. Since public budgets in most countries are approved many months before the funds are actually spent, there are certain built-in rigidities to education funding. Moreover, most governments try to protect education from dramatic reductions in public investment. In fact, among the 33 countries with available data for the period between 2008 and 2010, only 8 countries cut public expenditure on educational institutions (in real terms): Estonia (by 11%), Hungary (by 11%), Iceland (by 13%), Italy (by 6%), Latvia (by 26%), Lithuania (by 8%), the Russian Federation (by 4%) and the United States (by 1%). In Hungary, Iceland, Italy and Latvia, this translated into a decrease in expenditure on educational institutions as a percentage of GDP (as the reduction in expenditure was larger than the decrease in GDP, or as GDP increased at the same time). In Estonia, Lithuania, the Russian Federation and the United States, the share of GDP devoted to educational institutions did not change or even increased, as the decrease in expenditure was moderated or cancelled out by similar or larger decreases in GDP. In all other countries, public expenditure on educational institutions increased or remained stable, even though GDP decreased in some of them. As a result, the share of GDP devoted to education rose by 6% on average across OECD countries between 2008 and 2010.

Between 2010 and 2014, however, the crisis had a stronger impact on public expenditure on educational institutions. While GDP decreased between 2008 and 2010 in 22 of the 35 OECD countries with available data, between 2010 and 2014 it stayed constant or increased in all countries except 4 (Greece, experienced a reduction of 18%, 4% in Italy, 6% in Portugal and 4% in Spain). On average, GDP increased by 7% across the OECD between 2010 and 2014. On the other hand, public expenditure on educational institutions increased by 5% between 2010 and 2014 on average across OECD countries. The combination of these two trends resulted in a decrease in public expenditure as a percentage of GDP in all but 12 countries for which data are available (34 OECD and partner countries). The average decrease across the OECD was 2%.

In summary, in the six years following the crisis (from 2008 to 2014), public expenditure on educational institutions increased by 9% (Figure B2.3). Yet, in a context of initial GDP decreases (between 2008 and 2010), followed by stronger growth between 2010 and 2014, public expenditure on educational institutions as a percentage of GDP increased by 6% between 2008 and 2010 followed by a reduction of 2% between 2010 and 2014. All countries, except Chile, Iceland, Israel, Latvia, the Russian Federation and Turkey, observed a more negative trend in the share of public expenditure on educational institutions as a percentage of GDP between 2010 and 2014 than between 2008 and 2010.

Figure B2.3. Index of change in public expenditure on educational institutions and in GDP (2008 to 2014)

Index of change between 2008 and 2014 in public¹ expenditure on education institutions as a percentage of GDP, from primary to tertiary levels of education (2008 = 100, 2014 constant prices)



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

Countries are ranked in descending order of the change in public expenditure on educational institutions as a percentage of GDP.

Source: OECD/UIS/Eurostat (2017), Table B2.4 (available on line). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933557888>

Definitions

Expenditure on educational institutions refers to public or private expenditures on entities that provide instructional services to individuals or education-related services to individuals and other educational institutions.

Methodology

Expenditure on educational institutions as a percentage of GDP at a particular level of education is calculated by dividing total expenditure by educational institutions at that level by GDP. Expenditure and GDP values in national currency are converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The PPP conversion factor 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).

Source

Data refer to the financial year 2014 (unless otherwise specified) and are based on the UNESCO, the OECD and Eurostat (UOE) data collection on education statistics administered by the OECD in 2016 (for details see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm). Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa are from the UNESCO Institute of Statistics (UIS).

Note regarding data from Israel

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 B2 Tables


StatLink  <http://dx.doi.org/10.1787/888933560225>

Table B2.1 Expenditure on educational institutions as a percentage of GDP, by level of education (2014)

Table B2.2 Trends in expenditure on educational institutions as a percentage of GDP, by level of education (2005, 2010 to 2014)

Table B2.3 Expenditure on educational institutions as a percentage of GDP, by source of funding and level of education (2014)

WEB Table B2.4 Change in public expenditure on educational institutions as a percentage of GDP (2008, 2010, 2014)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table B2.1. Expenditure on educational institutions as a percentage of GDP, by level of education (2014)
From public and private sources of funds¹
B2

