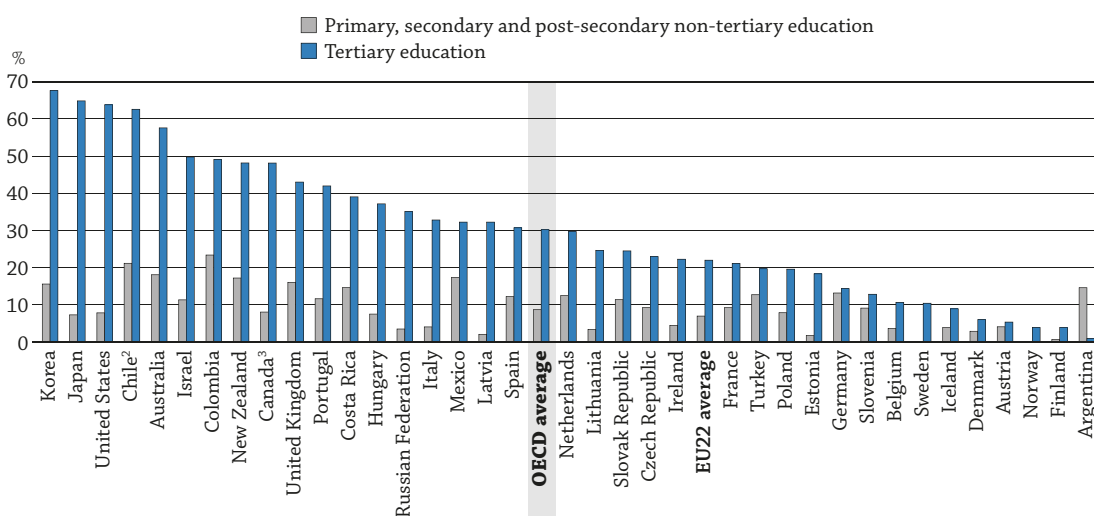


## HOW MUCH PUBLIC AND PRIVATE INVESTMENT IN EDUCATION IS THERE?

- On average, across OECD countries, public funding accounts for 84% of all funds on educational institutions from primary to tertiary education.
- Nearly 91% of the funds for primary, secondary and post-secondary non-tertiary educational institutions come from public sources, on average across OECD countries; only in Chile is this share less than 80%.
- Between 2008 and 2013, private sources of expenditure on primary, secondary and post-secondary non-tertiary educational institutions increased by 16%, while public sources increased by only 6%, on average across OECD countries.

**Figure B3.1. Share of private expenditure<sup>1</sup> on educational institutions (2013)**




### How to read this figure

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

- Including subsidies attributable to payments to educational institutions received from public sources.
- Year of reference 2014.
- Year of reference 2012.

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

Source: OECD. Table B3.1b. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

More people are participating in a wider range of educational programmes offered by increasing numbers of providers than ever before. As a result, the question of who should support an individual's efforts to acquire more education – governments or the individuals themselves – is becoming increasingly important. In the current economic environment, many governments are finding it difficult to provide the necessary resources to support the increased demand for education through public funds alone. In addition, some policy makers assert that those who benefit the most from education, the individuals who receive it, should bear at least some of the costs. While public funding still represents a large part of countries' investment in education, the role of private sources of funding is becoming increasingly prominent in some educational levels.

Public sources dominate much of the funding of primary and secondary education, which are usually the compulsory levels in most countries. At the pre-primary (see Indicator C2) and tertiary levels of education, the balance between public and private financing of education varies more across

OECD countries, as full or nearly full public funding is less common. At these levels, private funding comes mainly from households, raising concerns about equity of access to education. The debate is particularly intense with respect to funding for tertiary education. Some stakeholders are concerned that the balance between public and private funding should not become so tilted as to discourage potential students from entering tertiary education. Others believe that countries should significantly increase public support to students, while still others support efforts to increase the amount of funding to tertiary education provided by private enterprises.

### ■ Other findings

- In most countries, the share of public sources in expenditure on educational institutions is higher on primary level than on lower secondary level. Conversely, upper secondary education is less publicly funded than lower secondary education in all countries except Denmark. Also, tertiary education receives a higher share of private funding than lower educational levels in all countries.
- In primary, secondary and post-secondary non-tertiary education, public sources fund over 80% of expenditure in all countries except Chile (79%) and are the only source of expenditure in Norway and Sweden. However, there is great variation in the share of public sources at tertiary level. While it corresponds to less than 40% in Chile, Japan, Korea and the United States, it is over 95% in Finland and Norway.
- In all countries, except Lithuania and the Netherlands, household expenditure corresponds to the largest share of private sources in education at primary, secondary and post-secondary non-tertiary levels. In tertiary education, households also contribute most of private expenditure in all but seven countries (Austria, Belgium, the Czech Republic, Denmark, Finland, Sweden and the United Kingdom).
- At primary level, public expenditure per student is much higher in public institutions (USD 8 383) than in private institutions (USD 4 290) However, at tertiary level, government expenditure stands at USD 12 263 for public institutions and only USD 4 207 for private institutions.

### ■ Trends

On average, public funding of primary, secondary and post-secondary non-tertiary education increased by 8% in the three years before the 2008 crisis, and by 6% after the crisis (between 2008 and 2013). In contrast, private sources saw a similar rise before the crisis (8% between 2005 and 2008), but a much higher surge in the five years following it, totalling 16%. Over the five-year period between 2008 and 2013, private expenditure on those levels of education increased by 93% in Ireland and by 112% in Israel. Despite some variation in absolute public and private expenditure, the share of public expenditure on primary, secondary and post-secondary non-tertiary remained largely unchanged, varying from 92% to 91 % between 2005 and 2013. Chile is the country showing the strongest increase in public funding, going from 70% to 78% of the total between 2005 and 2013.

Given that an increasingly high number of students have access to university, both public and private expenditure have increased faster at tertiary level than at lower levels across the OECD. Yet, unlike in primary, secondary and post-secondary education, the increase was stronger in public sources (22%) than in private sources (15%). However, between 2005 and 2013, the average share of public funding for tertiary institutions remained stable at around 71% (Table B3.2b). This trend masks strong variations between countries: in Chile it increased from 16% in 2005 to 35% in 2013, while in Hungary it decreased from 78% to 63% over the same period. In the case of Chile, the increase in public funding at tertiary level is the result of public expenditure in the country being almost four times larger in 2013 than in 2008, while private expenditure rose by less than 25% over the same period. In contrast to most OECD countries, Chile had a countercyclical macroeconomic policy after the financial crisis by increasing public expenditure. In addition, the passing of the SEP law in Chile (*Subvención Escolar Preferencial*) in 2008 increased public resources to primary and secondary levels significantly, according to school performance and concentration of vulnerable pupils in the school.

