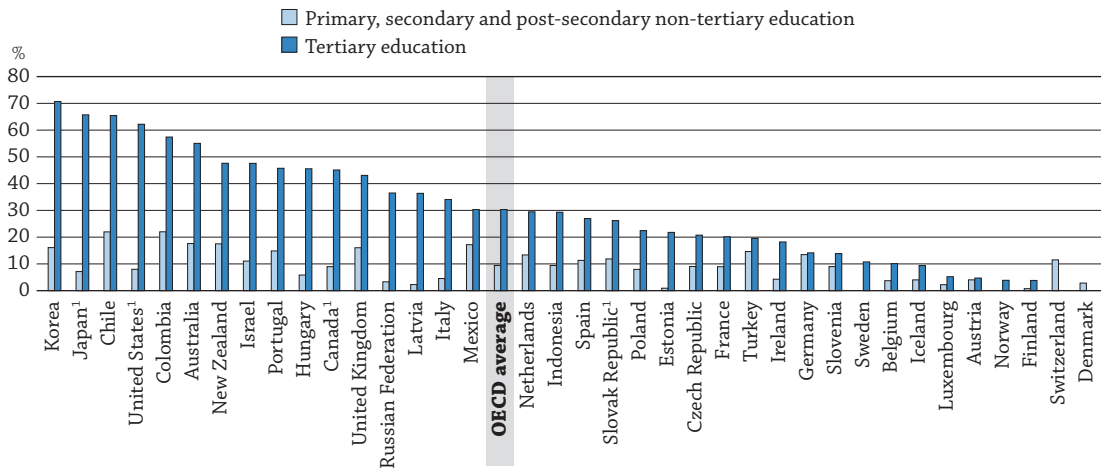


## HOW MUCH PUBLIC AND PRIVATE INVESTMENT IN EDUCATION IS THERE?

- Public funding accounts for 83% of all funds for educational institutions from primary to tertiary education, on average across OECD countries.
- 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 and Colombia is this share less than 80%.
- Of primary to tertiary levels of education, tertiary institutions obtain the largest proportion of funds – 30% – from private sources.

**Chart B3.1. Share of private expenditure on educational institutions (2012)**



### How to read this chart

The chart shows private spending on educational institutions as a percentage of total spending on educational institutions. This includes all money transferred to educational institutions 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.

1. 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 the share of private expenditure on educational institutions for tertiary education.

Source: OECD, Table B3.1. 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.

The balance between public and private financing of education is an important policy issue in many OECD countries, especially at the pre-primary and tertiary levels of education, for which 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. By contrast, primary, secondary and post-secondary non-tertiary education, which is mainly compulsory, is usually conceived as a public good and is thus largely financed by public funds.

### ■ Other findings

- Public funding for educational institutions, including primary, secondary and post-secondary non-tertiary education combined, and for tertiary education, increased between 2000 and 2012 in nearly all countries for which comparable data are available. However, at the tertiary level, more households are sharing the cost of education, thus private funding increased at an even greater rate in more than three-quarters of countries.
- Public funds are mainly allocated to public institutions, but also to private institutions to varying degrees. For primary to tertiary levels of education combined, public expenditure on public institutions, per student, is 91% higher than the level of public expenditure on private institutions, on average across OECD countries. However, the proportion varies from 64% higher for primary, secondary and post-secondary non-tertiary education combined to more than double that proportion (151% higher) at the tertiary level.
- Five of the six countries with the lowest amounts of public expenditure per student, in public and private tertiary institutions, are also those (except one) with the fewest students enrolled in public tertiary institutions.
- In most countries for which data are available, individual households account for most of the private expenditure on tertiary education. Austria, Belgium, the Czech Republic, Sweden and the United Kingdom are the exceptions, where private expenditure from entities other than households (e.g. private businesses and non-profit organisations) is more significant than private expenditure from households, mainly because tuition fees charged by tertiary institutions are low or negligible in these countries (except the United Kingdom).

### ■ Trends

Between 2000 and 2012, the average share of public funding for tertiary institutions decreased from 68.8% in 2000, to 64.9% in 2005 and decreased slightly again to 64.5% in 2012 (on average across the 20 OECD countries for which trend data are available for all years) (Table B3.2b). This trend is mainly influenced by some European countries, where there were significant changes in tuition fees and where enterprises participate more actively in providing grants to finance tertiary institutions.

Between 2000 and 2012, the share of private funding for tertiary education increased in more than three-quarters of the countries (17 of 22 countries for which comparable data are available). This share increased by more than four percentage points, on average across OECD countries, and by more than nine percentage points in Hungary, Italy, Mexico, Portugal and the Slovak Republic (Table B3.2b). In these countries, the share of private funding increased the most between 2000 and 2008 as a result of a much larger increase in private funding than in public funding.

Between 2000 and 2012, the share of private funding did not change much at the primary, secondary, post-secondary non-tertiary levels, on average across OECD countries for which comparable data are available, but it increased in some countries – most significantly (by nine percentage points or more) in Portugal and the Slovak Republic. Chile is the only country with a significant increase (more than nine percentage points) in the share of public funding during this period (Tables B3.2a).

## Analysis

### Public and private expenditure on educational institutions

Educational institutions in OECD countries are mainly publicly funded, although there is a substantial – and growing – level of private funding at the tertiary level. On average across OECD countries, 83% of all funds for primary to tertiary educational institutions come directly from public sources; 17% come from private sources (Chart B3.1 and Table B3.1).

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 20% in Canada, Israel, Portugal and the United Kingdom, 25% in Australia, Japan and New Zealand, 30% in Colombia, Korea and the United States, and reaches nearly 40% in Chile. By contrast, in Finland, Luxembourg and Sweden, less than 4% of expenditure on education comes from private sources (Table B3.1).

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

Public funding dominates primary, secondary and post-secondary non-tertiary education in all countries. In half of the countries, less than 10% of funding for these levels of education comes from private sources, and the share of private funding exceeds 20% only in Chile and Colombia (among countries with available data) (Table B3.1 and Chart B3.1). In most countries, the largest share of private expenditure at these levels comes from households and goes mainly towards tuition fees (Chart B3.2). However, in the Netherlands and Switzerland, most private expenditure takes the form of contributions from the business sector to the dual system of apprenticeship in upper secondary and post-secondary non-tertiary education (see Box B3.1). In Canada, too, the contribution from other private entities is larger than that from households.

Between 2000 and 2012, the share of public funding for primary, secondary and post-secondary non-tertiary education decreased slightly among the 19 countries with available data for all years (from 90.6% in 2000 to 89.7% in 2012, on average). This share shrank by two percentage points or more in Israel, Italy, Mexico, Poland and Spain, and by nine percentage points or more in Portugal and the Slovak Republic. In the other countries, shifts in the opposite direction, i.e. towards public funding, between 2000 and 2012 exceeded three percentage points in Japan and Korea and nine percentage points in Chile (Table B3.2a).

#### **Box B3.1. Private expenditure on the work-based component of educational programmes**

Many countries have some form of combined school- and work-based educational programmes (e.g. apprenticeship programmes, dual systems). The impact of reporting these programmes in the financial indicators is strong in a few countries, even if it is not significant in most countries (see Table at the end of this box). Expenditure by private employers on training apprentices (e.g. compensation of instructors and cost of instructional materials and equipment) and other participants in these programmes is included in the financial indicators published in *Education at a Glance*. Expenditure to train company instructors is also included.