	Primary (1)	Secondary					Post- secondary non-tertiary (7)	Tertiary (including R&D activities)			Primary to tertiary (11)
		Lower secondary (2)	Upper secondary			All secondary (6)		Short-cycle tertiary (8)	Bachelor's, master's and doctoral degrees (9)	All tertiary (10)	
			General programmes (3)	Vocational programmes (4)	All programmes (5)						
OECD											
Australia	1.8	1.2	0.6	0.2	0.8	2.0	0.1	0.3	1.6	1.8	5.8
Austria	0.9	1.2	0.3	0.7	1.0	2.2	0.0	0.3	1.5	1.7	4.9
Belgium	1.6	0.9	0.8 ^d	1.1 ^d	1.8 ^d	2.8 ^d	x(4, 5, 6)	0.0	1.4	1.4	5.8
Canada ²	2.1 ^d	x(1)	x(5)	x(5)	1.5	1.5	m	0.9	1.7	2.6	6.2
Chile ³	1.5	0.6	0.8	0.3	1.1	1.7	a	0.3	1.7	2.0	5.2
Czech Republic	0.8	0.9	0.2	0.7	0.9	1.9	0.0	0.0	1.2	1.2	3.9
Denmark ⁴	2.1	1.3	x(5)	x(5)	1.4	2.7	a	x(10)	x(10)	1.7	6.5
Estonia	1.4	0.7	0.4	0.3	0.7	1.4	0.2	a	1.9	1.9	5.0
Finland	1.4	1.1	0.4	1.1 ^d	1.5 ^d	2.6 ^d	x(4, 5, 6)	a	1.8	1.8	5.7
France	1.2	1.3	0.8	0.5	1.3	2.6	0.0	0.3	1.2	1.5	5.3
Germany	0.6	1.3	0.4	0.5	0.9	2.2	0.2	0.0	1.2	1.2	4.3
Greece	m	m	m	m	m	m	m	m	m	m	m
Hungary	0.6	0.6	1.1	0.3	1.4	2.0	0.2	0.0	0.9	0.9	3.8
Iceland	2.3	1.1	0.7	0.5	1.2	2.3	0.1	0.0	1.3	1.3	6.0
Ireland	1.8	0.8	0.7	a	0.7	1.6	0.3	x(10)	x(10)	1.1	4.8
Israel	2.3	x(3, 4, 5)	1.2 ^d	0.8 ^d	2.0 ^d	2.0	0.0	0.2	1.3	1.5	5.8
Italy	1.1	0.7	x(5)	x(5)	1.2	1.9	0.1	0.0	1.0	1.0	4.0
Japan	1.3	0.8	x(5)	x(5)	0.9 ^d	1.7 ^d	x(5, 6, 8, 9, 10)	0.2 ^d	1.3 ^d	1.5 ^d	4.4
Korea	1.7	1.0	x(5)	x(5)	1.3	2.3	a	0.3	2.0	2.3	6.3
Latvia	1.6	0.8	0.5	0.4	0.9	1.6	0.1	0.2	1.2	1.4	4.7
Luxembourg	1.3	0.8	0.3	0.6	0.9	1.8	0.0	0.0	0.5	0.5	3.6
Mexico	2.0	1.0	0.6	0.4	1.0	2.0	a	x(10)	x(10)	1.4	5.4
Netherlands	1.2	1.2	0.3	0.9	1.2	2.4	0.0	0.0	1.7	1.7	5.4
New Zealand	1.6	1.4	1.1	0.4	1.4	2.8	0.2	0.2	1.6	1.8	6.4
Norway	2.1	1.0	0.7	0.8	1.5	2.4	0.0	0.0	1.6	1.7	6.2
Poland ⁴	1.6	0.8	0.3	0.5	0.9	1.7	0.1	0.0	1.3	1.3	4.7
Portugal	1.8	1.3	x(5)	x(5)	1.4 ^d	2.7 ^d	x(5, 6, 9, 10)	a	1.4 ^d	1.4 ^d	5.8
Slovak Republic ⁵	0.9	1.0	0.2	0.6	0.9	1.9	0.1	0.0	1.1	1.1	3.9
Slovenia	1.7	0.9	0.4	0.6	1.0	1.9	a	0.0	1.1	1.1	4.6
Spain	1.3	0.8	0.5	0.3 ^d	0.9 ^d	1.7 ^d	x(4, 5, 6)	0.2	1.1	1.3	4.3
Sweden	1.7	0.8	0.5	0.6	1.1	1.9	0.0	0.0	1.7	1.7	5.4
Switzerland ⁶	1.5	1.0	0.4	0.5	0.9	1.9	x(4, 5, 6)	x(9, 10)	1.3 ^d	1.3 ^d	4.7
Turkey	1.2	0.9	0.5	0.5	1.0	2.0	a	x(10)	x(10)	1.8	4.9
United Kingdom	2.0	1.1	1.2	0.5	1.7	2.8	a	m	m	1.8	6.6
United States	1.6	0.9	x(5)	x(5)	1.0	1.9	0.0	x(10)	x(10)	2.7	6.2
OECD average	1.5	1.0	0.6	0.6	1.2	2.1	0.1	0.2	1.4	1.5	5.2
EU22 average	1.4	1.0	0.5	0.6	1.1	2.1	0.1	0.1	1.3	1.4	4.9
Partners											
Argentina	1.9	1.5	1.0	a	1.0	2.5	a	x(10)	x(10)	1.2	5.6
Brazil ⁶	1.6	1.4	x(5)	x(5)	1.0 ^d	2.5 ^d	x(5, 6)	x(10)	x(10)	0.8	4.9
China	m	m	m	m	m	m	m	m	m	m	m
Colombia ³	2.1	1.5	x(5)	x(5)	0.5	2.0	m	x(10)	x(10)	1.7 ^d	5.8
Costa Rica ³	m	m	m	m	m	m	a	m	m	m	m
India	m	m	m	m	m	m	m	a	m	m	m
Indonesia ³	1.6	0.5	0.4	0.2	0.6	1.2	a	x(10)	x(10)	0.7	3.4
Lithuania	0.7	1.2	0.4	0.2	0.6	1.7	0.2	a	1.7	1.7	4.2
Russian Federation	x(3, 4, 5)	x(3, 4, 5)	1.9 ^d	0.2 ^d	2.1 ^d	2.1 ^d	x(5, 6)	0.2	1.1	1.3	3.3
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