## Analysis

B3

### Public and private expenditure on educational institutions

Educational institutions in OECD countries are mainly publicly funded, although there is a substantial level of private funding at the tertiary level. On average across OECD countries, 84% of all funds for primary to tertiary educational institutions comes directly from public sources (Figure B3.1 and Table B3.1b).

However, the share of public and private funding varies widely among countries. Comparing expenditure on primary to tertiary levels of education combined, the share of private funds exceeds 30% in Chile, Colombia, Korea and the United States. By contrast, in Austria, Belgium, Denmark, Finland, Iceland, Norway and Sweden, 5% or less of expenditure on education comes from private sources (Table B3.1b).

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

Public funding dominates primary and secondary education in all countries. On average, 93% of expenditure on primary educational institutions comes from public sources. In Finland, Norway and Sweden, all educational funding for this level is public. On the contrary, funding in primary education from private sources is 22% in Chile and 23% in Colombia, the highest of all countries for which data are available.

In the lower secondary level, public funding corresponds to 93% of total educational expenditure. In 25 of the 31 OECD countries for which data are available, public expenditure accounts for over 90% of the total. However, Australia, Chile and Colombia rely on over one-fifth of private expenditure at this level.

In upper secondary education, there is a slightly stronger presence of private sources of expenditure on vocational programmes than on general programmes. Vocational education at this level receives 15% of private sources on average, while general education only receives 11%. In Germany, the Netherlands, New Zealand and Switzerland, vocational upper secondary education has at least 20 percentage points more private funding than the general track. It is unsurprising that Germany and Switzerland have some of the highest shares of students enrolled in combined school- and work-based programmes, 41% in Germany and 59% in Switzerland (see Indicator C1). For New Zealand this is influenced by a relatively larger post-compulsory school vocational sector at upper secondary and post-secondary non-tertiary levels. Compared with compulsory schooling, a much higher proportion of institutional expenditure in the country comes from private household sources via tuition fees, much of which is paid on the student's behalf directly to institutions from public sources via subsidised student loans. On the other hand, in Chile and Mexico the share of public funding in vocational programmes exceeds that of general programmes by 20 or more percentage points. Overall, upper secondary education relies on more private funding than primary and lower secondary levels.

The level of public funding also decreases in post-secondary non-tertiary education, where it stands at only 78% on average. Unlike the three lower levels presented, in post-secondary non-tertiary education, two countries (Germany and New Zealand) rely more on private than public sources of funding.

Across the years, the share of public funding in primary, secondary and post-secondary non-tertiary remained constant at around 91%-92%. Although there was an increase of 16% in private funding between 2008 and 2013, while public funding expanded by only 6%, this is translated in a decrease of just 1 percentage point in the share of public expenditure, given that private funding still remains very small, despite its growth.

The pre-crisis growth in public sources was much larger than that in the aftermath of the crisis. But private sources saw a larger increase in the years following the crisis (2008-13) than those preceding it (2005-08). However, most countries spent more public money on primary, secondary and post-secondary non-tertiary education in 2013 than they did in 2005.

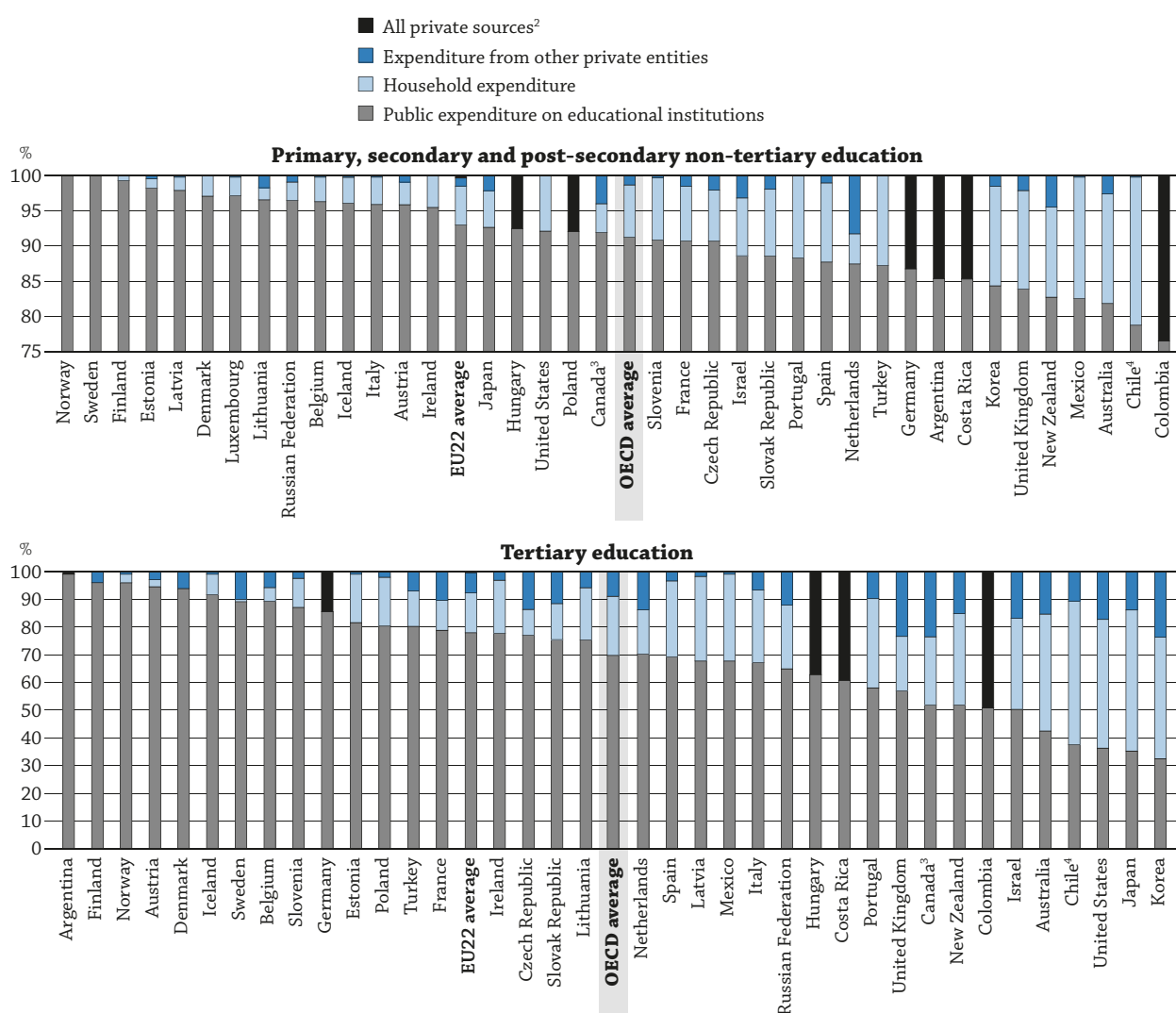
### Public and private expenditure on tertiary educational institutions

High private returns to tertiary education (see Indicator A7) suggest that a greater contribution to the costs of education by individuals and other private entities may be justified, as long as there are ways to ensure that funding is available to students regardless of their economic backgrounds (see Indicator B5). In all countries, the proportion of private expenditure on education is far higher for tertiary education – an average of nearly 30% of total expenditure at this level – than it is for primary, secondary and post-secondary non-tertiary education (Figure B3.1 and Table B3.1b).

