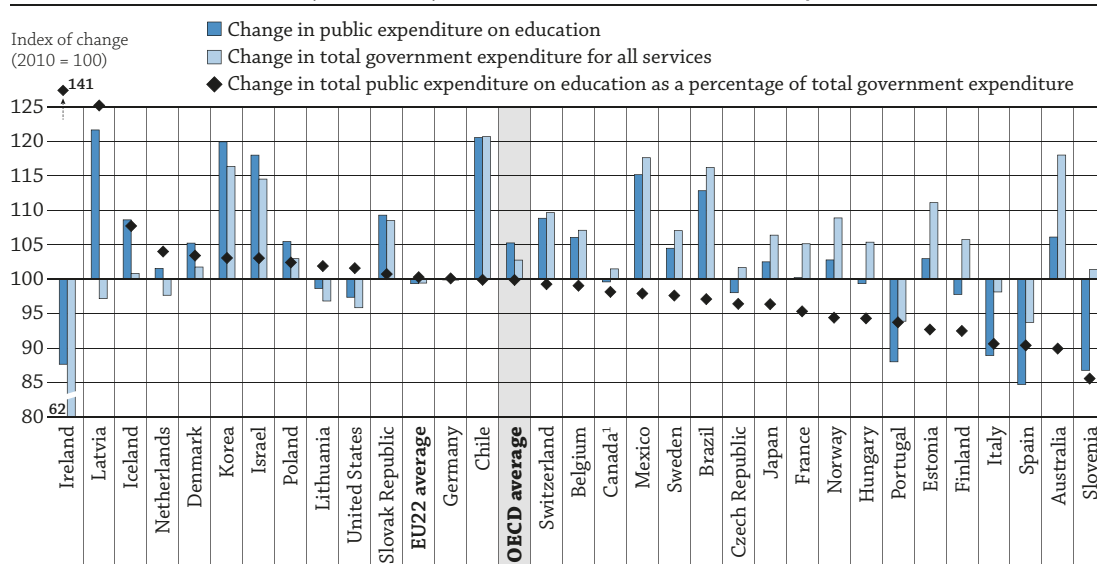


INDICATOR B4

WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?

- Across OECD countries, total public spending on primary to tertiary education averages 11.3% of total government expenditure, ranging in OECD and partner countries from less than 8% in the Czech Republic, Hungary, Italy and the Russian Federation to at least 16% in Brazil, Costa Rica, Indonesia, Mexico, New Zealand and South Africa.
- While the average share of total public expenditure across OECD countries on primary to tertiary education in total government expenditure remained stable (11%) between 2010 and 2014, in 18 OECD and partner countries the share decreased. Others, such as Ireland and Latvia, saw an increase of more than 20% over the four-year period (Figure B4.1).
- In tertiary education, on average 85% of final public funds (after transfers between levels of government) come from the central government. In primary, secondary and post-secondary non-tertiary education, spending is much more decentralised, with 58% of final funds managed by regional and local governments.

Figure B4.1. Change in total public expenditure on education as a share of total government expenditure between 2010 and 2014
Primary to tertiary education (2010 = 100, constant prices)



1. Includes pre-primary education.

Countries are ranked in descending order of the change in total public expenditure on primary to tertiary education as a percentage of total government expenditure.

Source: OECD/UIS/Eurostat (2017), Table B4.2. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

Decisions concerning budget allocations to various sectors – including education, healthcare, social security and defence – depend on countries' priorities and on the options for private provision of these services. Government funding is necessary in situations where the public benefit is high, but where private costs are greater than private benefits.

In the years following the economic crisis, various OECD countries adopted austerity measures, which led to sharp budget cuts, including in the education sector. As a result, expenditure per student decreased after the crisis in many countries (see Indicator B1). Although cuts can be the result of better allocation of government funds, gains in efficiency and economic dynamism, they can also affect the quality of government-provided education, particularly at a time when investment in education

is important to resume economic growth. For example, during a crisis there may be an increasing demand to provide education and training for young and unemployed people who find it harder to compete in a more restricted labour market.

This indicator compares total public spending on education with total government spending across OECD and partner countries. In addition, it includes data on the different sources of public funding invested in education (central, regional and local governments) and on the transfers of funds between these levels of government.

■ **Other findings**

- Most OECD and partner countries with available data (38 out of 43 countries) spend more than twice as much on primary, secondary and post-secondary non-tertiary education combined as they do on tertiary education.
- The proportion of government expenditure devoted to primary to tertiary education decreased between 2005 and 2014 in more than two-thirds of the countries with available data for both years. It remained stable in most others and in a number of countries it increased, most notably in Chile and Korea, where the increase was higher than 2 percentage points.
- On average across OECD countries, central governments provide 55% of public expenditure's initial funds for primary, secondary and post-secondary non-tertiary education. This share is higher in tertiary education with 87% of the initial funds coming from central government.