Note: Data on expenditure on early childhood education are available in Indicator C2. Public expenditure figures presented here exclude undistributed programmes. See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, Education at a Glance Database.

1. Including international sources.

2. Primary education contains information from pre-primary and lower secondary education.

3. Year of reference 2015.

4. Vocational programmes in upper secondary education include information from vocational programmes in lower secondary education.

5. Expenditure on public institutions for bachelor's, master's and doctoral degrees.

6. Public expenditure only.

Source: OECD/UIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table B2.3. Expenditure on educational institutions as a percentage of GDP, by source of funding and level of education (2014)
From public and private sources of funds
B2

	Primary			Lower secondary			Upper secondary and post-secondary non-tertiary			Tertiary			Primary to tertiary		
	Public ¹	Private ²	Total	Public ¹	Private ²	Total	Public ¹	Private ²	Total	Public ¹	Private ²	Total	Public ¹	Private ²	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia ³	1.6	0.2	1.8	0.9	0.3	1.2	0.7	0.2	0.9	0.7	1.1	1.8	3.9	1.8	5.8
Austria	0.9	0.0	0.9	1.2	0.0	1.2	1.0	0.1	1.0	1.6	0.1	1.7	4.7	0.2	4.9
Belgium	1.5	0.0	1.6	0.9	0.0	0.9	1.8	0.0	1.8	1.3	0.1	1.4	5.6	0.2	5.8
Canada	1.9 ^d	0.2 ^d	2.1^d	x(1)	x(2)	x(3)	1.3	0.1	1.5	1.3	1.3	2.6	4.5	1.6	6.2
Chile ^{3, 4}	1.3	0.3	1.5	0.5	0.1	0.6	0.9	0.2	1.1	0.8	1.3	2.0	3.4	1.8	5.2
Czech Republic	0.7	0.1	0.8	0.8	0.1	0.9	0.8	0.1	1.0	1.0	0.2	1.2	3.4	0.5	3.9
Denmark	2.1	0.0	2.1	1.2	0.1	1.3	1.4	0.0	1.4	1.6	0.1	1.7	6.3	0.2	6.5
Estonia	1.4	0.0	1.4	0.7	0.0	0.7	1.0	0.0	1.0	1.7	0.2	1.9	4.7	0.3	5.0
Finland	1.4	0.0	1.4	1.1	0.0	1.1	1.5	0.0	1.5	1.7	0.1	1.8	5.6	0.1	5.7
France	1.1	0.1	1.2	1.2	0.1	1.3	1.2	0.1	1.3	1.2	0.3	1.5	4.8	0.5	5.3
Germany	0.6	0.0	0.6	1.2	0.0	1.3	0.8	0.3	1.2	1.1	0.2	1.2	3.7	0.6	4.3
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	0.5	0.0	0.6	0.6	0.0	0.6	1.6	0.0	1.6	0.7	0.3	0.9	3.4	0.4	3.8
Iceland	2.3	0.0	2.3	1.1	0.0	1.1	1.1	0.1	1.3	1.2	0.1	1.3	5.7	0.3	6.0
Ireland	1.8	0.1	1.8	0.8	0.1	0.8	1.0	0.1	1.0	0.8	0.3	1.1	4.4	0.5	4.8
Israel	2.2	0.1	2.3	x(7)	x(8)	x(9)	1.7 ^d	0.4 ^d	2.0^d	0.9	0.7	1.5	4.7	1.1	5.8
Italy	1.0	0.1	1.1	0.7	0.0	0.7	1.1	0.1	1.2	0.7	0.2	1.0	3.6	0.4	4.0
Japan ⁵	1.2	0.0	1.3	0.7	0.0	0.8	0.7	0.2	0.9	0.5	1.0	1.5	3.2	1.2	4.4
Korea ³	1.6	0.1	1.7	0.9	0.0	1.0	1.0	0.3	1.3	1.0	1.2	2.3	4.6	1.7	6.3
Latvia	1.6	0.0	1.6	0.7	0.0	0.8	0.9	0.0	0.9	1.1	0.3	1.4	4.4	0.3	4.7