Among countries with some form of dual education systems, only Germany, Switzerland and, to some extent, the Netherlands, conduct surveys about private expenditure by employers. In a number of countries, such as the Czech Republic, Finland, Norway and the Slovak Republic, workplace training is directly financed by the government, or firms are reimbursed for their expenses; thus private expenditures are implicitly included in public expenditures reported in the indicators for most of these countries.

However, 10 of 17 countries with medium to large dual systems – Australia, Austria, Denmark, Estonia, France, Hungary, Iceland, Luxembourg, the Russian Federation and the United Kingdom – do not include private expenditure by enterprises that relate to these programmes in the financial indicators published in *Education at a Glance*. This is mainly because of a lack of such data.

The size of the work-based component varies widely among these countries and can have a significant impact on total expenditure in some. Among countries with available data on upper secondary education, Germany, the Netherlands and Switzerland have a significant proportion of all students enrolled in vocational education and training programmes (VET) with a work-based component (a minimum of 20% in the Netherlands, varying to a maximum of 80% depending on the VET track of school or work based, 50% in Germany and 60% in Switzerland). The corresponding expenditure on these programmes represents between 0.3% and 0.5% of GDP (see Indicator B2).

...

Further research has shown that 6% to 30% of upper secondary students (a “medium” share) are enrolled in VET programmes with a work-based component in Australia, Finland, France, Hungary, Iceland, Luxembourg, Norway, the Russian Federation, the Slovak Republic and the United Kingdom, while more than 30% of upper secondary students (a “large” proportion) in Austria, the Czech Republic, Denmark and Estonia are enrolled in such programmes. Among the group of countries with missing data on training expenditures, the impact of not reporting such expenditures is expected to be small for Australia, Denmark, Estonia, Iceland, Norway and the Slovak Republic, but is potentially large for Austria, France, Hungary, Luxembourg, the Russian Federation and the United Kingdom (see Table below).

In the financial indicators published in *Education at a Glance*, the cost of apprentices’ salaries, social security contributions, and other compensation paid to students or apprentices in combined school- and work-based educational programmes is not included. Private investment in upper secondary VET programmes with a work-based component is considered to be moderate in Austria, France, Hungary, Luxembourg, the Netherlands, the Russian Federation and the United Kingdom, and large in Germany and Switzerland, where apprentices spend a substantial portion of their time in the workplace and where training is intensive (see Table below).

**Level of investment by firms in upper secondary VET programmes with a work-based component (low, medium, high) (horizontal axis) relative to the share of students (low, medium, high) enrolled in these programmes (vertical axis)**

Share of dual/part-time VET to all students	Importance of investment by firms		
	Low	Medium	High
Large (> 30%)	The Czech Republic, Denmark, Estonia	Austria	Germany, Switzerland
Medium (6-30%)	Australia, Finland, Iceland, Norway, the Slovak Republic	France, Hungary, Luxembourg, the Netherlands, the Russian Federation, the United Kingdom	
Low (< 6%)	Belgium, Brazil, Canada, Chile, Greece, Ireland, Israel, Italy, Japan, Korea, Mexico, New Zealand, Poland, Portugal, Slovenia, Spain, Sweden, Turkey, the United States		

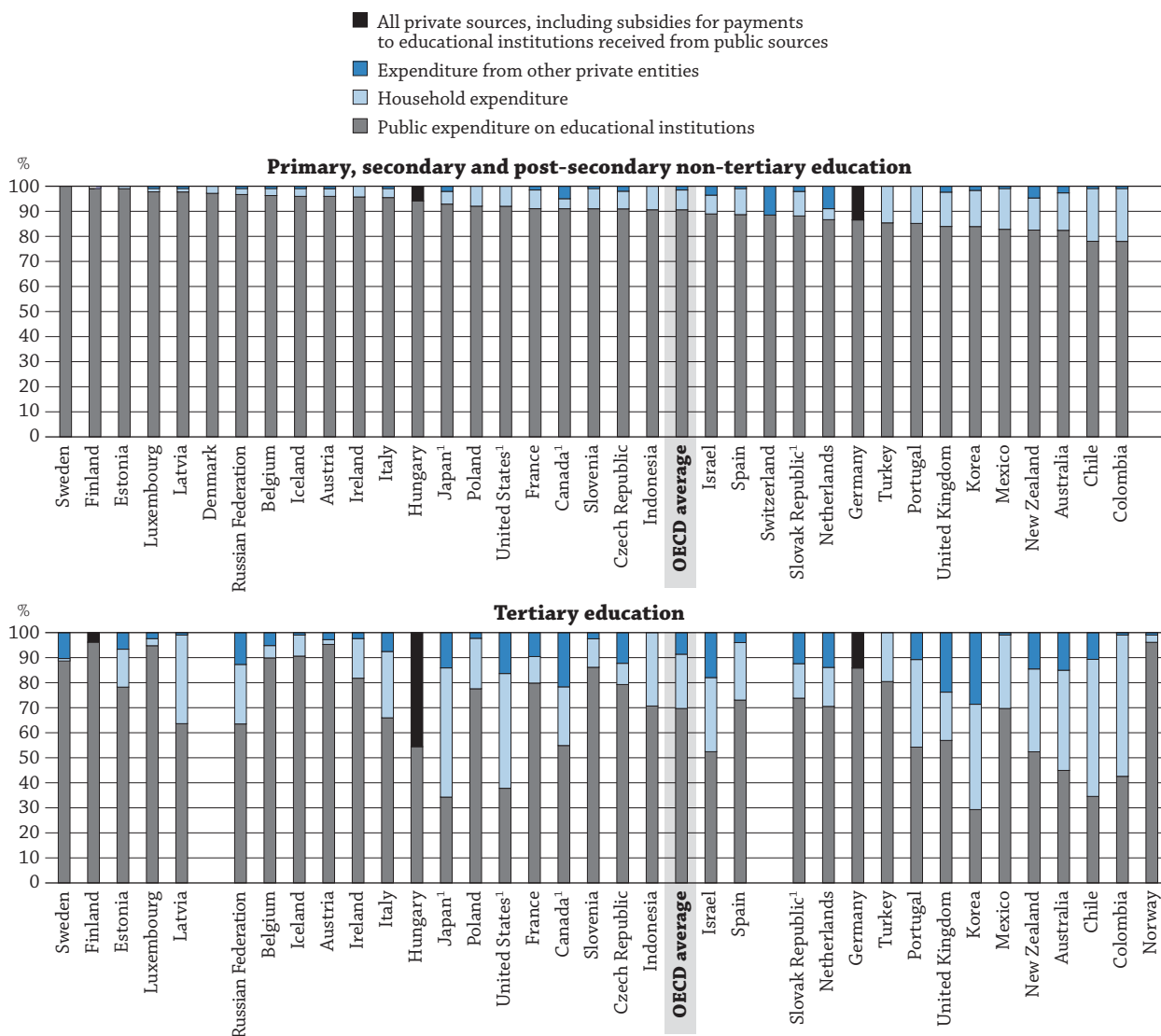
\* The importance of investment by firms is an index that reflects the time that trainees spend in the workplace, the intensity of training (weekly instruction time) at the workplace, and controls for public reimbursement of such expenditure.