Analysis

B4

Overall level of public resources invested in education

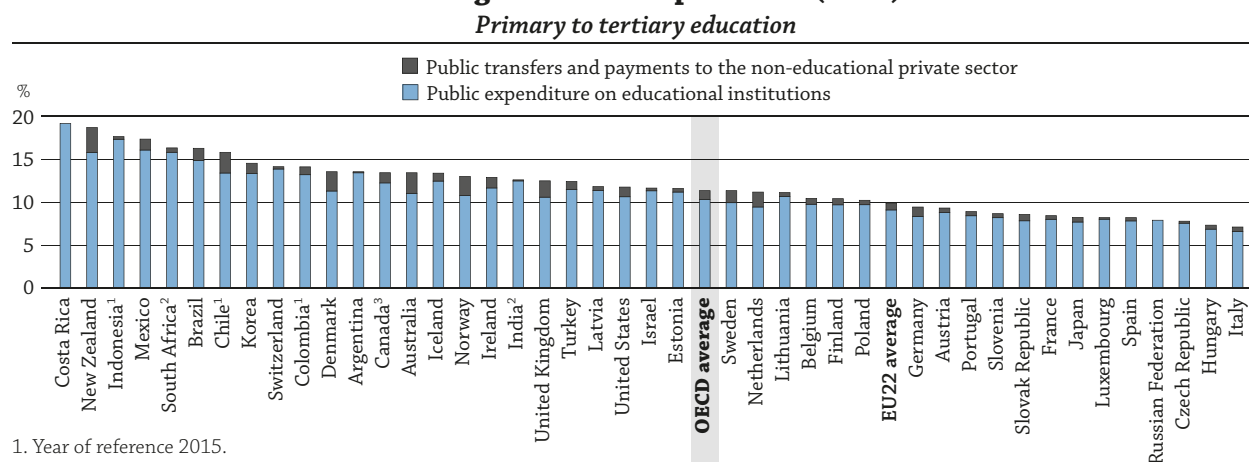
In 2014, in OECD countries, the share of total public expenditure on primary to tertiary education in total government expenditure on all services averaged 11.3%, ranging in OECD and partner countries, from less than 8% in the Czech Republic, Hungary, Italy and the Russian Federation to at least 16% in Brazil, Costa Rica, Indonesia, Mexico, New Zealand and South Africa (Figure B4.2 and Table B4.1).

In most countries, and on average across OECD countries, roughly one-third of the total public expenditure on primary to tertiary education was devoted to primary education. This is largely explained by the near-universal enrolment rates at this level of education (see Indicator C1) and the demographic structure of the population. Total public expenditure on secondary education takes up 4.6% of total government expenditure, evenly split between lower and upper secondary education.

On average across OECD countries, 28% of total public expenditure on education was devoted to tertiary education. Country shares ranged from about 20% or less in Indonesia, Israel, Portugal and South Africa to over 35% in Austria, Norway and Turkey (Table B4.1).¹

Total public expenditure on education includes direct expenditure on institutions (such as operating costs of public schools) and both transfers to the non-educational private sector that are attributable to educational institutions and public subsidies to households for living costs, which are not spent in educational institutions.² The level of these transfers and payments for primary to tertiary education is relatively small in OECD countries. In 2014, these public expenditures only represented 1% of total government expenditure and accounted for 9% of public expenditure on education with the remaining 91% corresponding to direct expenditure on educational institutions. However the percentage varies by country. Public transfers and payments to the non-educational private sector represent more than 2% of total government expenditure in countries like Australia, Chile, Denmark, New Zealand and Norway, and less than 0.3% in Argentina, the Czech Republic, India, Luxembourg and Switzerland.

Figure B4.2. Composition of total public expenditure on education as a percentage of total government expenditure (2014)




1. Year of reference 2015.

2. Year of reference 2013.

3. Includes pre-primary education.

Countries are ranked in descending order of total public expenditure on primary to tertiary education as a percentage of total government expenditure.

Source: OECD/UIS/Eurostat (2017), Table B4.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933557983>

When public expenditure on education is considered as a proportion of total government spending, the relative size of public budgets must be taken into account. Total public expenditure on education relative to GDP (including public student loans and subsidies to households for living costs that are not spent in educational institutions – contrary to Indicator B2) presents a very different picture from public expenditure on education relative to total government expenditure. In 2014, public expenditure on primary to tertiary education as a proportion of GDP was on average across OECD countries 4.8%, ranging in OECD and partner countries from less than 3.5% in the Czech Republic, India, Indonesia, Japan and the Russian Federation to 7.4% or more in Denmark and Norway.

Total government expenditure on all services (including education, health, social security and the environment) as a proportion of GDP varies greatly among countries (Table B4.1). In 2014, one in four countries with available data reported that total government expenditure on all services was more than 50% of GDP, including Finland, where it accounts for the highest share (58%). A high share of public expenditure on education in total government expenditure does not necessarily translate into a high share of public expenditure on education in GDP. For example, Chile and Indonesia allocate at least 15% of their total government expenditure to education (i.e. more than the OECD average of 11%); however public expenditure on education is relatively low if considered as a share of GDP (4% in Chile and 3.1% in Indonesia, lower than the OECD average of 4.8%). This can be explained by the relatively low size of total government expenditure compared to GDP (25% in Chile and 17% in Indonesia).

