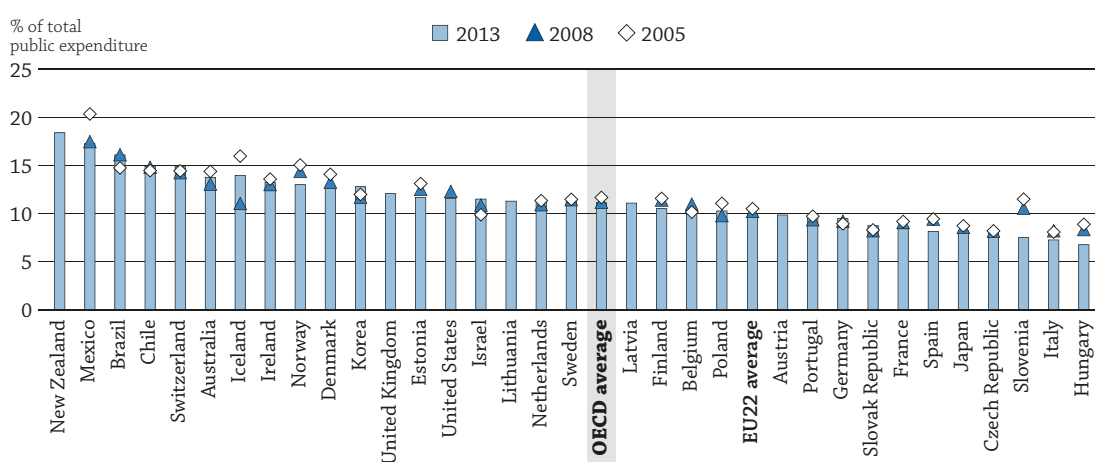


## WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?

- Primary to tertiary education accounts for 11.3% of total public spending on average across OECD countries, ranging from less than 8% in Hungary, Italy, Latvia and Slovenia to more than 16% in Brazil, Mexico and New Zealand.
- The proportion of public expenditure devoted to primary to tertiary education decreased between 2005 and 2013 in more than two-thirds of the countries with available data for both years. It remained stable for most others, except, most notably, in Brazil and Israel, where it increased by 1 percentage point or more.
- In tertiary education, on average, 85% of final public funds come from the central government. In primary, secondary and post-secondary non-tertiary education, spending is much more decentralised, and 59% of final funds are managed by regional and local governments.

**Figure B4.1. Total public expenditure on education as a percentage of total public expenditure (2005, 2008 and 2013)**



**Note:** Public expenditure figures presented here exclude undistributed programmes.

Countries are ranked in descending order of public expenditure on education at all levels of education as a percentage of total public expenditure in 2013.

**Source:** OECD, Table B4.2. 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/10.1787/888933397899>

### Context

Decisions concerning budget allocations to various sectors, including education, health care, social security and defence, depend on countries' priorities and on the possibility of private provision of those services. Government funding is necessary in situations where the public benefit is high, but 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 the 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 presents total public spending on education relative to total public spending by countries and relative to their gross domestic product (GDP) (to take into account the relative size of public budgets). 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

- Public expenditure on education as a percentage of total public expenditure on all services decreased by 0.6 percentage points, on average, across OECD countries between 2005 and 2013.
- Most OECD and partner countries (32 out of 36 countries with available data) spend more than twice as much on primary, secondary and post-secondary non-tertiary education combined as on tertiary education.
- At the primary, secondary and post-secondary non-tertiary levels of education, 4 of 37 countries with available data have 90% or more of initial funds coming from the central government. But in tertiary education, only 10 countries have less than 90% of initial funds coming from the central government.

### ■ Trends

Between 2005 and 2013, the percentage of total public expenditure devoted to primary to tertiary education decreased in 19 of the 27 countries with available data. The decrease was especially substantial (3 percentage points or more) in Mexico and Slovenia. However, the share increased by more than 1 percentage point in Brazil and Israel (Table B4.2).

There is no clear pattern regarding public expenditure on education as a percentage of GDP between 2005 and 2013, as it remained largely stable on average across the OECD. In 10 of the 28 countries with available data there was an increase in the share of public expenditure on education as a percentage of GDP between 2005 and 2008, which was the case in 18 countries between 2008 and 2013.

Between 2008 and 2013, in 18 of the 26 countries with available data, public expenditure on education increased, while in 25 of the 34 countries with available data, total public expenditure was higher in 2008 than in 2013. On average, the increase in public expenditure on education was 5%, compared to an increase of 7% in total public expenditure for all services. This results in an overall decline of 2% in the total public expenditure on education as a percentage of total public expenditure (Table B4.2).

## Analysis

B4

### Overall level of public resources invested in education

In 2013, total public expenditure on primary to tertiary education as a percentage of total public expenditure for all services averaged 11.3% in OECD countries, ranging from 7.5% or less in Hungary (6.8%), Italy (7.3%) and Slovenia (7.5%) to 16% or more in Brazil (16.1%), Mexico (17.3%) and New Zealand (18.4%) (Figure B4.1 and Table B4.1).