The proportion of expenditure on tertiary institutions covered by individuals, businesses and other private sources, including subsidised private payments, ranges from less than 10% in Austria, Denmark, Finland, Iceland and Norway (tuition fees charged by tertiary institutions are low or negligible in these countries) to more than 60% in Chile, Japan, Korea and the United States. These proportions may be related to the level of tuition fees charged by tertiary institutions (Figure B3.2 and Table B3.1b, and see Indicator B5). In Korea, for example, 80% of students are enrolled in private institutions, and more than 40% of the education budget come from tuition fees (see Indicator B5 and OECD, 2014).

On average across the OECD, household expenditure accounts for two-thirds of expenditure from private sources. In the majority of countries, household expenditure is the biggest source of private funds, but in Denmark, Finland and Sweden, almost all private funding come from other private entities, and the share of household expenditure is either null or very low.

**Figure B3.2. Distribution of public and private expenditure on educational institutions (2013)**  
By level of education<sup>1</sup>



1. Excluding international funds.


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

3. Year of reference 2012.

4. Year of reference 2014.

Countries are ranked in descending order of the proportion of public expenditure on educational institutions by level of education.

Source: OECD, Table B3.1b. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

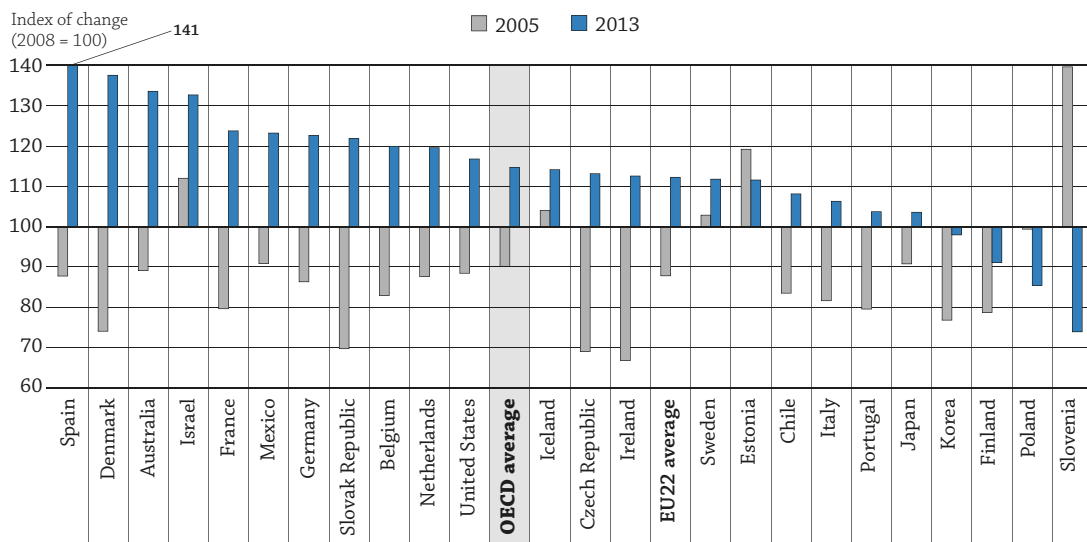
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In many OECD countries, greater participation in tertiary education (see Indicator C1) reflects strong individual and social demand. The increases in enrolment have been accompanied by increases in investment from both public and private sources and changes in the proportions of public and private expenditure. This resulted in a 22% increase in public funds and a 15% increase in private funds, on average, across the OECD between 2008 and 2013.

Despite the faster increase of public funding in comparison to private funding, a change of only 1 percentage point is seen between 2008 and 2013 in the share of public expenditure on educational institutions. These figures, however, are strongly influenced by outliers like Chile, where public funds nearly multiplied by three between 2008 and 2013 and the share of public expenditure on educational institutions rose from 15% in 2008 to 35% in 2013.

Although public funding for tertiary education increased in most countries, some are still behind their 2008 peak. This is the case, for example, of Italy where in 2013, despite some growth, public expenditure was still lower than in 2005 and 2008. As for private sources, Estonia, Poland and Slovenia also have less spending in 2013 than they did in the pre-crisis period.

**Figure B3.3. Change in private expenditure<sup>1</sup> on tertiary educational institutions, 2008 = 100 (2005 and 2013)**



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

Countries are ranked in descending order of the share of private expenditure on tertiary educational institutions in 2013.

Source: OECD, Table B3.2b. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933397833>

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

The level of public expenditure partly shows the degree to which governments value education (see Indicators B2 and B4). Naturally, most public funds go to public institutions, but in some cases a significant part of the public budget may be devoted to private educational institutions (government-dependent private institutions and independent private institutions).

Table B3.3 shows public investment in educational institutions relative to the size of the education system. The data focus on public expenditure per student on public and private educational institutions. This measure complements data on public expenditure relative to national income (see Indicator B2).

On average across OECD countries, at primary to tertiary levels of education combined, public expenditure per student on public institutions (USD 9 433) is 59% higher than public expenditure per student on private institutions (USD 5 951). However, the difference varies according to the level of education. At the primary level of education, public expenditure per student on public institutions (USD 8 383) is around 95% larger than that on private institutions (USD 4 290), while at the lower secondary level, public expenditure per student on public institutions (USD 9 774) is 58% higher than on private institutions (USD 6 176).