Changes in total public expenditure on education as a percentage of total government expenditure between 2005 and 2014

Between 2005 and 2014, the percentage of total public expenditure on primary to tertiary education decreased in 23 of the 30 countries with available data. The decrease was especially substantial (2.5 percentage points or more) in Mexico and Slovenia, while it increased by more than 2 percentage points in Chile and Korea (Table B4.2).

The share of public expenditure on education in total government expenditure decreased slightly between 2005 and 2010 on average across the OECD. In Ireland, which was severely hit at the beginning of the financial crisis, the share fell by 4 percentage points.

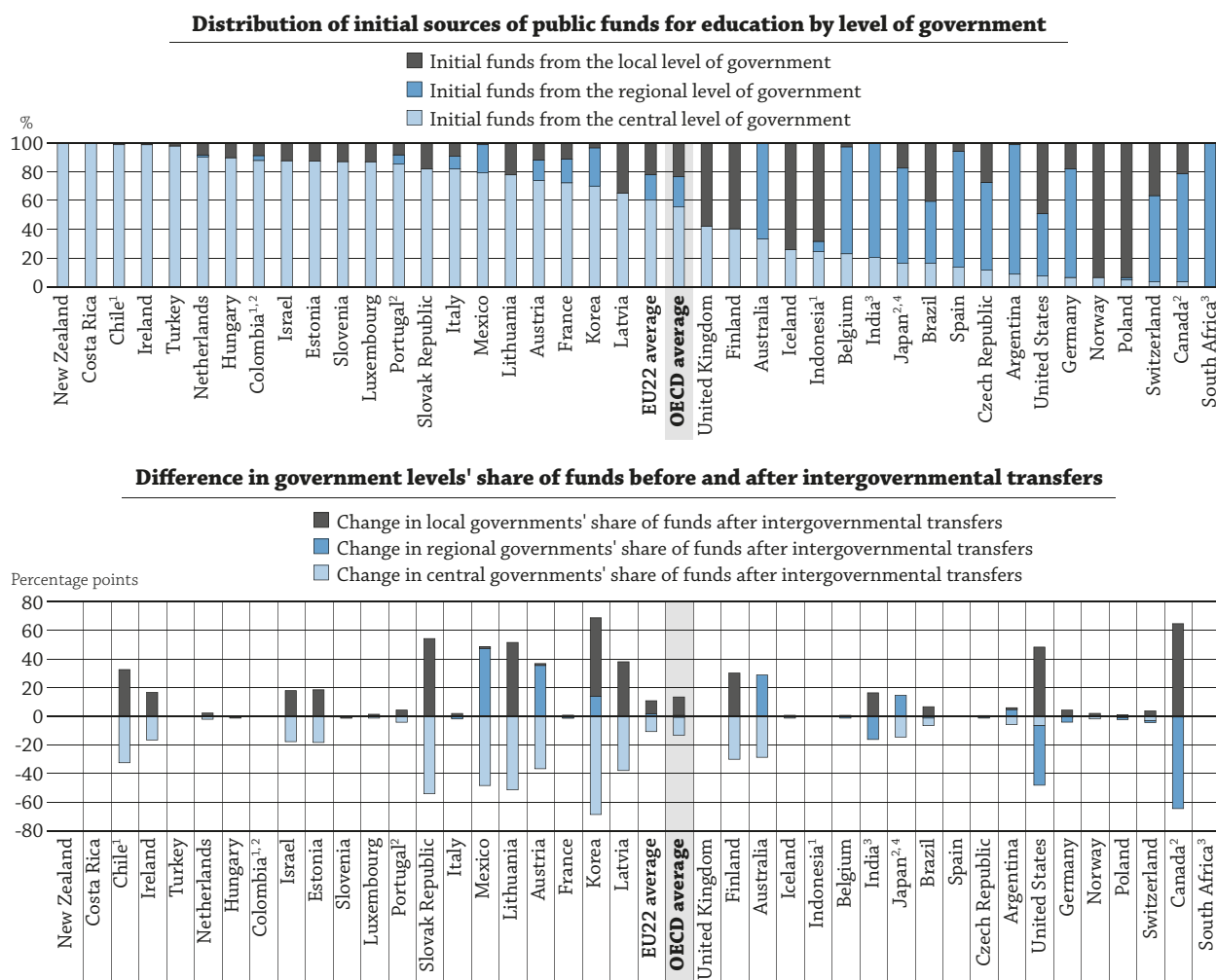
In the years following the crisis, from 2010 to 2014, 19 of the 32 countries with available data increased their public expenditure on education. In Chile, Korea, Latvia and Turkey, it rose by one-fifth or more in the four-year period. On the other hand, in nine countries public expenditure on education decreased between 2010 and 2014: Spain (-15%), Slovenia (-13%), Ireland and Portugal (-12%) as well as Italy (-11%) experienced the strongest decrease. With the exception of the Czech Republic, Finland, Hungary and Slovenia, all countries that reduced their level of public expenditure on education also reduced their overall government spending. In most countries, however, total government expenditure increased (on average by 3% across the OECD). Despite this increase, the overall share of total public expenditure on education in total government spending remained stable over the period 2010 to 2014 (at 11%) (Table B4.2). Although the share decreased in 18 countries, in others – such as Ireland and Latvia – it increased by more than 20% over the four-year period (Figure B4.1): in Ireland this was the result of a sharper decrease in total government spending on all services (-38%) than in public expenditure on education (-12%).