Luxembourg	1.3	0.0	1.3	0.8	0.0	0.8	0.9	0.0	0.9	0.5	0.0	0.5	3.5	0.1	3.6
Mexico	1.7	0.3	2.0	0.9	0.1	1.0	0.8	0.2	1.0	1.1	0.4	1.4	4.4	1.0	5.4
Netherlands	1.2	0.0	1.2	1.2	0.1	1.2	0.9	0.3	1.2	1.2	0.5	1.7	4.5	0.9	5.4
New Zealand	1.5	0.1	1.6	1.2	0.2	1.4	1.2	0.5	1.6	0.9	0.9	1.8	4.7	1.7	6.4
Norway	2.1	0.0	2.1	1.0	0.0	1.0	1.5	0.0	1.5	1.6	0.1	1.7	6.1	0.1	6.2
Poland ⁵	1.5	0.1	1.6	0.7	0.1	0.8	0.8	0.1	0.9	1.2	0.1	1.3	4.3	0.4	4.7
Portugal ⁵	1.6	0.2	1.8	1.2	0.1	1.3	1.2	0.2	1.4	0.9	0.5	1.4	4.9	0.9	5.8
Slovak Republic ⁶	0.8	0.1	0.9	0.9	0.1	1.0	0.9	0.1	0.9	0.9	0.2	1.1	3.4	0.4	3.9
Slovenia	1.5	0.1	1.7	0.8	0.1	0.9	0.9	0.1	1.0	1.0	0.1	1.1	4.1	0.5	4.6
Spain	1.1	0.2	1.3	0.7	0.1	0.8	0.8	0.1	0.9	0.9	0.4	1.3	3.5	0.7	4.3
Sweden	1.7	0.0	1.7	0.8	0.0	0.8	1.1	0.0	1.1	1.5	0.2	1.7	5.2	0.2	5.4
Switzerland	1.5	m	m	1.0	m	m	0.9	m	m	1.3	m	m	4.7	m	m
Turkey	1.0	0.2	1.2	0.8	0.2	0.9	0.8	0.3	1.0	1.3	0.4	1.8	3.9	1.0	4.9
United Kingdom	1.8	0.2	2.0	1.0	0.1	1.1	1.4	0.3	1.7	0.6	1.3	1.8	4.8	1.9	6.6
United States	1.5	0.1	1.6	0.8	0.1	0.9	0.9	0.1	1.0	0.9	1.7	2.7	4.2	2.1	6.2
OECD average	1.4	0.1	1.5	0.9	0.1	1.0	1.1	0.1	1.2	1.1	0.5	1.6	4.4	0.8	5.2
EU22 average	1.3	0.1	1.4	0.9	0.1	1.0	1.1	0.1	1.2	1.1	0.3	1.4	4.4	0.5	4.9
Partners															
Argentina	1.6	0.3	1.9	1.3	0.2	1.5	0.9	0.1	1.0	1.1	0.2	1.2	4.9	0.7	5.6
Brazil	1.6	m	m	1.4	m	m	1.0	m	m	0.8	m	m	4.9	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia ⁴	1.6	0.5	2.1	1.2	0.3	1.5	0.4	0.1	0.5	0.8	0.9	1.7	3.9	1.9	5.8
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ⁴	1.5	0.0	1.6	0.5	0.0	0.5	0.5	0.2	0.6	0.5	0.2	0.7	3.0	0.4	3.4
Lithuania	0.7	0.0	0.7	1.1	0.0	1.2	0.7	0.0	0.7	1.3	0.4	1.7	3.8	0.4	4.2
Russian Federation	x(9)	x(9)	x(9)	x(9)	x(9)	x(9)	m	m	2.1^d	m	m	1.3	m	m	3.3
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Public expenditure data presented here exclude undistributed programmes. See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, Education at a Glance Database.

1. Including public subsidies to households attributable for educational institutions, and direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.

3. Public does not include international sources.


4. Year of reference 2015.

5. Some levels of education are included with others. Refer to “x” code in Table B2.1 for details.

6. Expenditure on public institutions for bachelor’s, master’s and doctoral degrees.

Source: OECD/UIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader’s Guide* for information concerning symbols for missing data and abbreviations.

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