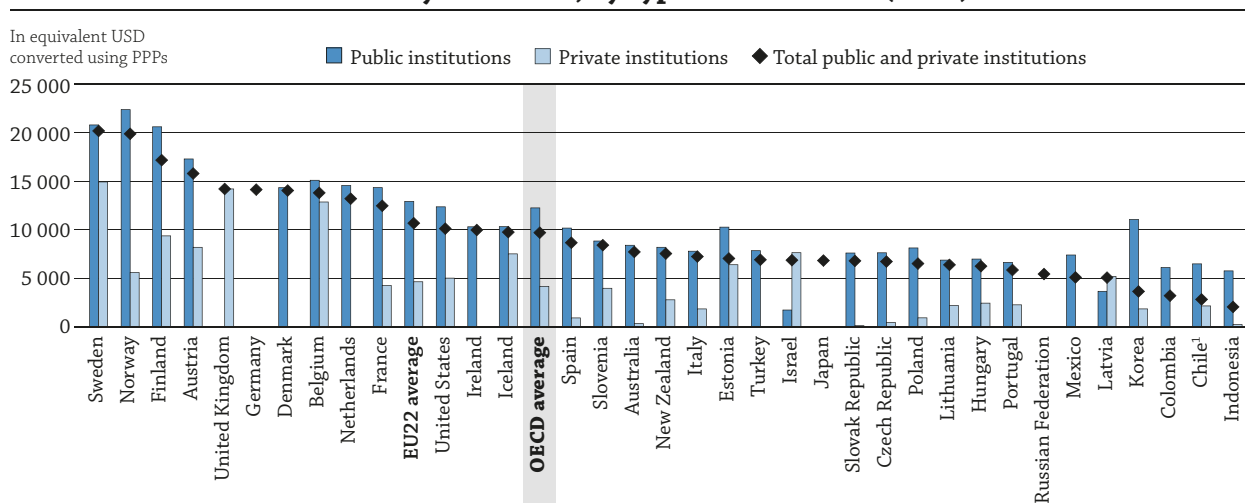
The gap in public funds received by private and public institutions remains stable at the upper secondary level, where public institutions receive 61% more money from the government, but the largest difference is in tertiary level. The public expenditure per student in tertiary level is three times higher for public institutions (on average USD 12 263) than for private institutions (USD 4 207).

At primary level, public expenditure per student in public institutions varies widely, from USD 18 386 in Luxembourg to USD 521 in India. However, there is even greater variation in private institutions, as countries like Ireland, the Netherlands and Turkey do not spend any public money on private institutions at primary level, while in Denmark, Sweden and the United Kingdom, the expenditure per primary student in private institutions is over USD 10 000.

In lower and upper secondary levels, the picture is similar to the primary level, although the difference in funding to public and private institutions becomes larger. All countries, except Finland, Hungary, Israel and Norway spend much more per student on public institutions than on private institutions in upper secondary education.

The highest public expenditure per student is in tertiary education, where countries spend on average USD 9 719 per year. The funding gap between types of institution widens at this level, as private institutions receive, on average about one-third of the sum transferred to public institutions. The only countries where government funds are larger for private institutions are Israel and Latvia.

**Figure B3.4. Annual public expenditure on educational institutions per student in tertiary education, by type of institution (2013)**



1. Year of reference 2014.

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

Source: OECD, Table B3.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933397847>

## Definitions

**Other private entities** includes private businesses and non-profit organisations (e.g. religious organisations, charitable organisations, and business and labour associations).

**Private institutions** includes independent private institutions and government-dependant private institutions.

**Private spending** includes all direct expenditure on educational institutions, whether partially covered by public subsidies or not. Expenditure by private companies on the work-based element of school- and work-based training of apprentices and students is also taken into account. Public subsidies attributable to households, included in private spending, are shown separately.

The **public and private proportions of expenditure on educational institutions** are the percentages of total spending originating in, or generated by, the public and private sectors.

**Public expenditure** is related to all students at public and private institutions, whether these institutions receive public funding or not.



## Methodology

Data refer to the financial year 2013 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details see Annex 3 at [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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

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

Expenditure on educational institutions is calculated on a cash-accounting basis and, as such, represents a snapshot of expenditure in the reference year. Many countries operate a loan payment/repayment system at the tertiary level. While public loan payments are taken into account, loan repayments from private individuals are not, and so the private contribution to education costs may be under-represented.

The data on expenditure for 2005, 2008, 2010 and 2013 were updated based on a survey in 2015-16, and expenditure for 2005 to 2013 were adjusted to the methods and definitions used in the current UOE data collection.

### 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.

## References

OECD (2014), "Indicator C7: In what ways do public and private schools/institutions differ?", in *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2014-28-en>.

## Indicator B3 Tables


StatLink  <http://dx.doi.org/10.1787/888933397754>

Table B3.1a	Relative proportions of public and private expenditure on educational institutions, by level of education (2013)
Table B3.1b	Relative proportions of disaggregated public and private expenditure on educational institutions, by level of education (2013)
Table B3.2a	Trends in the relative proportion of public expenditure <sup>1</sup> on educational institutions and index of change in public and private expenditure, at primary, secondary, post-secondary non-tertiary level (2005, 2008, 2010 to 2013)
Table B3.2b	Trends in the relative proportion of public expenditure <sup>1</sup> on tertiary educational institutions and index of change in public and private expenditure (2005, 2008, 2010 to 2013)
Table B3.3	Annual public expenditure on educational institutions per student, by type of institution (2013)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table B3.1a. **Relative proportions of public and private expenditure on educational institutions, by level of education (2013)**Distribution of public and private sources of funds for educational institutions after transfers from public sources<sup>1</sup>