Sources of public funding invested in education

The government sources of expenditure on education (apart from international sources) can be classified into three different levels of government: central, regional and local. In some countries, education funding is centralised, while in others it can be decentralised following fund transfers among the different levels of government. Additionally, in recent years, many schools have become more autonomous and decentralised. They have also become more accountable to students, parents and the public at large for their outcomes. The results of the OECD Programme for International Student Assessment (PISA) suggest that when autonomy and accountability are intelligently combined, they tend to be associated with better student performance (OECD, 2016).

Public funding is more centralised at the tertiary level than at lower levels of education. In 2014, on average across OECD countries, 55% of the public funds for primary, secondary and post-secondary non-tertiary education combined came from central government, before being transferred to the various levels of government (referred to as initial funding). This compares to 87% for tertiary education (Table B4.3).

For primary, secondary and post-secondary non-tertiary education combined, the share of initial public funds from central government differs greatly among countries (Figure B4.3). Eight countries reported a share of less than 10%, namely Argentina, Canada, Germany, Norway, Poland, South Africa, Switzerland and the United States. At the other extreme, public funds come almost exclusively from central government in Chile, Costa Rica, Ireland, New Zealand and Turkey, while more than 90% of initial public funds come from central government in Hungary and the Netherlands. Nevertheless, this picture changes when transfers among levels of government are taken into account. After these transfers, 5% or less of public funds come from central sources in Australia, Canada, Japan and Korea as well as for other countries like Argentina, Norway, Poland, South Africa, Switzerland and the United States, where the share of central funding is low even before accounting for intergovernmental transfers. Only Costa Rica and New Zealand had an entirely centralised funding system. Although 16 countries do not have regional governments, in countries that do – such as Argentina, Canada, Germany, India, South Africa and Spain – three-quarters or more of public expenditure's initial funds in primary, secondary and post-secondary non-tertiary education come from regional governments. Local governments account for 90% or more of funds in Finland, Norway, Poland and the United States, after transfers.

Figure B4.3. Distribution of initial sources of public funds for education and change in government levels' share of funds after intergovernmental transfers (2014)
Primary, secondary and post-secondary non-tertiary education


1. Year of reference 2015.

2. Some levels of education are included with others. Refer to "x" code in Table B4.1 for details.

3. Year of reference 2013.

4. Regional transfers to local governments are included in the regional rather than local final funds.

Countries are ranked in descending order of the share of initial sources of funds from the central level of government.

Source: OECD/UIS/Eurostat (2017), Table B4.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558002>

On average across OECD countries, the funds transferred from central to regional and local levels of government at the primary, secondary and post-secondary non-tertiary levels combined are larger than at tertiary level. This extends the scope for decentralisation at these levels of education. On average across OECD countries, in fact, the 55% of public funds for primary, secondary and post-secondary non-tertiary education observed from the central government before transfers drops to 42% after transfers, while the share of regional and local funds rises from 21% to 22% and from 24% to 36%, from before to after transfers respectively. For these educational levels combined (from primary to post-secondary non-tertiary), there is great variation among countries in the differences after transfers from central to lower levels of government. In Korea, Lithuania, Mexico and the Slovak Republic the difference is more than 40 percentage points in the central level of government after transfers to regional and local governments, while in Austria, Chile, Finland and Latvia, the difference is between 30 and 40 percentage points. In Canada and the United States, the share of regional funding decreased by over 40 percentage points after transfers to local levels of government (Figure B4.3).

Tertiary education, however, is much more centralised than the lower levels since the proportions of public funds coming from the central government are relatively large, both before and after transfers among levels of government. Across the OECD, on average, 87% of funds before transfers and 85% of funds after transfers are managed by central government. In 17 countries, central government is the only source of initial funding for tertiary education, and in all those countries (except Ireland and the Slovak Republic), there are no transfers to regional or local governments at the tertiary level. In contrast, in five countries (Belgium, Germany, India, Spain and Switzerland), over half of tertiary-level funding has its source in regional governments, and very little is transferred to local governments. Local governments, however, do not account for much of the funding at tertiary level, unlike in primary, secondary and post-secondary non-tertiary education. Public funds from local sources represent, on average across OECD countries, less than 3% of the funds before and after transfers. The only exceptions are Finland, Ireland and the United States, where local governments fund over 10% of tertiary education after transfers.