### 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 (Chart B3.1 and Table B3.1).

The proportion of expenditure on tertiary institutions covered by individuals, businesses and other private sources, including subsidised private payments, ranges from less than 5% in Austria, Finland and Norway (tuition fees charged by tertiary institutions are low or negligible in these countries) to more than 40% in a third of countries with available data. The proportion is more than 40% in Australia, Canada, Colombia, Hungary, Israel, New Zealand, Portugal and the United Kingdom, and exceeds 60% in Chile, Japan, Korea and the United States. These proportions may be related to the level of tuition fees charged by tertiary institutions (Chart B3.2 and Table B3.1, see Indicator B5).


**Chart B3.2. Distribution of public and private expenditure on educational institutions (2012)**  
By level of education



1. 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 the proportion of public expenditure on educational institutions in primary, secondary and post-secondary non-tertiary education.

Source: OECD, Table B3.1. 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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Of these countries, in Korea and the United Kingdom, most students are enrolled in private institutions (around 80% in private universities in Korea; 100% in government-dependent private institutions in the United Kingdom). In Korea, more than 40% of the education budget comes from tuition fees. In the United Kingdom (England, Northern Ireland, Wales), tertiary education is funded through a combination of tuition fees (paid by students directly to the institution), and central government grants paid indirectly from a higher education-funding agency (see Indicators B5, and Indicator C7 in *Education at a Glance 2014*).

The contribution from private entities other than households to financing educational institutions is larger for tertiary education than for other levels of education, on average across OECD countries. The share of expenditure on tertiary institutions covered by private entities other than households is above 10% in more than one-third of countries with available data. In Sweden, these contributions are largely devoted to sponsoring research and development. This share reaches 15% or more in Australia, Israel and the United States, and exceeds 20% in Canada, Korea and the United Kingdom (see Box B3.2).

**Box B3.2. Expenditure by private entities other than households on tertiary education**

Expenditure by other private entities is reported in the financial indicators published in *Education at a Glance*. The share of private expenditure on educational institutions varies between countries due to differences in the extent of the contribution by these private entities and in whether these expenditures are covered in the data reported.

The OECD launched a survey in 2015 to better analyse how these expenditures are covered in financial indicators. The replies from the 14 participating countries (excluding Brazil, which reports only public expenditure in financial indicators; see the list of participating countries below) do not allow for drawing definitive conclusions; nonetheless, they show that, in most of these countries, both private enterprises and non-profit organisations fund educational institutions. However, tertiary institutions in the Netherlands do not receive funds from non-profit organisations, nor do short-cycle tertiary programmes in the Slovak Republic and Sweden.

For most of these countries, expenditure from private enterprises and non-profit organisations are at least partially covered in the financial indicators. Expenditure from private enterprises are fully covered only in Canada, Finland, the Netherlands, Sweden and the United Kingdom (at bachelor's, master's, doctoral or equivalent levels), and expenditure from non-profit organisations are also fully covered in Canada, Israel, Slovenia and Sweden. Some of these countries, such as Canada and Israel, are among those with the largest proportions of funds from other private entities in OECD countries (see Table B3.1).

These types of expenditure are difficult to cover because of a lack of available sources of data. Usually only expenditure related to public educational institutions can be accounted for; only a few countries estimate the extent of the partial coverage. For example, the Slovak Republic estimated that up to 10% of expenditure from private enterprises is not covered, which could have an impact of one to two percentage points on the share of private expenditure on educational institutions.

Payments to educational institutions from both private enterprises and non-profit organisations are more widely covered than support to households and students. In the 12 countries providing information on the coverage of various types of expenditure from these private entities (excluding the Slovak Republic and Slovenia), half of the countries cover support, at least partially, while all countries cover payments to educational institutions, at least partially.

Expenditure to educational institutions for research and development is the most widely covered (it is fully covered in the Flemish Community of Belgium, Canada, Finland, Hungary, the Netherlands, Sweden, Switzerland, the United Kingdom and the United States, and partially covered in Australia, New Zealand and Portugal). Payments for specific educational activities and fees paid to institutions for ancillary services are less widely covered. Australia, the Flemish Community of Belgium, Sweden and the United Kingdom do not have data on one or both of these types of expenditure.

Support to households and students is not as well covered, but is often funded from public sources only. These data are also more difficult to collect: Australia, Canada, New Zealand, Portugal and Sweden do not cover scholarships and other grants to households and students, for example.

	Fully covered	Partially covered	Not covered	Not applicable
<b>Payments to educational institutions</b>	<b>31%</b>	<b>69%</b>	<b>0%</b>	<b>0%</b>
of which: Payments for specif. educational activities	38%	23%	31%	8%
of which: Fees paid to institutions for ancillary services	31%	23%	15%	31%
of which: Payments for R&D expenditure	69%	23%	0%	8%
<b>Support to households and students</b>	<b>38%</b>	<b>15%</b>	<b>31%</b>	<b>15%</b>
Scholarships and other grants to households and students	31%	8%	38%	23%
Student loans	31%	8%	31%	31%

List of respondent countries: Australia, Belgium (Flemish Community), Brazil, Canada, Finland, Hungary, Israel, the Netherlands, New Zealand, Portugal, the Slovak Republic, Sweden, Switzerland, the United Kingdom and the United States.

For more details on countries' responses, see Annex 3 ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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. On average across the 20 OECD countries for which trend data are available for all reference years, the share of public funding for tertiary institutions decreased by more than four percentage points between 2000 and 2012, from 68.8% in 2000 to 64.9% in 2005, and continued to decrease slightly over the following years to 64.5% in 2012. The decrease in this share is particularly large in some, mostly European, countries where there had been large increases in private funding, from tuition fees and/or as enterprises participated more actively, largely through grants to tertiary institutions.

In most countries with available data for the different years, the change in the share of public/private funding since 2005 was small; between 2005 and 2012, changes were smallest since 2008 (Table B3.2b, Chart B3.3 and see Indicator B5).

Seventeen of the 22 countries for which comparable data are available for 2000 and 2012 showed an increase in the share of private funding for tertiary education. This increase exceeded 9 percentage points in Hungary, Italy, Mexico, Portugal and the Slovak Republic. Some countries reported particularly large increases before 2000 (see *Education at a Glance 2014*). For example, in Australia, the increase between 1995 and 2000 was notable and associated with changes to the Higher Education Contribution Scheme/Higher Education Loan Programme implemented in 1997. By contrast, Chile, Korea and Poland show significant decreases (by 6 percentage points or more) in the share of private expenditure on tertiary educational institutions between 2000 and 2012. In Chile and Korea, where tuition fees are particularly high (see Indicator B5), the decrease resulted from a larger increase in public expenditure than in private expenditure.

In some countries, trends in the changes in the share of public/private funding move in opposite directions before and after 2008. This is most significant in Chile, Korea and Poland, where the share of private funds increased between 2005 and 2008, and then decreased between 2008 and 2012, resulting in an overall decrease in the share of private funds between 2005 and 2012. In these countries, contrary to what was observed in most other countries, the change in the share of private expenditure was larger between 2008 and 2012 than between 2005 and 2008 (Chart B3.3).

Between 2000 and 2012, private expenditure on educational institutions generally increased faster than public expenditure. Nevertheless, public investment in tertiary education also increased in most countries for which 2000 and 2012 data are available, regardless of the changes in private spending. Five of the ten countries with the largest increases in private expenditure during this period (Chile, the Czech Republic, Iceland, Mexico and the Slovak Republic) are also among the ten countries with the largest increases in public expenditure (Table B3.2b).