B3

	Primary		Lower secondary		Upper secondary						Post-secondary non-tertiary education	
	Public sources	Private sources <sup>2</sup>	Public sources	Private sources <sup>2</sup>	General programmes		Vocational programmes		All programmes		Public sources	Private sources <sup>2</sup>
					Public sources	Private sources <sup>2</sup>	Public sources	Private sources <sup>2</sup>	Public sources	Private sources <sup>2</sup>		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia	88	12	77	23	74	26	82	18	77	23	82	18
Austria	97	3	97	3	94	6	96	4	95	5	54	46
Belgium	97	3	96	4	96 <sup>d</sup>	4 <sup>d</sup>	96 <sup>d</sup>	4 <sup>d</sup>	96 <sup>d</sup>	4 <sup>d</sup>	x(9)	x(10)
Canada <sup>3</sup>	92 <sup>d</sup>	8 <sup>d</sup>	x(1)	x(2)	x(9)	x(10)	x(9)	x(10)	92	8	m	m
Chile <sup>4</sup>	78	22	80	20	73	27	93	7	79	21	a	a
Czech Republic	93	7	92	8	88	12	88	12	88	12	68	32
Denmark	98	2	93	7	x(9)	x(10)	x(9)	x(10)	100	0	a	a
Estonia	98	2	98	2	97	3	99	1	98	2	97	3
Finland	100	0	100	0	100	0	99 <sup>d</sup>	1 <sup>d</sup>	99 <sup>d</sup>	1 <sup>d</sup>	x(7)	x(8)
France	93	7	91	9	91	9	84	16	88	12	81	19
Germany	98	2	97	3	96	4	60	40	75	25	49	51
Greece	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	94	6	92	8	92	8	90	10	91	9	90	10
Iceland	99	1	99	1	89	11	89	11	89	11	90	10
Ireland	97	3	93	7	92	8	a	a	92	8	99	1
Israel	95	5	x(9)	x(10)	85 <sup>d</sup>	15 <sup>d</sup>	73 <sup>d</sup>	27 <sup>d</sup>	80 <sup>d</sup>	20 <sup>d</sup>	a	a
Italy	96	4	97	3	x(9)	x(10)	x(9)	x(10)	95	5	100	0
Japan	99	1	94	6	x(9)	x(10)	x(9)	x(10)	82 <sup>d</sup>	18 <sup>d</sup>	x(9)	x(10)
Korea	91	9	93	7	x(9)	x(10)	x(9)	x(10)	71	29	m	m
Latvia	99	1	98	2	99	1	93	7	97	3	93	7
Luxembourg	97	3	97	3	94	6	99	1	97	3	a	a
Mexico	86	14	85	15	65	35	90	10	73	27	a	a
Netherlands	99	1	94	6	92	8	59	41	68	32	55	45
New Zealand	92	8	86	14	83	17	56	44	75	25	44	56
Norway	100	0	100	0	x(9)	x(10)	x(9)	x(10)	100 <sup>d</sup>	0 <sup>d</sup>	x(9)	x(10)
Poland	93	7	93	7	91	9	94 <sup>d</sup>	6 <sup>d</sup>	93 <sup>d</sup>	7 <sup>d</sup>	51	49
Portugal	88	12	93	7	x(9)	x(10)	x(9)	x(10)	85 <sup>d</sup>	15 <sup>d</sup>	x(9)	x(10)
Slovak Republic	88	12	89	11	84	16	90	10	88	12	90	10
Slovenia	91	9	91	9	89	11	91	9	90	10	a	a
Spain	84	16	91	9	87	13	95 <sup>d</sup>	5 <sup>d</sup>	90 <sup>d</sup>	10 <sup>d</sup>	x(7)	x(8)
Sweden	100	0	100	0	100	0	100	0	100	0	100	0
Switzerland	m	m	m	m	100 <sup>d</sup>	0 <sup>d</sup>	55 <sup>d</sup>	45 <sup>d</sup>	67 <sup>d</sup>	33 <sup>d</sup>	x(9)	x(10)
Turkey	86	14	88	12	82	18	91	9	87	13	a	a
United Kingdom	88	12	84	16	76	24	90	10	80	20	a	a
United States	93	7	92	8	x(9)	x(10)	x(9)	x(10)	91	9	m	m
OECD average	93	7	93	7	89	11	86	14	87	13	78	22
EU22 average	95	5	94	6	92	8	90	10	91	9	79	21
<b>Partners</b>												
Argentina	83	17	88	12	m	m	m	m	86	14	a	a
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	77	23	78	22	m	m	m	m	71	29	a	a
Costa Rica	85	15	87	13	m	m	m	m	85	15	a	a
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	97	3	97	3	97	3	94	6	96	4	94	6
Russian Federation	x(9)	x(10)	x(9)	x(10)	97 <sup>d</sup>	3 <sup>d</sup>	88 <sup>d</sup>	12 <sup>d</sup>	96 <sup>d</sup>	4 <sup>d</sup>	x(9)	x(10)
Saudi Arabia	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

1. Excluding international funds.

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

3. Year of reference 2012.

4. Year of reference 2014.

Source: OECD, Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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 B3.1b. **Relative proportions of disaggregated public and private expenditure on educational institutions, by level of education (2013)**

 Distribution of disaggregated public and private sources of funds for educational institutions after transfers from public sources<sup>1</sup>

	Primary, secondary and post-secondary non-tertiary education				Tertiary education				Primary to tertiary education				
	Public sources	Private sources			Public sources	Private sources			Public sources	Private sources			
		Household expenditure	Expenditure of other private entities	All private sources <sup>2</sup>		Household expenditure	Expenditure of other private entities	All private sources <sup>2</sup>		Household expenditure	Expenditure of other private entities	All private sources <sup>2</sup>	
		(2)	(3)	(4)		(6)	(7)	(8)		(10)	(11)	(12)	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
<b>OECD</b>	Australia	82	16	3	18	42	42	15	58	70	23	6	30
	Austria	96	3	1	4	95	3	3	5	95	3	2	5
	Belgium	96	4	0	4	89	5	6	11	95	4	1	5
	Canada <sup>3</sup>	92	4	4	8	52	25	23	48	76	12	12	24
	Chile <sup>4</sup>	79	21	0	21	38	52	11	62	61	34	5	39
	Czech Republic	91	7	2	9	77	9	14	23	87	8	5	13
	Denmark	97	3	0	3	94	0	6	6	96	2	2	4
	Estonia	98	1	0	2	82	18	1	18	93	7	0	7
	Finland	99	1	0	1	96	0	4	4	98	0	1	2
	France	91	8	2	9	79	11	10	21	87	9	4	13
	Germany	87	x(4)	x(4)	13	86	x(8)	x(8)	14	86	x(12)	x(12)	14
	Greece	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	92	x(4)	x(4)	8	63	x(8)	x(8)	37	83	x(12)	x(12)	17
	Iceland	96	4	0	4	91	8	1	8	95	5	0	5
	Ireland	95	5	a	5	78	19	3	22	91	8	1	9
	Israel	89	8	3	11	50	33	17	50	78	15	7	22
	Italy	96	4	0	4	67	26	7	33	89	9	2	11
	Japan	93	5	2	7	35 <sup>d</sup>	51 <sup>d</sup>	14 <sup>d</sup>	65 <sup>d</sup>	72	21	6	28
	Korea	84	14	2	16	32	44	24	68	64	26	10	36
	Latvia	98	2	0	2	68	31	2	32	89	10	1	11
	Luxembourg	97	3	0	3	m	m	m	m	m	m	m	m
	Mexico	83	17	0	17	68	32	0	32	79	21	0	21
	Netherlands	87	4	8	13	70	16	14	30	82	8	10	18
	New Zealand	83	13	4	17	52	33	15	48	74	18	7	26
	Norway	100	0	0	0	96	3	1	4	99	1	0	1
	Poland	92	x(4)	x(4)	8	80	18	2	20	89	x(12)	x(12)	11
	Portugal	88	12	0	12	58	32	10	42	81	16	2	19
	Slovak Republic	89	9	2	11	76	13	11	24	85	10	5	15
	Slovenia	91	9	0	9	87	11	2	13	90	9	1	10
	Spain	88	11	1	12	69	27	3	31	82	16	2	18
	Sweden	100	0	0	0	90	1	10	10	97	0	3	3
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	87	13	0	13	80	13	7	20	85	13	2	15
	United Kingdom	84	14	2	16	57	19	23	43	77	15	8	23
	United States	92	8	0	8	36	47	17	64	68	24	7	32
	OECD average	91	7	1	9	70	21	9	30	84	12	4	16
	EU22 average	93	6	1	7	78	14	7	22	89	8	3	11
<b>Partners</b>	Argentina	85	x(4)	x(4)	15	99	x(8)	x(8)	1	88	x(12)	x(12)	12
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	77	x(4)	x(4)	23	51	x(8)	x(8)	49	68	x(12)	x(12)	32
	Costa Rica	85	x(4)	x(4)	15	61	x(8)	x(8)	39	78	x(12)	x(12)	22
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	97	2	2	3	75	19	6	25	89	8	3	11
	Russian Federation	96	3	1	4	65	23	12	35	85	10	5	15
	Saudi Arabia	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
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Note: Public expenditure figures presented here exclude undistributed programmes.