In most countries, and on average across OECD countries, roughly one-third of 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. Public expenditure on secondary education takes up 4.5% of total public expenditure, evenly split between lower and upper secondary education.

On average across OECD countries, public expenditure devoted to tertiary education amounts to 27.5% of public expenditure from primary to tertiary education. The percentages range from about 20% or less in Israel (19.4%) and Portugal (18.8%) to 30% or more in Chile (31.9%), Denmark (31.9%), Estonia (30.4%), Finland (33.2%), Germany (31.0%), Lithuania (33.1%), the Netherlands (31.1%), Norway (33.4%), Sweden (33.4%) and the United States (33.0%), and exceeded 35% in Austria (35.9%) (Table B4.1).

When public expenditure on education is considered as a proportion of total public spending, the relative size of public budgets must be taken into account. Indeed, public expenditure on education relative to GDP presents a very different picture from public expenditure on education relative to total public expenditure. In 2013, public expenditure on primary to tertiary education as a proportion of GDP was 3.5% or less in the Czech Republic (3.4%), Hungary (3.3%) and Japan (3.5%). At the other end of the spectrum, only Denmark (7.2%) and Norway (7.3%) spent more than 7% of their GDP on primary to tertiary education, well above the OECD average of 4.8% (Table B4.1).

Contrary to expectations, the five countries with the highest total public expenditure on primary to tertiary education as a percentage of total public expenditure in 2013, (Brazil, Chile, Mexico, New Zealand and Switzerland) (Figure B4.1) are at the bottom end of the spectrum in total public expenditure on all services as a percentage of GDP. This is explained by the fact that these countries have a relatively lower share of total public expenditure as a percentage of GDP.

Total public expenditure on all services (including education, health, social security and the environment) as a proportion of GDP varies greatly among countries. In 2013, one in four countries with available data reported that total public expenditure on all services was more than 50% of GDP, including Slovenia at 60.3%. At the other extreme, total public expenditure on all services accounted for about 30% of GDP or less in Chile (24.0%) and Mexico (26.2%).

#### Box B4.1 Student loan systems across OECD countries

Growing participation in higher education presents governments with the combined challenges of how to best fund institutions, support students and promote equity of access to post-compulsory school study.

For some countries, student loans have become an important element of student support. The variety of loan systems across the world also presents some challenges for international reporting.

At the tertiary level, student loans generally fall into the following three categories:

- fully publicly-funded student loans – expenditure is entirely from government sources, but delivery may be managed by government or non-government entities
- publicly-supported private loans – expenditure comes mainly from private sources, with the government's expenditure taking a more indirect form, such as loan guarantees or subsidies
- fully private or commercial loans – loans specifically for students are provided by commercial financial institutions, where the government has no financial involvement but may have a regulatory or policy-setting role.

Within these broad categories there is great diversity in systems that countries have developed to deliver loans to students. More than one type of loan – and loan system – may exist within the same country. There is a great deal of complexity in student loan systems across OECD and partner countries (Table B.4.1a). ...



The finance data in *Education at a Glance* (EAG) use a cash-accounting system to underpin the methodology, specifically looking only at outlay in the reference year. Data are not collected on the proportion of this outlay that is expected to be recovered over the lifetime of a loan, or loan repayments received in the reference year.

Current reporting of student loan expenditure:

Direct expenditure on educational institutions (see Indicators B2 and B3)

- The private expenditure direct to institutions reported here relates to the within-institution costs incurred by students and makes no differentiation by whether it is financed by a loan.
- The public expenditure reported here relates only to direct support to institutions.

Public investment in education (Tables B4.1 and B4.2)

- This is a gross measure showing direct public support to institutions *plus* the outlay on public student loans and other support, such as subsidies and grants to households and other private entities.

Costs currently not accounted for include:

- Loan remission / loans written off
- Debt not expected to be repaid
- Concessional interest rates / interest rate subsidy.

The indicators in *Education at a Glance* provide a useful overview of expenditure in the reference year, but do not capture the full cost of student loans to governments and individuals over the lifetime of a loan. Depending on a country's student loan system and method of reporting, the indicators can overstate or understate public expenditure on student loans.

This particularly affects countries where student loans form a significant part of the student support system, such as Australia, New Zealand, Norway, the United Kingdom and the United States.

Work is currently underway to better capture and report in *Education at a Glance* the true cost to governments in providing student loans.