### 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, 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).

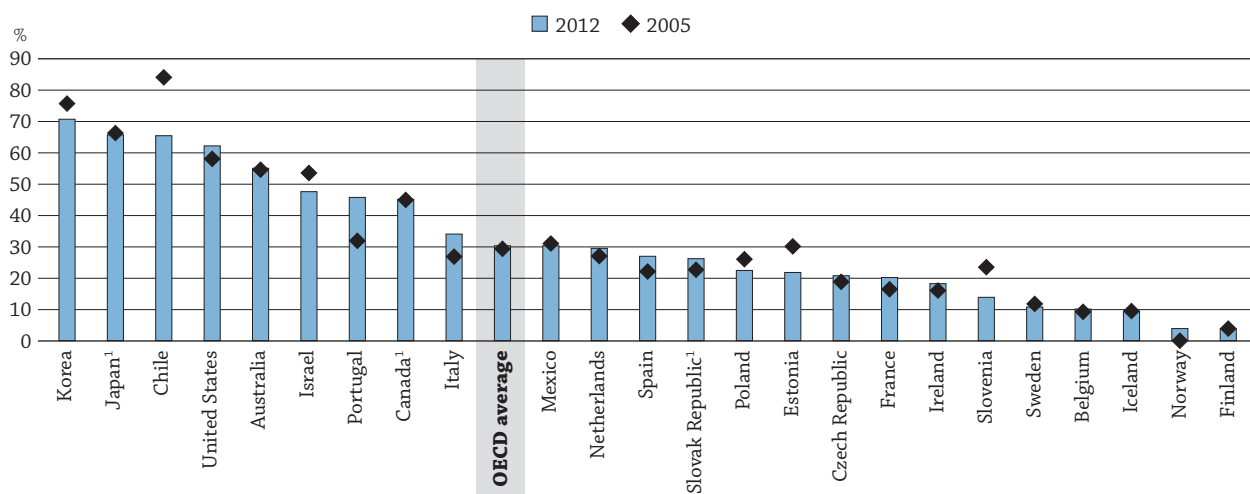
Table B3.3 shows public investment in educational institutions relative to the size of the education system. The data focus on public expenditure, per student, on public and private educational institutions (private funds are excluded from Table B3.3, although in some countries they represent a significant share of the resources of educational institutions, especially at the tertiary level). 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 is 91% higher than public expenditure, per student, on private institutions (USD 9 317 and USD 4 889, respectively). However, the difference varies according to the level of education. At the primary, secondary and post-secondary non-tertiary levels of education, public expenditure, per student, on public institutions is around 1.6 times that on private institutions (USD 8 683 and USD 5 284, respectively), whereas at the tertiary level, public expenditure, per student, on public institutions is 2.5 times that on private institutions (USD 11 913 and USD 4 751, respectively).

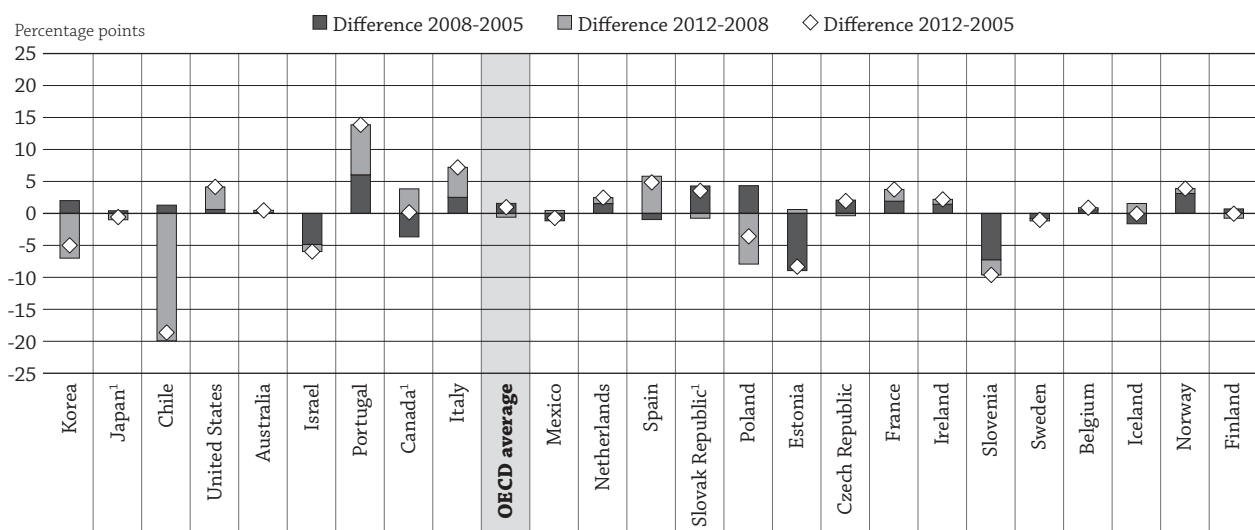
At the primary, secondary and post-secondary non-tertiary levels of education (the levels with the largest proportion of public funds, Table B3.2b), public expenditure per student on both public and private institutions averages USD 8 039 in OECD countries, but varies from less than USD 2 350 in Mexico and partner countries Colombia

and Indonesia, to more than USD 10 000 in Austria, Belgium, Denmark, Norway, Sweden and the United States, and exceeds USD 19 000 in Luxembourg. At this level, most students are enrolled in public institutions, and public expenditure per student is usually higher on public than on private institutions, except in Denmark, Israel and, to a lesser extent, Hungary and the Slovak Republic (Table B3.3). In these four OECD countries, between 9% and 20% of students are enrolled in private institutions. In Mexico and the Netherlands, the amount of public expenditure, per student, on private institutions is small or negligible, as the private sector is marginal and receives little or no public funds (see Table C1.4).

**Chart B3.3. Share of private expenditure on tertiary education institutions (2005 and 2012) and change, in percentage points, in the share of private expenditure between 2005 and 2012**



**Change (in percentage points) in the proportion of private expenditure between 2005 and 2012**



1. 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 the share of private expenditure on educational institutions in 2012.

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)).