1. Excluding international funds.


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

3. Year of reference 2012.

4. Year of reference 2014.

 Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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 B3.2a. Trends in the relative proportion of public expenditure<sup>1</sup> on educational institutions and index of change in public and private expenditure, at primary, secondary, post-secondary non-tertiary level (2005, 2008, 2010 to 2013)**

*Index of change of public sources of funds for educational institutions after transfers from public and private sources, by year*


	Share of public expenditure <sup>1</sup> on educational institutions (%)						Index of change between 2005 and 2013 in expenditure on educational institutions (2008 = 100, constant prices)									
							Public sources					Private sources <sup>2</sup>				
	2005	2008	2010	2011	2012	2013	2005	2010	2011	2012	2013	2005	2010	2011	2012	2013
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
<b>OECD</b>																
Australia	84	83	85	84	82	82	92	124	120	118	119	86	106	111	119	124
Austria	m	m	m	m	96	96	m	m	m	m	m	m	m	m	m	m
Belgium	95	95	96	96	96	96	88	100	102	104	104	94	83	79	79	79
Canada	90	89	90	90	92	m	91	110	106	111	m	84	104	100	80	m
Chile	70	78	79	78	m	78	75	97	112	m	104	118	96	112	m	106
Czech Republic	90	90	91	91	91	91	94	105	108	108	105	99	100	102	102	102
Denmark	98	98	98	97	97	97	101	109	100	110	108	89	111	120	132	135
Estonia	99	99	99	99	99	98	81	88	81	83	83	84	109	88	73	143
Finland	99	99	99	99	99	99	93	104	105	105	104	79	83	77	78	75
France	91	91	91	91	91	91	98	103	102	101	100	96	102	103	104	106
Germany	86	86	87	87	87	87	98	107	107	105	105	98	97	96	99	97
Greece	93	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	95	m	m	m	94	92	105	88	83	79	76	m	m	m	m	m
Iceland	96	96	96	96	96	96	92	88	91	90	93	97	92	93	98	102
Ireland	97	98	96	96	96	95	74	106	103	104	97	101	187	189	195	193
Israel	93	93	92	89	89	89	84	107	115	123	124	84	119	181	204	212
Italy	96	97	97	96	95	96	96	93	89	85	85	123	109	118	134	121
Japan	90	90	93	93	93	93	98	106	106	107	106	97	71	72	74	76
Korea	77	78	79	81	84	84	86	110	114	117	118	90	106	96	79	76
Latvia	m	m	m	m	98	98	m	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	98	98	98	97	m	m	m	m	m	m	98	89	96	116
Mexico	83	83	83	83	83	83	97	108	112	115	118	97	109	114	115	120
Netherlands	87	87	87	87	87	87	96	108	107	107	109	91	105	107	106	100
New Zealand	m	m	m	m	83	83	m	m	m	m	m	m	m	m	m	m
Norway	100	100	100	100	100	100	94	106	105	105	109	a	a	a	a	a
Poland	98	94	94	94	92	92	91	105	103	103	103	26	106	103	137	136
Portugal	100	100	100	100	85	88	105	113	106	101	106	112	97	99	m	m
Slovak Republic	86	85	88	89	88	89	89	122	115	114	119	79	93	83	85	86
Slovenia	92	92	91	91	91	91	96	99	96	93	91	94	103	104	101	101
Spain	93	93	92	91	89	88	87	102	99	91	87	82	123	130	158	164
Sweden	100	100	100	100	100	100	97	99	99	100	101	112	74	m	m	m
Switzerland	87	86	88	88	m	m	98	106	108	110	113	93	90	91	m	m
Turkey	m	m	m	87	85	87	82	121	123	136	163	m	m	m	m	m
United Kingdom	m	m	m	86	84	84	107	109	120	121	134	m	m	m	m	m
United States	92	92	92	92	92	92	90	99	96	94	94	90	92	95	91	89
OECD average	92	92	92	92	92	91	92	105	104	105	106	92	102	106	110	116
EU22 average	94	94	94	94	93	93	94	103	101	101	101	91	105	105	112	117
<b>Partners</b>																
Argentina	m	m	m	m	92	85	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	70	114	118	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	71	77	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	85	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	m
Indonesia	m	m	m	m	91	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	97	97	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	97	97	96	97	96	76	96	98	114	118	m	92	127	119	132
Saudi Arabia	m	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	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Excluding international funds.

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

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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.

StatLink  <http://dx.doi.org/10.1787/888933397787>

**Table B3.2b. Trends in the relative proportion of public expenditure<sup>1</sup> on tertiary educational institutions and index of change in public and private expenditure (2005, 2008, 2010 to 2013)**

*Index of change of public sources of funds for educational institutions after transfers from public and private sources, by year*