Definitions

Intergovernmental transfers are transfers of funds designated for education from one level of government to another. They are defined as net transfers from a higher level to a lower level of government. Therefore, initial funds refer to the funds before transfers between levels of government, while final funds refer to the funds after transfers.

Public expenditure on education covers expenditure on educational institutions and support for students' living costs and for other private expenditure outside institutions. It includes expenditure by all public entities, including ministries other than ministries of education, local and regional governments and other public agencies. OECD countries differ in the ways in which they use public money for education. Public funds may flow directly to institutions or may be channelled to institutions via government programmes or via households. They may also be restricted to the purchase of educational services or be used to support students' living costs.

All government sources of expenditure on education, apart from international sources, can be classified into three levels: central (national) government, regional government (province, state, *Bundesland*, etc.) and local government (municipality, district, commune, etc.). The terms “regional” and “local” apply to governments whose responsibilities are exercised within certain geographical subdivisions of a country. They do not apply to government bodies whose roles are not geographically circumscribed but are defined in terms of responsibility for particular services, functions or categories of students.

Total government expenditure corresponds to the non-repayable current and capital expenditure on all functions (including education) of all levels of government (central, regional and local), non-market institutions that are controlled by government units and social security funds. It does not include expenditure derived from public corporations such as publicly owned banks, harbours and airports. It includes direct public expenditure on educational institutions (as defined above) as well as public support to households (e.g. scholarships and loans to students for tuition fees and student living costs) and to other private entities for education (e.g. subsidies to companies or labour organisations that operate apprenticeship programmes).

Methodology

Figures for total government expenditure and GDP have been taken from the OECD National Accounts Database (see Annex 2).

Public expenditure on education is expressed as a percentage of a country's total government expenditure. The statistical concept of total government expenditure by function is defined by the National Accounts' Classification of the Functions of Government (COFOG). There are strong links between COFOG classification and the UNESCO, OECD and Eurostat (UOE) data collection, although the underlying statistical concepts differ to some extent (European Commission, Eurostat, 2011).

Although expenditure on debt servicing (e.g. interest payments) is included in total government expenditure, it is excluded from public expenditure on education. The reason is that some countries cannot separate interest payments for education from those for other services. This means that public expenditure on education as a percentage of total government expenditure may be underestimated in countries in which interest payments represent a large proportion of total government expenditure on all services.

Source

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

Notes

1. Luxembourg is not listed, as spending on tertiary education excludes funds spent abroad and cannot be compared with other countries.
2. Public transfers to the non-educational private sector include public student loans, grants, scholarships and subsidies to private student loans.

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.

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Indicator B4 Tables


StatLink  <http://dx.doi.org/10.1787/888933560415>

Table B4.1 Total public expenditure on education (2014)

Table B4.2 Trends in total public expenditure on primary to tertiary education (2005, 2008, 2010 to 2014)

Table B4.3 Share of sources of public funds by level of government (2014)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table B4.1. **Total public expenditure on education (2014)**

Direct public expenditure on educational institutions plus public subsidies to households and other private entities,¹ as a percentage of total government expenditure, by level of education