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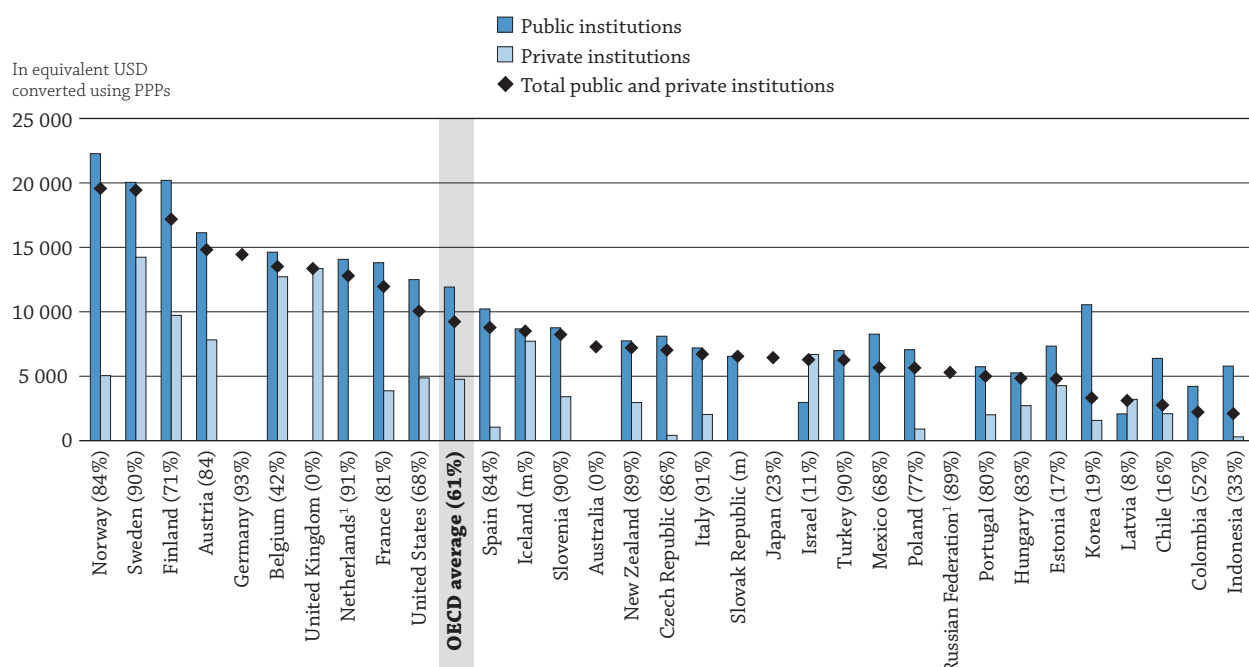
At the tertiary level, public expenditure, per student, on both public and private institutions averages USD 9 223 in OECD countries, but varies from about USD 2 800 or less in Chile, Colombia and Indonesia, to more than USD 17 000 in Finland, Norway and Sweden – three countries where the share of private expenditure is small or negligible. In all countries with available data except Israel and Latvia, public expenditure, per student, is higher on public than on private institutions (Table B3.3 and Chart B3.4).



At this level, patterns in the allocation of public funds to public and private institutions differ. In the Netherlands, at least 90% of students are enrolled in public institutions, and most public expenditure goes to these institutions. Public expenditure, per student, on public institutions is higher than the OECD average, and public expenditure, per student, on private institutions is negligible. About 30% of total expenditure on tertiary institutions in the Netherlands come from private sources (Chart B3.4 and Table B3.1).

In Belgium, Estonia, Hungary, Iceland, Israel, Latvia and Sweden, public expenditure goes to both public and private institutions, and public expenditure, per student, on private institutions represents at least 50% – and up to more than 100% – of the level of public expenditure, per student, on public tertiary institutions (Table B3.3). However, these countries show different participation patterns. In Hungary and Sweden, at least 80% of students are enrolled in public institutions, whereas in Belgium, Estonia, Israel and Latvia, tertiary students are mainly enrolled in private institutions. In the remaining countries, public expenditure goes mainly to public institutions (Chart B3.4 and Table B3.3).

**Chart B3.4. Annual public expenditure on educational institutions per student in tertiary education, by type of institution (2012)**



**Note:** The figures into brackets represent the percentage of students enrolled in public institutions in tertiary education, based on full-time equivalents. 1. Government-dependent institutions are included with public institutions.

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)).

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## Definitions

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

**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 2012 and are based on the UOE data collection on education statistics administered by the OECD in 2014 (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 2000, 2005, 2008, 2010 and 2011 were updated based on a survey in 2014, and expenditure for 2000 to 2011 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.

## Indicator B3 Tables


StatLink  <http://dx.doi.org/10.1787/888933285464>

Table B3.1	Relative proportions of public and private expenditure on educational institutions, by level of education (2012)
Table B3.2a	Trends in the proportion of public expenditure on educational institutions and index of change in public and private expenditure, at primary, secondary, post-secondary non-tertiary level (2000, 2005, 2008, 2010 to 2012)
Table B3.2b	Trends in the proportion of public expenditure on tertiary education institutions and index of change in public and private expenditure (2000, 2005, 2008, 2010 to 2012)
Table B3.3	Annual public expenditure on educational institutions per student, by type of institution (2012)

Cut-off date for the data: 23 October 2015. Updates can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

**Table B3.1. Relative proportions of public and private expenditure on educational institutions, by level of education (2012)**
*Distribution of public and private sources of funds for educational institutions after transfers from public sources*