	Share of public expenditure <sup>1</sup> on educational institutions (%)						Index of change between 2005 and 2013 in expenditure on educational institutions (2008 = 100, constant prices)									
							Public sources					Private sources <sup>2</sup>				
	2005	2008	2010	2011	2012	2013	2005	2010	2011	2012	2013	2005	2010	2011	2012	2013
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
<b>OECD</b>																
Australia	45	45	46	46	45	42	91	117	118	119	121	89	110	115	119	134
Austria	m	m	m	m	95	95	m	m	m	m	m	m	m	m	m	m
Belgium	91	90	90	90	90	89	91	107	109	109	114	83	109	109	113	120
Canada	55	63	57	57	52	m	82	103	100	92	m	114	129	125	144	m
Chile	16	15	22	24	m	35	92	200	233	m	333	83	121	125	m	108
Czech Republic	81	79	79	81	79	77	79	103	128	114	100	69	105	113	113	113
Denmark	97	96	95	95	m	94	102	108	110	95	100	74	122	135	m	138
Estonia	70	79	75	80	78	82	74	98	115	98	133	119	119	105	102	112
Finland	96	95	96	96	96	96	94	108	112	110	107	79	96	101	91	91
France	84	82	82	81	80	79	91	105	104	102	104	80	103	110	115	124
Germany	87	87	86	87	86	86	88	108	114	114	114	86	110	113	120	123
Greece	97	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	78	m	m	m	54	63	95	91	106	74	88	m	m	m	m	m
Iceland	91	92	91	91	92	91	85	89	85	98	101	104	101	104	104	114
Ireland	84	83	81	80	84	78	74	101	95	101	83	67	110	109	94	113
Israel	46	51	54	49	52	50	92	114	115	121	127	112	102	126	116	133
Italy	73	71	68	66	66	67	92	95	94	88	90	82	109	114	110	106
Japan	34	33	34	34	34	35	92	104	108	107	113	91	99	103	103	104
Korea	24	22	27	27	29	32	86	132	138	147	164	77	101	107	102	98
Latvia	m	m	m	m	64	68	m	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	95	m	m	m	m	m	m	m	m	m	m	m
Mexico	69	70	70	67	70	68	86	112	104	117	110	91	113	120	120	123
Netherlands	73	71	72	71	71	70	95	109	112	112	113	88	108	115	118	120
New Zealand	m	m	m	m	52	52	m	m	m	m	m	m	m	m	m	m
Norway	m	97	96	96	96	96	98	104	104	106	110	m	135	139	134	142
Poland	74	71	71	76	78	80	114	125	124	129	141	100	123	100	92	85
Portugal	68	62	69	69	54	58	104	116	107	81	88	80	85	80	111	104
Slovak Republic	77	73	70	77	74	76	88	102	123	127	139	70	117	100	122	122
Slovenia	77	84	85	85	86	87	88	105	106	102	97	140	98	95	84	74
Spain	78	79	78	77	73	69	83	105	102	90	85	88	109	111	123	141
Sweden	88	89	91	90	89	90	95	113	114	115	118	103	95	108	113	112
Switzerland	m	m	m	m	m	m	109	112	117	122	124	m	m	m	m	m
Turkey	m	m	m	87	85	87	88	127	147	170	206	m	m	m	m	m
United Kingdom	m	m	m	m	57	57	m	m	m	m	m	m	m	m	m	m
United States	42	41	40	39	38	36	91	101	101	102	94	88	107	112	118	117
OECD average	70	70	70	71	71	71	91	111	115	109	122	90	109	111	112	115
EU22 average	82	81	80	81	77	78	91	106	110	104	107	88	107	107	108	112
<b>Partners</b>																
Argentina	m	m	m	m	m	99	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	85	121	128	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	43	51	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	61	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	m
Indonesia	m	m	m	m	71	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	75	75	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	64	62	63	64	65	68	98	92	96	101	m	107	98	100	98
Saudi Arabia	m	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	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Excluding international funds.

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

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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 B3.3. Annual public expenditure on educational institutions per student, by type of institution (2013)

In equivalent USD converted using PPPs for GDP, by level of education and type of institution