		Public expenditure ¹ on education as a percentage of total public expenditure										
		Primary	Secondary			Post-secondary non-tertiary	Tertiary (including R&D activities)			All tertiary (excluding R&D activities)	Primary to tertiary (including R&D activities)	
			Lower secondary	Upper secondary	All secondary		Short-cycle tertiary	Bachelor's, master's and doctoral degrees	All tertiary		Total	Of which: public transfers and payments to the non-educational private sector
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		
OECD	Australia	4.7	2.8	1.8	4.7	0.2	0.7	3.1	3.8	2.2	13.4	2.4
	Austria	1.7	2.3	1.9	4.2	0.0	0.5	2.8	3.4	2.5	9.3	0.5
	Belgium	2.8	1.6	3.4 ^d	5.0 ^d	x(3,4)	0.1	2.6	2.6	1.9	10.4	0.7
	Canada ²	5.2 ^d	x(1)	3.6	3.6	m	1.6	3.1	4.6	3.4	13.4	1.2
	Chile ³	5.0	2.1	3.6	5.7	a	0.6	4.4	5.0	4.6	15.8	2.4
	Czech Republic	1.8	2.1	2.0	4.1	0.0	0.0	1.9	1.9	1.2	7.8	0.2
	Denmark	3.8	2.2	3.3	5.5	a	x(8)	x(8)	4.2	m	13.5	2.2
	Estonia	3.5	1.8	1.9	3.7	0.6	a	3.7	3.7	2.4	11.6	0.4
	Finland	2.4	1.9	2.7 ^d	4.6 ^d	x(3,4)	a	3.4	3.4	2.4	10.4	0.7
	France	2.0	2.2	2.0	4.2	0.0	0.5	1.7	2.2	1.5	8.4	0.4
	Germany	1.4	2.8	1.9	4.7	0.4	0.0	3.0	3.0	2.0	9.4	1.1
	Greece	m	m	m	m	m	m	m	m	m	m	m
	Hungary	1.2	1.2	2.9	4.1	0.5	0.1	1.5	1.6	1.3	7.3	0.5
	Iceland	5.1	2.4	2.5	4.9	0.1	0.1	3.2	3.3	m	13.4	0.9
	Ireland	4.8	2.2	2.2	4.4	1.0	x(8)	x(8)	2.7	2.0	12.9	1.2
	Israel	5.4	x(3)	4.1 ^d	4.1	0.0	0.3	1.8	2.2	m	11.6	0.3
	Italy	2.0	1.4	2.0	3.4	0.2	0.0	1.6	1.6	0.9	7.1	0.5
	Japan	3.0	1.8	1.7 ^d	3.5 ^d	x(3, 4, 6, 7, 8)	0.2 ^d	1.6 ^d	1.8 ^d	m	8.2	0.5
	Korea	5.0	3.0	3.2	6.2	a	0.4	2.9	3.3	2.5	14.5	1.2
	Latvia	4.2	2.0	2.4	4.4	0.2	0.4	2.6	3.0	2.4	11.8	0.5
	Luxembourg	3.0	1.9	2.1	4.0	0.0	0.1	1.1	1.2	0.8	8.2	0.2
	Mexico	6.6	3.4	3.0	6.4	a	x(8)	x(8)	4.3	3.1	17.3	1.3
	Netherlands	2.7	2.6	2.3	4.8	0.0	0.0	3.6	3.7	2.6	11.2	1.7
	New Zealand	4.9	3.9	3.9	7.8	0.5	0.6	4.8	5.4	4.7	18.7	2.9
	Norway	3.6	1.7	2.8	4.5	0.0	0.1	4.7	4.8	3.8	13.0	2.2
	Poland	3.7	1.8	1.9 ^d	3.7 ^d	0.1	0.0	2.8	2.8	2.3	10.2	0.5
	Portugal	3.0	2.3	1.9 ^d	4.2 ^d	x(3, 4, 7, 8, 9)	a	1.8 ^d	1.8 ^d	0.8 ^d	8.9	0.5
	Slovak Republic	1.9	2.2	2.0	4.2	0.1	0.0	2.3	2.3	1.5	8.6	0.7
Slovenia	3.0	1.6	1.9	3.5	a	0.1	2.0	2.1	1.8	8.7	0.5	
Spain	2.5	1.7	1.9 ^d	3.5 ^d	x(3,4)	0.4	1.8	2.2	1.5	8.2	0.4	
Sweden	3.4	1.6	2.5	4.1	0.1	0.2	3.6	3.8	2.4	11.3	1.4	
Switzerland	4.5	3.0	2.7 ^d	5.7 ^d	x(3,4)	x(8)	x(8)	4.0	2.3	14.1	0.3	
Turkey	3.1	2.4	2.4	4.7	a	x(8)	x(8)	4.6	3.9	12.4	0.9	
United Kingdom	4.2	2.2	3.2	5.3	a	x(8)	x(8)	3.0	2.4	12.5	1.9	
United States	3.9	2.1	2.2	4.3	0.1	x(8)	x(8)	3.5	3.0	11.8	1.1	
OECD average	3.5	2.2	2.5	4.6	0.2	0.3	2.7	3.1	2.3	11.3	1.0	
EU22 average	2.8	2.0	2.3	4.3	m	0.2	2.4	2.7	1.8	9.9	0.8	
Partners	Argentina	4.4	3.6	2.5	6.1	a	x	x	3.0	m	13.5	0.1
	Brazil	4.9	4.4	3.4 ^d	7.9 ^d	x(3,4)	x(8)	x(8)	3.5	m	16.3	1.4
	China	m	m	m	m	m	m	m	m	m	m	m
	Colombia ³	5.5	4.0	1.3	5.3	x(8)	x(8)	x(8)	3.2 ^d	m	14.1	0.9
	Costa Rica	7.6	4.6	2.4	7.0	a	x(8)	x(8)	4.5	m	19.1	m
	India ⁴	3.6	1.7	3.5	5.3	0.0	a	3.6	3.6	3.6	12.6	0.1
	Indonesia ³	8.8	2.9	2.7	5.6	a	x(8)	x(8)	3.3	a	17.6	0.3
	Lithuania	2.0	3.3	1.6	4.9	0.5	a	3.8	3.8	3.2	11.1	0.4
	Russian Federation	x(3, 4)	x(3, 4)	5.6 ^d	5.6 ^d	x(3, 4)	0.4	1.9	2.3	2.2	7.9	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
South Africa ⁴	7.4	5.9 ^d	x(2, 4)	5.9	0.7	x(8)	x(8)	2.3	m	16.3	0.5	
G20 average	4.3	2.8	2.8	5.1	m	m	m	3.1	m	12.3	m	

1. Public expenditure presented in this table includes both public transfers/payments to the non-educational private sector which are attributable to educational institutions and those to households for living costs, which are not spent in educational institutions. Therefore, the data presented here (before transfers) exceed those for public spending on institutions found in Table B2.3.