### Changes in total public expenditure on education as a percentage of total public expenditure between 2005 and 2013

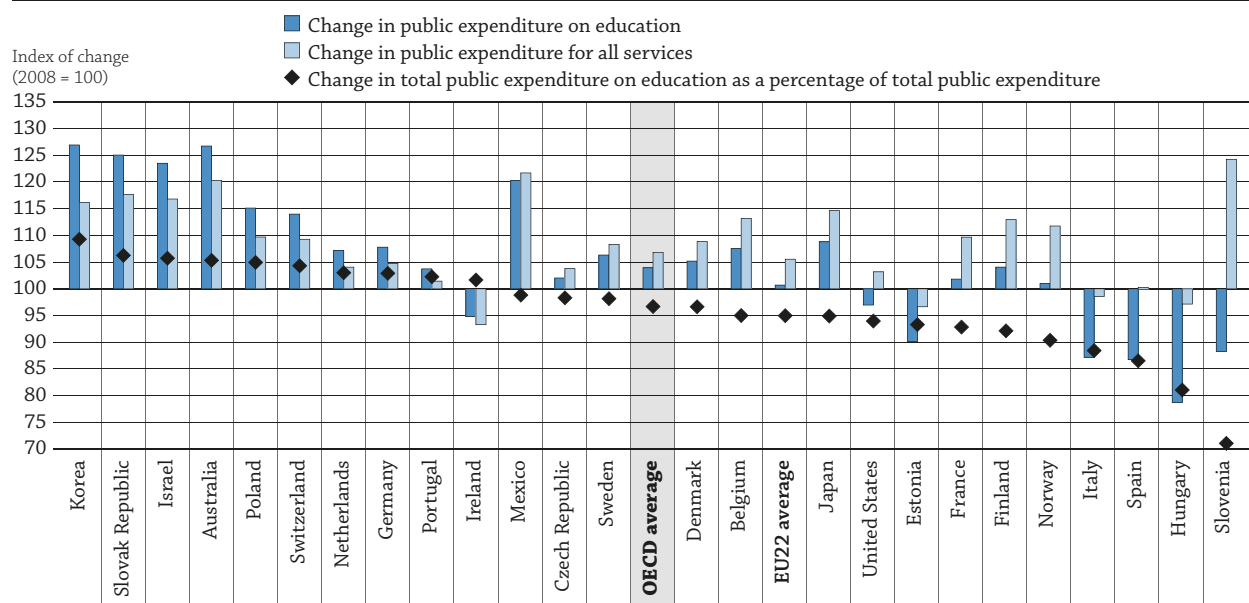
Public expenditure on education as a percentage of total public expenditure decreased slightly (by 0.5 percentage point) between 2005 and 2008 on average across the OECD. In Iceland, a country which was severely hit at the beginning of the financial crisis, the share of public expenditure on education in total public expenditure decreased by 4.5 percentage points.

Between 2008 and 2013, public expenditure on education remained stable, at around 11% of total government expenditure on average, but the picture varies strongly between countries. Although the share decreased in 14 countries, in others, such as Israel, Korea and the Slovak Republic, the increase was more than 5% over the five-year period.

When comparing public expenditure on education as a percentage of GDP, there is much less variation: the OECD average is between 4.7% and 5.0% from 2005 to 2013. Again, this relative stability in the average masks sizeable differences between countries. In Belgium, Brazil, Chile, Ireland and Korea, the share of public expenditure on education as a percentage of GDP was at least 0.5% higher in 2013 than in 2005. Over the same period, Hungary saw its share of educational public expenditure fall by one-fifth or more over the same period.


Following the crisis, in the years between 2008 and 2013, 17 of the 26 countries with available data increased their public expenditure on education. In Australia, Korea and the Slovak Republic, it rose by over one-quarter in the five-year period. On the other hand, in Hungary, public expenditure on education was 21% lower in 2013 than in 2008.

With the exception of Slovenia and Spain, all countries that decreased their level of public expenditure on education also decreased their level of overall public expenditure. In most countries, however, overall public expenditure increased, with an average increase of 7% across the OECD.

**Figure B4.2. Change in public expenditure on education as a percentage of total public expenditure (2008 and 2013)***Primary to tertiary education (2008 = 100, 2013 constant prices)*

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

Source: OECD. Table B4.2. 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/10.1787/888933397909>

### Sources of public funding invested in education

All government sources of expenditure on education (apart from international sources) are classified in three different levels of government: central, regional and local. In some countries, the funding of education is centralised, while in others, funding can be decentralised after transfers among the different levels of government.

In recent years, many schools have become more autonomous and decentralised organisations. 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, 2013).