	Primary, secondary and post-secondary non-tertiary					Tertiary					Primary to tertiary (including undistributed programmes)				
	Public sources	Private sources			Private: of which, subsidised	Public sources	Private sources			Private: of which, subsidised	Public sources	Private sources			Private: of which, subsidised
		Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>			Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>			Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
<b>OECD</b>															
Australia	82.4	14.9	2.7	17.6	3.6	44.9	40.0	15.0	55.1	10.1	71.7	22.1	6.2	28.3	5.4
Austria	96.0	3.1	1.0	4.0	4.5	95.3	1.9	2.8	4.7	9.4	95.7	2.7	1.6	4.3	6.2
Belgium	96.3	3.6	0.1	3.7	3.0	89.9	4.9	5.2	10.1	15.7	94.9	3.8	1.3	5.1	5.9
Canada <sup>2, 3</sup>	91.0	4.0	5.0	9.0	m	54.9	23.4	21.7	45.1	4.3	76.2	12.0	11.8	23.8	1.7
Chile <sup>4</sup>	78.0	21.3	0.7	22.0	0.9	34.6	54.8	10.7	65.4	6.7	60.1	35.1	4.8	39.9	3.3
Czech Republic	91.0	7.0	2.0	9.0	3.1	79.3	8.5	12.3	20.7	1.4	87.3	7.7	5.0	12.7	2.5
Denmark	97.2	2.8	0.0	2.8	7.2	m	m	m	m	m	m	m	m	m	m
Estonia	99.1	0.9	0.0	0.9	2.9	78.2	15.2	6.6	21.8	4.2	93.4	4.8	1.8	6.6	3.2
Finland	99.3	x(4)	x(4)	0.7	3.6	96.2	x(9)	x(9)	3.8	15.0	98.3	x(14)	x(14)	1.7	7.2
France	91.0	7.5	1.5	9.0	3.3	79.8	10.6	9.6	20.2	7.3	88.0	8.3	3.7	12.0	4.4
Germany	86.5	x(4)	x(4)	13.5	m	85.9	x(9)	x(9)	14.1	m	86.6	x(14)	x(14)	13.4	m
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	94.2	x(4)	x(4)	5.8	3.8	54.4	x(9)	x(9)	45.6	9.8	81.5	x(14)	x(14)	18.5	5.5
Iceland	96.0	3.7	0.4	4.0	a	90.6	8.7	0.7	9.4	a	92.1	7.1	0.8	7.9	a
Ireland	95.7	4.3	m	4.3	6.7	81.8	15.8	2.4	18.2	17.8	92.6	6.9	0.5	7.4	9.1
Israel	88.9	7.5	3.6	11.1	1.1	52.4	29.6	18.0	47.6	5.9	77.1	13.9	9.0	22.9	2.4
Italy <sup>5</sup>	95.5	4.4	0.1	4.5	2.1	66.0	26.5	7.5	34.0	19.6	88.4	9.7	1.9	11.6	6.3
Japan <sup>3</sup>	92.9	5.1	2.1	7.1	m	34.3	51.6	14.1	65.7	m	70.1	19.7	10.2	29.9	m
Korea	83.9	14.4	1.7	16.1	1.6	29.3	42.1	28.6	70.7	6.5	66.5	22.6	11.0	33.5	3.8
Luxembourg	97.8	2.0	0.2	2.2	1.7	94.8	2.8	2.4	5.2	11.8	97.4	2.1	0.5	2.6	2.9
Mexico	82.8	17.1	0.1	17.2	5.5	69.7	30.0	0.3	30.3	3.7	80.3	19.5	0.2	19.7	5.0
Netherlands	86.7	4.4	9.0	13.3	6.4	70.5	15.6	13.9	29.5	9.5	81.7	7.8	10.5	18.3	7.4
New Zealand	82.5	12.8	4.7	17.5	1.9	52.4	33.1	14.5	47.6	11.4	74.2	18.4	7.4	25.8	4.5
Norway <sup>3</sup>	m	m	m	m	m	96.1	3.3	0.6	3.9	18.0	m	m	m	m	m
Poland	92.0	8.0	m	8.0	0.9	77.6	20.2	2.3	22.4	11.0	88.1	11.3	0.6	11.9	3.7
Portugal <sup>3</sup>	85.2	14.8	m	14.8	1.9	54.3	35.0	10.8	45.7	13.1	78.5	19.1	2.4	21.5	4.4
Slovak Republic <sup>3</sup>	88.1	9.8	2.1	11.9	4.4	73.8	13.8	12.4	26.2	18.7	84.6	10.6	4.8	15.4	8.3
Slovenia	91.0	8.6	0.3	9.0	2.9	86.1	11.4	2.5	13.9	15.9	89.8	9.3	0.9	10.2	6.0
Spain	88.7	10.5	0.8	11.3	1.6	73.1	23.0	4.0	26.9	8.3	84.2	14.1	1.7	15.8	3.5
Sweden	100.0	0.0	0.0	0.0	0.0	89.3	0.4	10.4	10.7	0.0	96.7	0.1	3.1	3.3	0.0
Switzerland	88.5	0.0	11.5	11.5	1.4	m	m	m	m	m	m	m	m	m	m
Turkey	85.4	14.6	m	14.6	1.0	80.4	19.6	m	19.6	5.1	83.8	16.2	m	16.2	2.3
United Kingdom	84.0	13.7	2.4	16.0	5.9	56.9	19.3	23.8	43.1	8.7	76.4	15.2	8.3	23.6	6.7
United States <sup>3</sup>	92.0	8.0	m	8.0	m	37.8	45.8	16.4	62.2	12.7	68.4	24.5	7.1	31.6	5.5
OECD average	90.6	7.9	2.2	9.4	3.1	69.7	21.7	10.0	30.3	10.1	83.5	12.8	4.5	16.5	4.7
EU21 average	92.8	6.2	1.4	7.2	3.5	78.1	14.0	8.0	21.9	11.0	88.6	8.3	3.0	11.4	5.2
<b>Partners</b>															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	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	m	m	m
Colombia <sup>4</sup>	78.0	21.8	0.2	22.0	2.4	42.6	57.4	0.0	57.4	5.4	69.1	30.7	0.2	30.9	3.1
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia <sup>4</sup>	90.6	9.4	m	9.4	1.2	70.7	29.3	m	29.3	2.2	87.7	12.3	m	12.3	1.3
Latvia	97.7	2.1	0.2	2.3	4.0	63.6	36.2	0.2	36.4	10.8	87.1	12.8	0.2	12.9	6.2
Russian Federation	96.7	2.6	0.7	3.3	m	63.5	23.8	12.7	36.5	m	85.4	9.8	4.9	14.6	m
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: Proportions of total expenditure from public sources in early childhood education is available in Indicator C2.

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

2. Year of reference 2011 instead of 2012.

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

4. Year of reference 2013 instead of 2012.

5. Excludes short-cycle tertiary programmes.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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 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 (2000, 2005, 2008, 2010 to 2012)**

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

	Share of public expenditure on educational institutions (%)						Index of change between 2000 and 2012 in expenditure on educational institutions (2005 = 100, constant prices)									
							Public sources					Private sources <sup>2</sup>				
	2000	2005	2008	2010	2011	2012	2000	2008	2010	2011	2012	2000	2008	2010	2011	2012
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
<b>OECD</b>																
Australia	83.7	83.5	82.5	84.7	83.6	82.4	83	108	135	130	129	82	116	123	129	139
Austria	m	m	m	m	m	96.0	m	m	m	m	m	m	m	m	m	m
Belgium	m	94.9	95.2	96.0	96.2	96.3	m	113	113	114	116	m	106	88	83	83
Canada <sup>3, 4</sup>	92.4	89.9	88.6	89.3	89.7	91.0	86	104	116	117	116	63	118	123	120	102
Chile <sup>5</sup>	68.4	69.8	78.4	78.6	78.3	78.0	94	145	141	165	156	100	92	89	105	101
Czech Republic	91.7	89.9	90.4	90.8	90.9	91.0	78	106	111	114	115	63	101	100	102	102
Denmark <sup>3</sup>	97.8	97.9	97.6	97.6	97.2	97.2	86	99	108	99	79	89	112	124	134	m
Estonia	m	98.9	99.0	98.7	98.9	99.1	81	124	109	103	105	m	119	129	108	89
Finland	99.3	99.2	99.0	99.2	99.3	99.3	83	107	112	113	112	66	126	104	97	99
France	91.6	91.4	91.2	91.4	91.2	91.0	99	102	106	104	104	97	105	106	107	108
Germany	m	m	m	87.1	87.2	86.5	m	m	m	m	m	m	m	m	m	m
Greece	91.7	92.5	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	92.7	95.5	100.0	100.0	100.0	94.2	68	96	85	79	75	m	m	m	m	m
Iceland	96.4	96.2	96.4	96.2	96.3	96.0	73	108	96	99	98	70	103	96	97	105
Ireland	96.0	96.8	97.7	95.9	95.8	95.7	68	132	138	136	137	87	97	179	183	187
Israel	94.8	93.0	93.0	92.4	89.5	88.9	101	120	129	139	147	74	120	142	217	243
Italy	97.8	96.3	97.1	96.6	96.2	95.5	95	105	98	93	88	55	81	89	96	109
Japan <sup>3</sup>	89.8	90.1	90.0	93.0	93.0	92.9	98	102	108	108	110	101	103	73	74	76
Korea	80.8	77.0	77.8	78.5	80.7	83.9	72	116	128	133	136	58	111	118	107	88
Luxembourg	m	m	m	m	m	97.8	m	m	m	m	96	m	m	m	m	m
Mexico	86.1	82.9	82.9	82.7	82.6	82.8	84	103	111	115	119	65	103	112	118	119
Netherlands	86.1	87.1	86.6	86.9	86.6	86.7	81	105	114	113	112	89	111	116	118	117
New Zealand	m	m	m	m	m	82.5	m	m	m	m	m	m	m	m	m	m
Norway	99.0	m	m	m	m	m	87	107	113	112	112	m	m	m	m	m
Poland	95.4	98.2	94.7	93.8	93.9	92.0	87	110	116	115	115	226	337	417	402	538
Portugal	99.9	99.9	99.9	100.0	99.9	85.2	100	95	108	101	m	101	89	87	89	m
Slovak Republic <sup>3</sup>	97.6	86.2	84.8	88.0	88.6	88.1	84	113	138	129	128	13	126	117	104	108
Slovenia	m	91.9	91.7	91.3	91.1	91.0	m	104	103	100	96	m	107	110	110	108
Spain	93.0	93.5	93.1	91.8	91.1	88.7	92	115	117	113	105	99	122	150	158	192
Sweden	99.9	99.9	99.9	99.9	100.0	100.0	88	103	102	103	103	a	a	a	a	a
Switzerland	88.9	86.9	86.3	88.1	88.3	88.5	89	102	108	111	112	74	108	98	98	97
Turkey	m	m	m	m	86.8	85.4	71	121	147	149	165	m	m	m	m	m
United Kingdom	m	m	m	m	m	84.0	75	94	102	113	114	m	m	m	m	m
United States	91.7	91.8	91.8	92.3	91.9	92.0	86	111	110	107	104	87	111	102	105	101
OECD average	92.1	91.5	91.7	91.9	91.6	90.6	85	109	114	115	114	84	118	125	128	137
OECD average for 19 countries with data available for all reference years	90.6	89.5	89.6	90.0	89.9	89.7	86	111	117	119	118	83	121	129	134	144
EU21 average	95.1	94.7	94.9	94.4	94.4	92.8	84	107	110	108	106	90	124	137	135	153
<b>Partners</b>																
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	66	146	170	175	182	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia <sup>5</sup>	m	m	m	m	m	78.0	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 <sup>5</sup>	m	m	m	m	m	90.6	m	m	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	97.7	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	96.7	66	132	126	129	151	m	m	m	m	m
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 in public and total expenditure on educational institutions.