2. Primary education includes pre-primary programmes.

3. Year of reference 2015.

4. Year of reference 2013.

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

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


StatLink  <http://dx.doi.org/10.1787/888933560358>

Table B4.2. **Trends in total public expenditure on primary to tertiary education (2005, 2008, 2010 to 2014)**

 Direct public expenditure on educational institutions plus public subsidies to households¹ and other private entities, as a percentage of total government expenditure, for primary to tertiary levels of education combined, by year

	Public expenditure ¹ on primary to tertiary education as a percentage of total government expenditure							Index of change between 2010 and 2014 (2010 = 100, constant prices)		
	2005	2008	2010	2011	2012	2013	2014	Public expenditure on education	Total government expenditure for all services	Total public expenditure on education as a percentage of total government expenditure
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Australia	13.7	13.0	14.9	14.0	13.1	13.6	13.4	106	118	90
Austria	m	m	m	m	9.7	9.8	9.3	m	104	m
Belgium	10.2	11.0	10.5	10.3	10.2	10.4	10.4	106	107	99
Canada ²	m	13.7	13.7	13.2	12.4	13.4	13.4	100	101	98
Chile	13.3	15.4	15.4	15.4	16.9	16.6	15.4	121	121	100
Czech Republic	8.2	8.2	8.1	8.5	8.1	8.0	7.8	98	102	96
Denmark	14.1	13.3	13.1	12.4	12.2	12.8	13.5	105	102	103
Estonia	13.1	12.5	12.5	12.3	10.9	11.7	11.6	103	111	93
Finland	11.6	11.4	11.3	11.2	10.9	10.5	10.4	98	106	92
France	9.1	9.1	8.8	8.6	8.5	8.4	8.4	100	105	95
Germany	8.9	9.2	9.4	9.7	9.6	9.4	9.4	100	100	100
Greece	8.7	m	m	m	m	m	m	m	79	m
Hungary	8.9	8.3	7.8	7.6	6.9	6.7	7.3	99	105	94
Iceland	15.6	11.1	12.4	13.1	13.3	13.5	13.4	109	101	108
Ireland	13.6	13.0	9.1	12.4	13.5	13.2	12.9	88	62	141
Israel	9.9	10.9	11.3	11.6	11.7	11.8	11.6	118	114	103
Italy	8.1	8.2	7.9	7.5	7.2	7.3	7.1	89	98	91
Japan	8.7	8.6	8.5	8.4	8.4	8.1	8.2	102	106	96
Korea	12.0	11.7	14.1	13.7	14.4	14.8	14.5	120	116	103
Latvia	12.2	12.3	9.4	10.5	10.4	11.0	11.8	122	97	125
Luxembourg	m	m	m	m	8.3	7.8	8.2	m	106	m
Mexico	20.4	17.5	17.7	17.3	17.5	17.3	17.3	115	118	98
Netherlands	11.3	10.9	10.7	10.9	10.8	11.3	11.2	102	98	104
New Zealand	m	m	m	m	18.5	18.4	18.7	m	96	m
Norway	15.0	14.4	13.8	13.4	13.4	13.2	13.0	103	109	94
Poland	11.0	9.8	10.0	9.8	10.0	10.3	10.2	105	103	102
Portugal	9.7	9.4	9.5	9.3	9.2	9.6	8.9	88	94	94
Slovak Republic	8.2	8.1	8.5	8.4	8.4	8.6	8.6	109	108	101
Slovenia	11.5	10.5	10.1	9.9	9.6	7.5	8.7	87	101	86
Spain	9.4	9.4	9.1	8.8	7.9	8.2	8.2	85	94	90
Sweden	11.5	11.4	11.6	11.5	11.3	11.2	11.3	104	107	98
Switzerland	14.4	14.3	14.2	14.4	14.4	14.0	14.1	109	110	99
Turkey	m	8.1	8.6	11.6	12.0	12.1	12.4	170	m	m
United Kingdom	m	m	m	m	11.5	12.1	12.5	m	98	m
United States	12.7	12.3	11.6	11.6	11.7	11.6	11.8	97	96	102
OECD average	11.6	11.2	11.1	11.3	11.2	11.3	11.3	105	103	100
EU22 average	10.5	10.3	9.9	10.0	9.8	9.8	9.9	99	99	100
Partners										
Argentina	m	m	m	m	14.1	14.0	13.5	m	m	m
Brazil	14.7	16.1	16.7	17.7	17.5	16.1	16.3	113	116	97
China	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	14.8	14.9	m	129	m
Costa Rica	m	m	m	m	m	19.0	19.1	m	m	m
India	m	m	m	m	m	12.6	m	m	123	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Lithuania	12.6	11.3	10.9	10.4	11.5	11.3	11.1	99	97	102
Russian Federation	m	m	m	m	8.3	m	7.9	m	109	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	16.3	m	m	111	m
G20 average	m	m	m	m	m	12.2	m	m	m	m

1. Public expenditure presented in this table includes both public subsidies to the non-educational private sector which are attributable to educational institutions and public subsidies to households for living costs, which are not spent in educational institutions. Therefore, the data presented here (before transfers) exceed those for public spending on institutions found in Table B2.3.