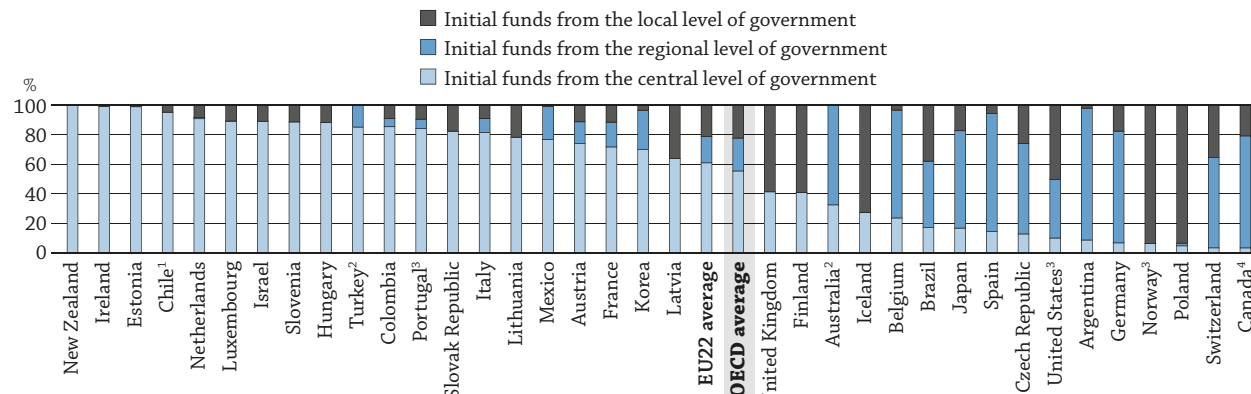
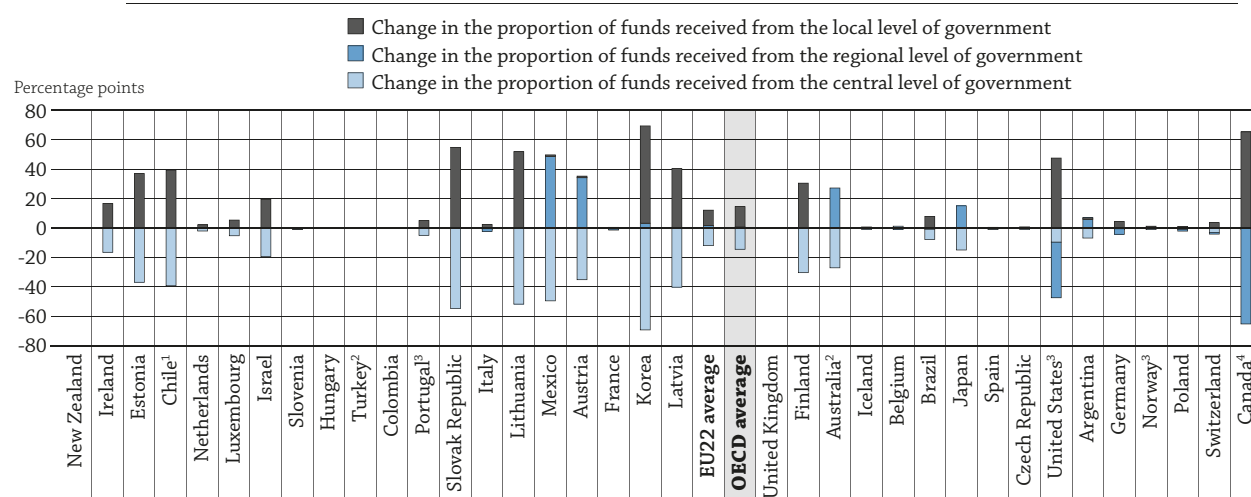
Public funding is more centralised at the tertiary level than at lower levels of education (Table B4.3). In 2013, on average across OECD countries, 55% of public funds for primary, secondary and post-secondary non-tertiary education combined came from the central government, before transfers. After transfers, this share drops to 41%, and the share of regional funds (23%) and local funds (36%) rises.

There is great variation among countries, particularly in terms of the share of funds managed by regional governments. Although 15 countries do not have regional governments, in countries that do, such as Germany and Spain, over three-quarters of initial funds in primary, secondary and post-secondary non-tertiary education comes from regional governments. Local government is the source of over 90% of funds in Finland, Norway, Poland and the United States, after transfers.

Tertiary education, however, is much more centralised than earlier levels, and across the OECD, on average, 87% of funds before transfers and 85% of funds after transfers are managed by the central government. In 12 countries, the central government is the only source of initial funding of 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 four countries (Belgium, Germany, Spain and Switzerland), over half of tertiary-level funding has its source in regional governments, and very little is transferred to central or local governments. Local government, however, does not account for much of the funding at tertiary level, unlike in primary, secondary and post-secondary non-tertiary education. The only exceptions are Finland and Ireland, where local governments fund over 10% of tertiary education after transfers.



**Figure B4.3. Distribution of initial sources of public funds for education by level of government in primary, secondary and post-secondary non-tertiary education (2013)**

**Change in the proportion of educational funds received from the different levels of government between initial and final purchasers of educational resources (2013)**  
*In percentage points*


1. Year of reference 2014.

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

3. Funds from the local level included in funds from the regional level of government.

4. Year of reference 2012.

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

Source: OECD, Table B4.3. 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/10.1787/888933397912>

## Definitions

**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 in 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 public expenditure**, also referred to as total public spending, corresponds to the non-repayable current and capital expenditure of all levels of government: central, regional and local. It includes direct public expenditure on educational institutions 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

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)).