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

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

4. Year of reference 2011 instead of 2012.

5. Year of reference 2013 instead of 2012.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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 B3.2b. **Trends in the proportion of public expenditure<sup>1</sup> on tertiary education institutions and index of change in public and private expenditure (2000, 2005, 2008, 2010 to 2012)***Index of change of public and private sources of funds for educational institutions after transfers from public sources, by year*

	Share of public expenditure on educational institutions (%)						Index of change between 2000 and 2012 in expenditure on educational institutions (2005 = 100, constant prices)									
							Public sources					Private sources <sup>2</sup>				
	2000	2005	2008	2010	2011	2012	2000	2008	2010	2011	2012	2000	2008	2010	2011	2012
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
<b>OECD</b>																
Australia	49.9	45.4	44.9	46.5	45.6	44.9	92	110	129	130	131	77	112	124	129	134
Austria	m	m	m	m	m	95.3	m	m	m	m	m	m	m	m	m	m
Belgium	m	90.8	90.0	89.9	90.1	89.9	m	110	118	120	121	m	120	130	130	135
Canada <sup>3, 4</sup>	61.0	55.1	58.7	56.6	57.4	54.9	93	116	120	121	113	73	100	113	110	113
Chile <sup>5</sup>	19.5	15.9	14.6	22.1	24.2	34.6	103	118	237	279	405	81	130	158	166	145
Czech Republic	85.4	81.2	79.1	78.8	81.1	79.3	68	127	131	162	145	50	145	152	164	164
Denmark <sup>3</sup>	97.6	96.7	95.5	95.0	94.5	m	87	98	106	108	m	62	135	164	183	m
Estonia	m	69.9	78.8	75.4	80.4	78.2	93	135	132	159	136	m	84	100	90	88
Finland	97.2	96.1	95.4	95.9	95.9	96.2	89	107	116	120	118	62	127	121	128	116
France	84.4	83.6	81.7	81.9	80.8	79.8	94	110	115	115	113	88	126	130	138	145
Germany	m	m	m	86.4	86.6	85.9	m	m	m	m	m	m	m	m	m	m
Greece	99.7	96.7	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	76.7	78.5	m	m	m	54.4	81	106	96	112	79	m	m	m	m	m
Iceland	91.8	90.5	92.2	91.2	90.6	90.6	71	118	105	101	107	61	96	97	101	106
Ireland	79.2	84.0	82.6	81.2	80.5	81.8	96	133	132	126	135	133	147	160	161	137
Israel	60.1	46.5	51.3	54.2	49.0	52.4	107	109	125	126	132	62	90	92	113	104
Italy	77.5	73.2	70.7	67.6	66.5	66.0	99	108	102	101	95	79	123	134	139	134
Japan <sup>3</sup>	38.5	33.7	33.3	34.4	34.5	34.3	107	108	112	117	116	87	110	109	113	113
Korea	23.3	24.3	22.3	27.3	27.0	29.3	75	116	154	160	171	80	130	132	139	133
Luxembourg	m	m	m	m	m	94.8	m	m	m	m	m	m	m	m	m	m
Mexico	79.4	69.0	70.1	69.9	67.1	69.7	85	116	130	121	137	49	110	125	132	132
Netherlands	75.0	73.0	71.5	71.8	70.8	70.5	87	107	116	119	119	78	115	123	132	135
New Zealand	m	m	m	m	m	52.4	m	m	m	m	m	m	m	m	m	m
Norway	96.3	100.0	96.9	96.0	95.9	96.1	83	102	105	106	108	m	m	m	m	m
Poland	66.6	74.0	69.6	70.6	75.5	77.6	52	104	110	109	114	74	129	130	101	93
Portugal	92.5	68.1	62.1	69.0	68.6	54.3	100	96	112	103	78	17	126	107	101	140
Slovak Republic <sup>3</sup>	91.2	77.3	73.1	70.2	76.9	73.8	79	114	116	140	145	26	143	168	144	175
Slovenia	m	76.5	83.8	84.7	85.2	86.1	m	114	119	121	115	m	72	70	68	60
Spain	74.4	77.9	78.9	78.2	77.5	73.1	83	121	127	123	108	101	114	125	126	140
Sweden	91.3	88.2	89.1	90.6	89.5	89.3	90	105	119	120	122	65	97	93	105	110
Switzerland	m	m	m	m	m	m	76	91	102	107	111	m	m	m	m	m
Turkey	m	m	m	m	m	80.4	77	114	144	167	193	m	m	m	m	m
United Kingdom	m	m	m	m	m	56.9	m	m	m	m	m	m	m	m	m	m
United States	37.4	42.0	41.3	40.0	38.7	37.8	70	110	111	111	112	84	113	121	127	133
OECD average	72.7	70.7	69.1	70.2	70.4	69.7	86	112	123	129	133	71	116	124	127	126
OECD average for 20 countries with data available for all reference years	68.8	64.9	64.1	64.9	64.9	64.5	87	113	126	130	136	71	119	126	128	130
EU21 average	84.9	81.5	80.1	80.5	81.3	78.1	86	112	117	122	116	70	120	127	127	127
<b>Partners</b>																
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	79	119	148	155	149	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia <sup>5</sup>	m	m	m	m	m	42.6	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 <sup>5</sup>	m	m	m	m	m	70.7	m	m	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	63.6	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	63.5	44	147	145	136	142	m	m	m	m	m
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 in public and total expenditure on educational institutions.

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

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

4. Year of reference 2011 instead of 2012.

5. Year of reference 2013 instead of 2012.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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)).