2. Includes pre-primary education.

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

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


StatLink  <http://dx.doi.org/10.1787/888933560377>

Table B4.3. Share of sources of public funds by level of government (2014)

Before and after transfers, by level of education

	Primary, secondary and post-secondary non-tertiary						Tertiary					
	Initial funds (before transfers between levels of government)			Final funds (after transfers between levels of government)			Initial funds (before transfers between levels of government)			Final funds (after transfers between levels of government)		
	Central	Regional	Local	Central	Regional	Local	Central	Regional	Local	Central	Regional	Local
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
Australia	33	67	0	5	95	0	95	5	0	93	7	0
Austria	74	14	12	37	50	13	97	3	0	97	3	0
Belgium	23	74	3	24	74	3	22	77	1	21	78	1
Canada ¹	4	75	21	3	11	86	m	m	m	m	m	m
Chile ²	100	a	0	68	a	32	100	a	0	100	a	0
Czech Republic	12	61	27	11	61	27	97	2	2	97	2	2
Denmark	m	m	m	m	m	m	100	0	0	100	0	0
Estonia	87	a	13	69	a	31	100	a	0	100	a	0
Finland	40	a	60	10	a	90	88	a	12	87	a	13
France	72	16	11	72	17	12	86	10	5	86	10	5
Germany	7	75	18	6	72	22	25	73	2	20	78	2
Greece	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	90	a	10	89	a	11	100	a	0	100	a	0
Iceland	26	a	74	25	a	75	100	a	0	100	a	a
Ireland	99	a	1	82	a	18	100	a	0	86	a	14
Israel	88	a	12	70	a	30	99	a	1	99	a	1
Italy	82	9	9	81	7	11	84	15	0	83	17	0
Japan ^{3,4}	16	66	18	2	81	18	92	7	0	92	8	0
Korea	70	27	3	1	40	58	97	2	1	97	2	1
Latvia	65	a	35	27	a	73	100	a	0	100	a	0
Luxembourg	87	a	13	86	a	14	100	a	0	100	a	0
Mexico	79	21	0	31	69	0	79	21	0	77	23	0
Netherlands	92	0	8	89	0	11	100	0	a	100	0	a
New Zealand	100	a	a	100	a	a	100	a	a	100	a	a
Norway	7	0	93	5	a	95	99	0	1	99	a	1
Poland	5	2	94	4	2	95	99	1	0	99	1	0
Portugal ⁴	85	6	8	81	6	13	100	0	0	100	0	0
Slovak Republic	82	a	18	28	a	72	100	a	0	99	a	1
Slovenia	87	a	13	87	a	13	99	a	1	99	a	1
Spain	14	80	6	14	80	6	19	80	1	19	80	1
Sweden	m	m	m	m	m	m	97	3	0	97	3	0
Switzerland	4	60	37	0	59	40	32	68	0	15	85	0
Turkey	98	a	2	98	a	2	100	a	0	100	a	0
United Kingdom	42	a	58	42	a	58	100	a	0	100	a	0
United States	8	43	49	1	2	97	50	39	11	50	39	11
OECD average	55	21	24	42	22	36	87	12	1	85	13	2
EU22 average	60	18	22	49	19	31	86	12	1	85	13	2
Partners												
Argentina	9	90	1	3	96	1	77	23	0	75	25	0
Brazil	16	43	41	10	43	47	81	19	1	80	19	1
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia ²	88	3	9	88	3	9	97	3	0	97	3	0
Costa Rica	100	a	a	100	a	a	100	a	a	100	a	a
India ⁵	21	79	0	21	63	16	43	57	0	43	57	0
Indonesia ²	24	7	68	24	7	68	100	0	0	100	0	0
Lithuania	78	a	22	26	a	74	99	a	1	99	a	1
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa ⁵	1	99	a	1	99	a	100	0	a	100	0	a
G20 average	35	m	m	24	m	m	77	m	m	76	m	m

1. Primary education includes pre-primary programmes.

2. Year of reference 2015.


3. Regional transfers to local governments are included in the regional rather than local final funds.

4. Some levels of education are included with others. Refer to "x" code in Table B4.1 for details.

5. Year of reference 2013.

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

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StatLink  <http://dx.doi.org/10.1787/888933560396>



From:
Education at a Glance 2017
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2017-en>

Please cite this chapter as:

OECD (2017), "Indicator B4 What is the total public spending on education?", in *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2017-19-en>

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