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

Educational expenditure is expressed as a percentage of a country's total public sector expenditure and as a percentage of GDP.

Although expenditure on debt servicing (e.g. interest payments) is included in total public 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 public expenditure may be underestimated in countries in which interest payments represent a large proportion of total public expenditure on all services.


#### 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 (2013), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.

### Indicator B4 Tables

StatLink  <http://dx.doi.org/10.1787/888933397855>

**Table B4.1** Total public expenditure on education (2013)

**Table B4.2** Trends in total public expenditure on primary to tertiary education (2005, 2008, 2010 and 2013)

**Table B4.3** Share of sources of public funds by level of government (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>



A corrigendum has been issued for this page. See:  
<http://www.oecd.org/about/publishing/Corrigendum-Education-at-a-Glance2016.pdf>

Table B4.1. **Total public expenditure on education (2013)**

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

	Public expenditure <sup>1</sup> on education as a percentage of total public expenditure										Public expenditure <sup>1</sup> on education as a percentage of GDP			Share of total public expenditure as a percentage of GDP
	Primary	Secondary			Post-secondary non-tertiary	Tertiary education (including R&D activities)			All tertiary excluding R&D activities	Primary to tertiary (including R&D activities)	Primary, secondary and post-secondary non-tertiary	All tertiary	Primary to tertiary	
		Lower secondary	Upper secondary	All secondary		Short-cycle tertiary	Bachelor's, master's and doctoral degrees	All tertiary						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<b>OECD</b>														
Australia	4.8	3.0	1.9	4.9	0.3	0.5	3.3	3.8	2.1	<b>13.8</b>	3.4	1.3	<b>4.7</b>	<b>34.5</b>
Austria	1.8	2.4	2.1	4.5	0.0	0.6	3.0	3.5	2.7	<b>9.9</b>	3.2	1.8	<b>5.0</b>	<b>50.9</b>
Belgium	2.8	1.6	3.4 <sup>d</sup>	5.0 <sup>d</sup>	x(4)	0.1	2.6	2.6	1.9	<b>10.4</b>	4.3	1.4	<b>5.8</b>	<b>55.6</b>
Canada <sup>2</sup>	5.2 <sup>d</sup>	x(1)	x(4)	3.6	m	1.1	2.4	3.5	2.3	<b>12.4</b>	3.3	1.3	<b>4.6</b>	<b>37.2</b>
Chile <sup>3</sup>	4.9	1.9	3.7	5.6	a	0.7	4.2	4.9	4.5	<b>15.4</b>	2.5	1.2	<b>3.7</b>	<b>24.0</b>
Czech Republic	1.7	2.1	2.2	4.2	0.0	0.0	2.1	2.1	m	<b>8.0</b>	2.5	0.9	<b>3.4</b>	<b>42.6</b>
Denmark	3.8	2.0	2.9	4.9	a	x(8)	x(8)	4.1	m	<b>12.8</b>	4.9	2.3	<b>7.2</b>	<b>56.5</b>
Estonia	3.9	1.9	1.9	3.7	0.6	a	3.6	3.6	2.0	<b>11.7</b>	3.1	1.4	<b>4.5</b>	<b>38.3</b>
Finland	2.3	1.9	2.8 <sup>d</sup>	4.7 <sup>d</sup>	x(3)	a	3.5	3.5	2.5	<b>10.5</b>	4.0	2.0	<b>6.0</b>	<b>57.5</b>
France	2.0	2.2	2.0	4.2	0.0	0.5	1.7	2.2	1.5	<b>8.4</b>	3.6	1.2	<b>4.8</b>	<b>57.0</b>
Germany	1.4	2.8	1.9	4.7	0.4	0.0	2.9	2.9	2.0	<b>9.5</b>	2.9	1.3	<b>4.2</b>	<b>44.5</b>
Greece	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
Hungary	1.8	1.3	1.7	3.0	0.2	0.2	1.7	1.8	1.5	<b>6.8</b>	2.4	0.9	<b>3.3</b>	<b>49.4</b>
Iceland	5.1	2.3	2.6	4.9	0.1	0.1	3.4	3.4	m	<b>13.5</b>	4.5	1.5	<b>6.0</b>	<b>44.2</b>