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Table B3.3. **Annual public expenditure on educational institutions per student, by type of institution (2012)***In equivalent USD converted using PPPs for GDP, by level of education and type of institution, based on full-time equivalents*

	Primary, secondary and post-secondary non-tertiary			Tertiary				Primary to tertiary (including undistributed programmes)		
	Public institutions	Private institutions	Total public and private	Public institutions	Private institutions	Total public and private	of which: R&D activities	Public institutions	Private institutions	Total public and private
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD</b>										
Australia	8 926	6 137	<b>7 971</b>	x(6)	x(6)	<b>7 276</b>	5 848	x(10)	x(10)	<b>7 837</b>
Austria	12 147	7 373	<b>11 673</b>	16 128	7 815	<b>14 815</b>	3 932	13 297	7 553	<b>12 624</b>
Belgium	11 803	9 773	<b>10 597</b>	14 622	12 711	<b>13 511</b>	4 102	12 936	10 389	<b>11 430</b>
Canada <sup>1</sup>	9 789	m	<b>m</b>	13 028	m	<b>m</b>	m	10 570	m	<b>m</b>
Chile <sup>2</sup>	4 459	2 726	<b>3 408</b>	6 373	2 080	<b>2 751</b>	321	4 713	2 501	<b>3 225</b>
Czech Republic	5 971	3 975	<b>5 839</b>	8 097	402	<b>7 016</b>	2 168	6 751	2 537	<b>6 395</b>
Denmark	10 843	12 012	<b>11 006</b>	m	a	<b>m</b>	m	m	m	<b>m</b>
Estonia	6 309	4 799	<b>6 244</b>	7 329	4 260	<b>4 795</b>	2 798	6 408	4 324	<b>5 866</b>
Finland	9 284	9 266	<b>9 283</b>	20 194	9 713	<b>17 181</b>	5 822	11 050	9 458	<b>10 839</b>
France	9 230	5 413	<b>8 478</b>	13 803	3 861	<b>11 955</b>	4 309	10 095	5 136	<b>9 129</b>
Germany	x(3)	x(3)	<b>8 518</b>	x(6)	x(6)	<b>14 438</b>	5 790	x(10)	x(10)	<b>9 785</b>
Greece	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Hungary	4 065	4 363	<b>4 116</b>	5 252	2 706	<b>4 832</b>	1 314	4 626	4 096	<b>4 536</b>
Iceland	9 130	6 894	<b>8 956</b>	8 667	7 712	<b>8 497</b>	x(6)	9 723	7 192	<b>9 475</b>
Ireland	9 546	m	<b>m</b>	11 539	m	<b>m</b>	3 458	9 881	m	<b>m</b>
Israel	5 843	7 212	<b>6 122</b>	2 958	6 682	<b>6 273</b>	m	6 189	6 365	<b>6 250</b>
Italy <sup>3</sup>	8 117	1 636	<b>7 659</b>	7 186	2 024	<b>6 707</b>	3 408	7 931	1 734	<b>7 465</b>
Japan	x(3)	x(3)	<b>8 851</b>	x(6)	x(6)	<b>6 433</b>	m	x(10)	x(10)	<b>8 805</b>
Korea	7 589	6 241	<b>7 342</b>	10 540	1 560	<b>3 308</b>	1 368	9 662	3 069	<b>7 103</b>
Luxembourg	21 111	7 419	<b>19 178</b>	32 459	m	<b>m</b>	1 202	21 998	m	<b>m</b>
Mexico	2 595	7	<b>2 320</b>	8 257	a	<b>5 656</b>	1 468	3 233	5	<b>2 819</b>
Netherlands	9 107	0	<b>8 886</b>	14 063	0	<b>12 786</b>	5 212	10 035	0	<b>9 659</b>
New Zealand	7 205	3 554	<b>6 967</b>	7 736	2 948	<b>7 198</b>	1 776	7 301	3 380	<b>7 011</b>
Norway <sup>4</sup>	13 700	12 155	<b>13 612</b>	22 267	5 037	<b>19 564</b>	7 168	15 393	15 658	<b>15 413</b>
Poland	5 809	3 610	<b>5 636</b>	7 051	890	<b>5 637</b>	1 255	6 069	2 305	<b>5 636</b>
Portugal <sup>4</sup>	7 444	1 898	<b>6 605</b>	5 727	1 999	<b>4 989</b>	3 098	7 288	2 019	<b>6 441</b>
Slovak Republic <sup>4</sup>	4 605	4 659 <sup>4</sup>	<b>4 610<sup>4</sup></b>	6 538	x(2)	<b>6 538</b>	2 723	5 145	4 659	<b>5 109</b>
Slovenia	7 956	5 404	<b>7 920</b>	8 750	3 400	<b>8 224</b>	1 615	8 129	4 063	<b>7 995</b>
Spain	8 611	3 747	<b>7 128</b>	10 215	1 037	<b>8 775</b>	2 908	9 004	3 418	<b>7 476</b>
Sweden	10 789	9 902	<b>10 652</b>	20 039	14 229	<b>19 439</b>	9 178	12 496	10 442	<b>12 198</b>
Switzerland	13 540	m	<b>m</b>	25 264	m	<b>m</b>	m	15 859	m	<b>m</b>
Turkey	2 454	0	<b>2 377</b>	6 980	0	<b>6 257</b>	m	3 072	0	<b>2 944</b>
United Kingdom	9 506	6 697	<b>8 427</b>	a	13 352	<b>13 352</b>	3 577	9 506	8 702	<b>9 127</b>
United States <sup>4</sup>	11 676	1 069	<b>10 794</b>	12 492	4 863	<b>10 041</b>	x(6)	11 840	3 224	<b>10 603</b>
OECD average	8 683	5 284	<b>8 039</b>	11 913	4 751	<b>9 223</b>	3 433	9 317	4 889	<b>7 971</b>
EU21 average	9 066	5 664	<b>8 550</b>	12 294	5 227	<b>10 294</b>	3 572	9 592	5 052	<b>8 336</b>
<b>Partners</b>										
Argentina	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Brazil	3 049	m	<b>m</b>	10 455	m	<b>m</b>	860	3 441	m	<b>m</b>
China	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Colombia <sup>2</sup>	2 446	535	<b>2 071</b>	4 201	0	<b>2 203</b>	m	2 898	350	<b>2 270</b>
India	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Indonesia <sup>2</sup>	1 389	343	<b>1 096</b>	5 778	284	<b>2 089</b>	m	1 809	531	<b>1 397</b>
Latvia	3 481	2 828	<b>3 470</b>	2 066	3 193	<b>3 109</b>	1 110	3 446	3 175	<b>3 380</b>
Russian Federation	x(3)	x(3)	<b>5 167</b>	x(6)	x(6)	<b>5 284</b>	x(6)	x(10)	x(10)	<b>5 719</b>
Saudi Arabia	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
South Africa	2 431	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
G20 average	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>

1. Year of reference 2011.


2. Year of reference 2013.

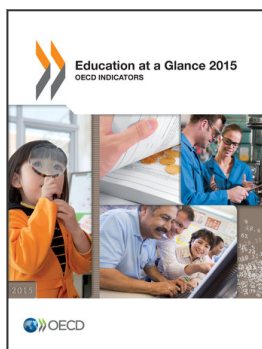
3. Excluding post-secondary non-tertiary education and short-cycle tertiary programmes.

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

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