B3

	Primary			Lower secondary			Upper secondary			Tertiary			Primary to tertiary		
	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
<b>OECD</b>															
Australia	8 418	7 402	<b>8 102</b>	10 764	6 871	<b>9 239</b>	10 552	5 021	<b>8 470</b>	8 426	382	<b>7 740</b>	9 178	6 199	<b>8 299</b>
Austria	10 735	5 326	<b>10 413</b>	14 993	8 394	<b>14 372</b>	15 309	9 688	<b>14 511</b>	17 288	8 215	<b>15 794</b>	14 480	7 990	<b>13 704</b>
Belgium	11 011	8 497	<b>9 656</b>	12 464	11 316	<b>11 754</b>	13 682 <sup>d</sup>	11 803 <sup>d</sup>	<b>12 495<sup>d</sup></b>	15 101	12 869	<b>13 808</b>	12 759	10 890	<b>11 660</b>
Canada <sup>1</sup>	8 841 <sup>d</sup>	2 228 <sup>d</sup>	<b>8 392<sup>d</sup></b>	x(1)	x(2)	<b>x(3)</b>	11 715	2 913	<b>11 109</b>	12 145	m	<b>m</b>	10 449	m	<b>m</b>
Chile <sup>2</sup>	4 509	2 301	<b>3 151</b>	4 529	2 343	<b>3 286</b>	4 370	2 615	<b>3 264</b>	6 514	2 195	<b>2 866</b>	4 749	2 339	<b>3 114</b>
Czech Republic	4 384	4 010	<b>4 377</b>	7 493	5 255	<b>7 424</b>	7 168	4 439	<b>6 775</b>	7 651	493	<b>6 753</b>	6 425	2 917	<b>6 153</b>
Denmark	11 996	10 354	<b>11 745</b>	11 572	13 834	<b>12 190</b>	10 158	8 422	<b>10 118</b>	14 338	0	<b>14 047</b>	12 019	11 398	<b>11 947</b>
Estonia	7 086	4 440	<b>6 999</b>	6 960	4 442	<b>6 890</b>	5 832	4 153	<b>5 787</b>	10 287	6 427	<b>7 068</b>	6 957	6 194	<b>6 765</b>
Finland	8 463	9 717	<b>8 485</b>	13 342	11 590	<b>13 258</b>	8 567 <sup>d</sup>	9 163 <sup>d</sup>	<b>8 678<sup>d</sup></b>	20 591	9 390	<b>17 168</b>	11 281	9 420	<b>11 027</b>
France	7 144	3 966	<b>6 708</b>	10 114	5 460	<b>9 120</b>	13 750	7 526	<b>12 044</b>	14 347	4 299	<b>12 479</b>	10 468	5 439	<b>9 492</b>
Germany	x(3)	x(3)	<b>7 913</b>	x(6)	x(6)	<b>9 647</b>	x(9)	x(9)	<b>9 866</b>	x(12)	x(12)	<b>14 140</b>	x(15)	x(15)	<b>9 920</b>
Greece	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
Hungary	5 411	3 307	<b>5 111</b>	3 779	3 167	<b>3 687</b>	3 487	5 836	<b>4 049</b>	7 008	2 481	<b>6 275</b>	4 729	4 157	<b>4 621</b>
Iceland	10 606	5 505	<b>10 445</b>	11 064	18 249	<b>11 132</b>	7 126	5 887	<b>6 877</b>	10 333	7 541	<b>9 775</b>	9 834	6 484	<b>9 459</b>
Ireland	7 845	0	<b>7 807</b>	10 064	a	<b>10 064</b>	10 216	0	<b>10 054</b>	10 321	0	<b>9 994</b>	9 201	0	<b>9 106</b>
Israel	8 044	4 727	<b>7 285</b>	x(7)	x(8)	<b>x(9)</b>	3 663 <sup>d</sup>	13 994 <sup>d</sup>	<b>5 152<sup>d</sup></b>	1 775	7 660	<b>6 892</b>	5 722	7 701	<b>6 330</b>
Italy	8 062	579	<b>7 562</b>	8 455	901	<b>8 157</b>	8 522	4 348	<b>8 212</b>	7 815	1 888	<b>7 264</b>	8 408	2 413	<b>7 994</b>
Japan	x(3)	x(3)	<b>8 664</b>	x(6)	x(6)	<b>9 571</b>	x(9)	x(9)	<b>8 888</b>	x(12)	x(12)	<b>6 855</b>	x(15)	x(15)	<b>8 510</b>
Korea	7 974	1 496	<b>7 871</b>	7 443	7 043	<b>7 371</b>	8 344	6 432	<b>7 510</b>	11 079	1 889	<b>3 684</b>	8 245	3 298	<b>6 298</b>
Latvia	5 816	5 491	<b>5 811</b>	5 840	6 315	<b>5 847</b>	5 849	1 901	<b>5 733</b>	3 696	5 223	<b>5 104</b>	5 779	5 144	<b>5 628</b>
Luxembourg	18 386	2 860	<b>16 838</b>	21 281	9 017	<b>18 909</b>	20 406	9 355	<b>18 435</b>	40 369	m	<b>m</b>	21 273	m	<b>m</b>
Mexico	2 560	8	<b>2 340</b>	2 338	16	<b>2 092</b>	3 676	0	<b>3 006</b>	7 426	0	<b>5 129</b>	3 073	6	<b>2 676</b>
Netherlands	8 475	0	<b>8 450</b>	12 247	0	<b>11 983</b>	9 116	0	<b>8 557</b>	14 565	0	<b>13 209</b>	10 652	0	<b>10 246</b>
New Zealand	6 841	1 606	<b>6 746</b>	8 213	1 750	<b>7 898</b>	8 963	5 728	<b>8 522</b>	8 218	2 823	<b>7 570</b>	7 763	3 759	<b>7 464</b>
Norway	13 542	5 229	<b>13 274</b>	14 452	4 906	<b>14 103</b>	15 939 <sup>d</sup>	17 845 <sup>d</sup>	<b>16 153<sup>d</sup></b>	22 355	5 628	<b>19 873</b>	15 810	9 882	<b>15 369</b>
Poland	6 364	5 293	<b>6 315</b>	6 364	4 686	<b>6 269</b>	5 609	5 235	<b>5 574</b>	8 149	972	<b>6 544</b>	6 590	2 531	<b>6 122</b>
Portugal	7 212	1 309	<b>6 503</b>	9 758	3 128	<b>8 920</b>	9 874 <sup>d</sup>	2 036 <sup>d</sup>	<b>8 274<sup>d</sup></b>	6 668 <sup>d</sup>	2 308 <sup>d</sup>	<b>5 883<sup>d</sup></b>	8 182	2 081	<b>7 263</b>
Slovak Republic	5 136	6 320	<b>5 215</b>	5 113	5 612	<b>5 145</b>	5 395	3 856	<b>5 162</b>	7 630	165	<b>6 824</b>	5 696	3 790	<b>5 514</b>
Slovenia	8 261	5 168	<b>8 240</b>	9 100	12 279	<b>9 110</b>	6 971	6 494	<b>6 958</b>	8 861	4 008	<b>8 434</b>	8 190	4 877	<b>8 092</b>
Spain	7 107	3 324	<b>5 889</b>	9 001	4 496	<b>7 564</b>	9 195 <sup>d</sup>	3 761 <sup>d</sup>	<b>7 825<sup>d</sup></b>	10 190	964	<b>8 685</b>	8 644	3 396	<b>7 204</b>
Sweden	10 668	10 627	<b>10 664</b>	11 445	10 558	<b>11 306</b>	11 739	10 040	<b>11 389</b>	20 782	14 928	<b>20 167</b>	12 873	10 528	<b>12 537</b>
Switzerland	14 707	m	<b>m</b>	18 206	m	<b>m</b>	11 563 <sup>d</sup>	m	<b>m</b>	25 974	m	<b>m</b>	16 666	31 950	<b>17 424</b>
Turkey	2 531	0	<b>2 452</b>	2 947	0	<b>2 849</b>	3 565	0	<b>3 409</b>	7 867	0	<b>6 935</b>	3 675	0	<b>3 497</b>
United Kingdom	9 114	10 991	<b>9 350</b>	12 037	10 129	<b>11 003</b>	12 428	8 109	<b>9 260</b>	a	14 209	<b>14 209</b>	10 200	10 489	<b>10 437</b>
United States	11 010	898	<b>10 176</b>	11 857	1 159	<b>11 000</b>	13 324	1 529	<b>12 360</b>	12 374	5 051	<b>10 134</b>	11 897	3 253	<b>10 724</b>
OECD average	8 383	4 290	<b>7 847</b>	9 774	6 176	<b>9 070</b>	9 252	5 743	<b>8 620</b>	12 263	4 207	<b>9 719</b>	9 433	5 951	<b>8 578</b>
EU22 average	8 434	5 079	<b>8 098</b>	10 071	6 873	<b>9 649</b>	9 664	5 804	<b>9 036</b>	12 929	4 676	<b>10 693</b>	9 740	5 455	<b>8 767</b>
<b>Partners</b>															
Argentina	3 648	1 499	<b>3 104</b>	5 425	2 043	<b>4 612</b>	5 913	2 253	<b>4 829</b>	m	m	<b>m</b>	m	m	<b>m</b>
Brazil	3 826	m	<b>m</b>	3 802	m	<b>m</b>	3 852 <sup>d</sup>	m	<b>m</b>	14 768	m	<b>m</b>	4 381	m	<b>m</b>
China	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
Colombia	2 441	404	<b>2 068</b>	2 530	395	<b>2 120</b>	2 596	281	<b>2 006</b>	6 140	58	<b>3 248</b>	2 946	267	<b>2 286</b>
Costa Rica	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
India	521	m	<b>m</b>	568	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
Indonesia	1 319	570	<b>1 184</b>	1 263	291	<b>918</b>	1 991	135	<b>1 070</b>	5 794	284	<b>2 094</b>	1 628	330	<b>1 209</b>
Lithuania	4 982	4 396	<b>4 974</b>	x(6)	x(6)	<b>4 462</b>	x(9)	x(9)	<b>5 116</b>	6 901	2 236	<b>6 414</b>	2 685	1 877	<b>5 301</b>
Russian Federation	x(9)	x(9)	<b>x(9)</b>	x(9)	x(9)	<b>x(9)</b>	x(9)	x(9)	<b>4 920</b>	x(12)	x(12)	<b>5 472</b>	x(15)	x(15)	<b>5 067</b>
Saudi Arabia	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
South Africa	2 350	389	<b>2 275</b>	m	m	<b>m</b>	m	m	<b>m</b>	4 545	m	<b>m</b>	m	m	<b>m</b>
G20 average	5 628	m	<b>m</b>	6 616	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>


Note: Public expenditure figures presented here exclude undistributed programmes.

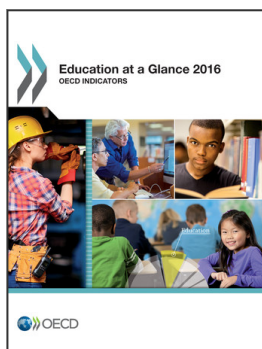
1. Year of reference 2012.

2. Year of reference 2014.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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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