Ireland	4.9	2.3	2.3	4.5	0.9	x(8)	x(8)	2.9	2.3	<b>13.2</b>	4.1	1.1	<b>5.2</b>	<b>39.5</b>
Israel	5.6	x(4)	x(4)	3.6	0.0	0.6	1.6	2.2	m	<b>11.5</b>	3.8	0.9	<b>4.8</b>	<b>41.5</b>
Italy	2.0	1.4	2.1	3.5	0.2	0.0	1.6	1.6	1.0	<b>7.3</b>	2.9	0.8	<b>3.7</b>	<b>51.1</b>
Japan	2.9	1.7	1.6 <sup>d</sup>	3.4 <sup>d</sup>	x(3, 8)	0.2 <sup>d</sup>	1.7 <sup>d</sup>	1.8 <sup>d</sup>	m	<b>8.1</b>	2.7	0.8 <sup>d</sup>	<b>3.5</b>	<b>42.7</b>
Korea	4.3	2.6	2.8	5.4	m	0.3	2.7	3.1	2.2	<b>12.8</b>	3.1	1.0	<b>4.1</b>	<b>31.8</b>
Latvia	4.0	1.9	2.5	4.4	0.1	0.4	2.2	2.6	2.0	<b>11.1</b>	3.1	1.0	<b>4.1</b>	<b>36.9</b>
Luxembourg	2.7	1.8	2.0	3.8	0.0	m	m	m	m	<b>m</b>	2.9	m	<b>m</b>	<b>m</b>
Mexico	6.9	3.4	3.0	6.4	a	x(8)	x(8)	4.0	3.0	<b>17.3</b>	3.5	1.0	<b>4.5</b>	<b>26.2</b>
Netherlands	2.8	2.7	2.3	4.9	0.0	0.0	3.5	3.5	2.5	<b>11.3</b>	3.6	1.6	<b>5.2</b>	<b>46.4</b>
New Zealand	4.8	3.8	4.1	7.9	0.5	0.7	4.5	5.2	4.5	<b>18.4</b>	4.1	1.6	<b>5.7</b>	<b>31.1</b>
Norway	3.8	1.8	3.1 <sup>d</sup>	4.9 <sup>d</sup>	x(3)	x(3)	4.3	4.3	3.3	<b>13.0</b>	4.8	2.4	<b>7.3</b>	<b>55.9</b>
Poland	3.5	1.9	1.9 <sup>d</sup>	3.8	0.1	0.0	2.8	2.9	2.4	<b>10.3</b>	3.1	1.2	<b>4.4</b>	<b>42.4</b>
Portugal	3.1	2.5	2.2 <sup>d</sup>	4.6 <sup>d</sup>	x(3, 8)	a	1.8 <sup>d</sup>	1.8 <sup>d</sup>	0.8	<b>9.6</b>	3.9	0.9	<b>4.8</b>	<b>49.9</b>
Slovak Republic	2.0	2.2	2.1	4.3	0.1	0.0	2.3	2.4	1.6	<b>8.7</b>	2.6	1.0	<b>3.6</b>	<b>41.0</b>
Slovenia	2.5	1.4	1.7	3.1	a	0.1	1.8	1.9	1.6	<b>7.5</b>	3.4	1.1	<b>4.5</b>	<b>60.3</b>
Spain	2.5	1.7	1.9 <sup>d</sup>	3.5 <sup>d</sup>	x(3)	0.4	1.8	2.1	1.5	<b>8.2</b>	2.7	1.0	<b>3.7</b>	<b>45.1</b>
Sweden	3.3	1.6	2.5	4.1	0.1	0.2	3.6	3.7	2.4	<b>11.2</b>	3.9	2.0	<b>5.9</b>	<b>52.4</b>
Switzerland	4.7	3.2	2.9 <sup>d</sup>	6.1 <sup>d</sup>	x(3)	x(3)	4.1	4.1	2.4	<b>14.9</b>	3.5	1.3	<b>4.8</b>	<b>32.3</b>
Turkey	m	m	m	m	m	m	m	m	m	<b>m</b>	3.0	1.6	<b>4.6</b>	<b>m</b>
United Kingdom	3.7	2.3	3.0	5.3	a	0.1	3.0	3.1	2.5	<b>12.1</b>	4.1	1.4	<b>5.5</b>	<b>45.4</b>
United States	3.8	2.1	2.2	4.3	x(8)	x(8)	x(8)	4.0 <sup>d</sup>	m	<b>12.2</b>	3.2	1.6 <sup>d</sup>	<b>4.8</b>	<b>39.6</b>
OECD average	3.5	2.2	2.4	4.5	0.2	0.3	2.8	3.1	2.3	<b>11.3</b>	3.4	1.3	<b>4.8</b>	<b>43.9</b>
EU22 average	2.8	2.0	2.2	4.2	0.2	0.1	2.5	2.7	1.9	<b>9.9</b>	3.4	1.3	<b>4.7</b>	<b>48.1</b>
<b>Partners</b>														
Argentina	m	m	m	m	m	m	m	m	m	<b>m</b>	3.8	1.1	<b>4.9</b>	<b>m</b>
Brazil	4.9	4.6	3.3	7.9	x(8)	x(8)	x(8)	3.3 <sup>d</sup>	3.1	<b>16.1</b>	4.4	1.1	<b>5.5</b>	<b>34.4</b>
China	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
Colombia	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
Costa Rica	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
India	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
Indonesia	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
Lithuania	2.0	3.3	1.7	5.0	0.5	a	3.7	3.7	3.2	<b>11.3</b>	2.7	1.3	<b>4.0</b>	<b>35.3</b>
Russian Federation	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
Saudi Arabia	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>
South Africa	m	m	m	m	m	m	m	m	m	<b>m</b>	m	0.7	<b>m</b>	<b>m</b>
G20 average	m	m	m	m	m	m	m	m	m	<b>m</b>	m	m	<b>m</b>	<b>m</b>

Note: Public expenditure figures presented here exclude undistributed programmes.

1. Public expenditure presented in this table includes public subsidies to households for living costs, which are not spent in educational institutions. Therefore, the figures presented here exceed those on public spending on institutions found in Table B2.3.

2. Year of reference 2012.

3. 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.


StatLink  <http://dx.doi.org/10.1787/88893397862>

Table B4.2. Trends in total public expenditure on primary to tertiary education (2005, 2008, 2010 and 2013)

Direct public expenditure on educational institutions plus public subsidies to households<sup>1</sup> and other private entities, as a percentage of total public expenditure and as a percentage of GDP, for primary to tertiary levels of education combined by year

B4

	Public expenditure <sup>1</sup> on education as a percentage of total public expenditure				Public expenditure <sup>1</sup> on education as a percentage of GDP				Index of change between 2008 and 2013 in: (2008 = 100, 2013 constant prices)			
	2005	2008	2010	2013	2005	2008	2010	2013	Public expenditure on education	Public expenditure for all services	Total public expenditure on education as a percentage of total public expenditure	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
<b>OECD</b>												
Australia	14.4	13.1	14.9	13.8	4.5	4.3	5.0	4.7	127	120	105	
Austria	m	m	m	9.9	m	m	m	5.0	m	104	m	
Belgium	10.2	11.0	10.5	10.4	5.2	5.5	5.6	5.8	108	113	95	
Canada	m	13.7	13.7	m	4.5	4.9	5.3	m	m	111	m	
Chile	14.5	14.8	15.4	14.9	3.2	3.8	3.9	3.8	m	m	101	
Czech Republic	8.2	8.2	8.1	8.0	3.4	3.3	3.5	3.4	102	104	98	
Denmark	14.1	13.3	13.1	12.8	7.2	6.7	7.5	7.2	105	109	97	
Estonia	13.1	12.5	12.5	11.7	4.5	5.0	5.1	4.5	90	97	93	
Finland	11.6	11.4	11.3	10.5	5.7	5.5	6.2	6.0	104	113	92	
France	9.2	9.1	8.9	8.4	4.9	4.8	5.0	4.8	102	110	93	
Germany	8.9	9.2	9.4	9.5	4.1	4.0	4.5	4.2	108	105	103	
Greece	m	m	m	m	4.0	m	m	m	m	m	m	
Hungary	8.9	8.3	7.8	6.8	4.4	4.1	3.9	3.3	79	97	81	
Iceland	15.6	11.1	12.4	13.5	6.5	6.2	6.1	6.0	m	78	122	
Ireland	13.6	13.0	9.2	13.2	4.5	5.4	6.0	5.2	95	93	102	
Israel	9.9	10.9	11.2	11.5	4.5	4.6	4.7	4.8	124	117	106	
Italy	8.1	8.2	7.9	7.3	3.8	3.9	3.9	3.7	87	99	88	
Japan	8.7	8.6	8.5	8.1	3.2	3.2	3.5	3.5	109	115	95	
Korea	12.0	11.7	12.4	12.8	3.5	3.7	3.9	4.1	127	116	109	
Latvia	m	m	m	11.1	m	m	m	4.1	m	93	m	
Luxembourg	m	m	m	m	m	m	m	m	m	116	m	
Mexico	20.4	17.5	17.7	17.3	4.3	4.1	4.5	4.5	120	122	99	
Netherlands	11.3	10.9	10.7	11.3	4.8	4.8	5.2	5.2	107	104	103	
New Zealand	m	m	m	18.4	m	m	m	5.7	m	99	m	
Norway	15.0	14.4	13.8	13.0	8.6	8.1	8.1	7.3	101	112	90	
Poland	11.1	9.8	10.0	10.3	4.9	4.3	4.6	4.4	115	110	105	
Portugal	9.7	9.4	9.5	9.6	4.5	4.2	4.9	4.8	104	101	102	
Slovak Republic	8.3	8.2	8.6	8.7	3.3	3.0	3.6	3.6	125	118	106	
Slovenia	11.5	10.5	10.1	7.5	5.2	4.6	5.0	4.5	88	124	71	
Spain	9.4	9.4	9.1	8.2	3.6	3.9	4.1	3.7	87	100	87	
Sweden	11.5	11.4	11.6	11.2	6.0	5.8	5.9	5.9	106	108	98	
Switzerland	14.4	14.3	14.2	14.9	4.9	4.4	4.7	4.8	114	109	104	
Turkey	m	8.1	8.6	m	m	m	m	4.6	m	m	m	
United Kingdom	m	m	m	12.1	m	m	m	5.5	m	99	m	
United States	m	12.3	11.6	11.6	m	4.9	5.0	4.6	97	103	94	
OECD average	11.7	11.2	11.1	11.2	4.7	4.7	5.0	4.8	105	107	98	
EU22 average	10.5	10.2	9.9	9.9	4.7	4.6	5.0	4.7	101	106	95	
<b>Partners</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	
Brazil	14.7	16.1	16.8	16.1	4.1	4.9	5.2	5.5	m	m	m	
China	m	m	m	m	m	m	m	m	m	m	m	
Colombia	m	m	m	m	m	m	m	m	m	m	m	
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	
Lithuania	m	m	m	11.3	m	m	m	4.0	m	92	m	
Russian Federation	m	m	m	m	m	m	m	m	m	119	m	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	

Note: Public expenditure figures presented here exclude undistributed programmes.

1. Public expenditure presented in this table includes public subsidies to households for living costs, which are not spent in educational institutions. Therefore, the figures presented here exceed those on public spending on institutions found in Table B2.3.

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 B4.3. **Share of sources of public funds by level of government (2013)**
*Before and after transfers*

	Primary, secondary and post-secondary non-tertiary education						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)
<b>OECD</b>												
Australia	33	67 <sup>d</sup>	x(2)	5	95 <sup>d</sup>	x(5)	94	6 <sup>d</sup>	x(8)	92	8 <sup>d</sup>	x(11)
Austria	74	15	11	39	49	12	97	3	0	97	3	0
Belgium	24	73	3	25	72	3	29	70	1	28	70	1
Canada <sup>1</sup>	4	76	21	3	11	86	m	m	m	m	m	m
Chile <sup>2</sup>	95	a	5	56	a	44	100	a	0	100	a	0
Czech Republic	13	61	26	12	62	26	97	1	2	97	1	2
Denmark	m	m	m	m	m	m	100	0	0	100	0	0
Estonia	99	a	1	62	a	38	100	a	0	100	a	0
Finland	41	a	59	10	a	90	88	a	12	84	a	16
France	72	17	12	71	17	12	87	10	3	87	10	3
Germany	7	75	18	6	72	22	26	72	2	20	78	2
Greece	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	88	a	12	88	a	12	100	a	0	100	a	0
Iceland	27	a	73	27	a	73	100	a	0	100	a	0
Ireland	99	a	1	83	a	17	100	a	0	87	a	13
Israel	89	a	11	70	a	30	97	a	3	97	a	3
Italy	81	9	9	81	8	11	88	12	0	87	13	0
Japan	17	66	17	2	81	17	93	6	0	93	7	0
Korea	70	26	3	1	30	70	96	3	1	96	3	1
Latvia	64	a	36	24	a	76	100	a	0	100	a	0
Luxembourg	89	a	11	84	a	16	100	a	0	100	a	0
Mexico	77	23	0	27	73	0	82	18	0	79	21	0
Netherlands	91	0	8	89	0	11	100	0	0	100	0	0
New Zealand	100	a	0	100	a	0	100	a	0	100	a	0
Norway <sup>3</sup>	6	a	94	5	a	95	100	a	0	100	a	0
Poland	5	2	93	4	2	94	99	1	0	99	1	0
Portugal <sup>3</sup>	84	6	10	79	6	15	99	0	0	99	0	0
Slovak Republic	82	a	18	28	a	72	100	a	0	99	a	1
Slovenia	89	a	11	88	a	12	99	a	1	99	a	1
Spain	15	80	6	14	80	6	18	81	1	18	81	1
Sweden	m	m	m	m	m	m	98	2	0	98	2	0
Switzerland	4	61	35	0	60	39	34	66	0	18	81	0
Turkey	85	15 <sup>d</sup>	x(2)	85	15 <sup>d</sup>	x(5)	95	5 <sup>d</sup>	x(8)	95	5 <sup>d</sup>	x(11)
United Kingdom	41	a	59	41	a	59	99	a	1	99	a	1
United States <sup>3</sup>	10	39	50	0	2	98	49	39	12	49	39	12
OECD average	55	22	22	41	23	36	87	12	1	85	13	2
EU22 average	61	18	21	49	19	32	87	12	1	86	12	2
<b>Partners</b>												
Argentina	9	89	2	2	96	2	79	21	0	76	24	0
Brazil	17	45	38	10	45	45	74	25	1	74	25	1
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	85	6	9	85	6	9	96	4	0	96	4	0
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
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	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. Year of reference 2012.

2. Year of reference 2014.

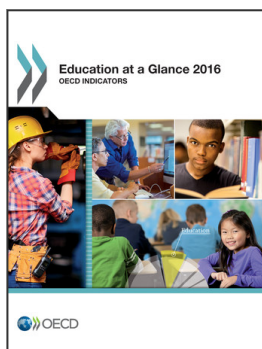
3. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

 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)).

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