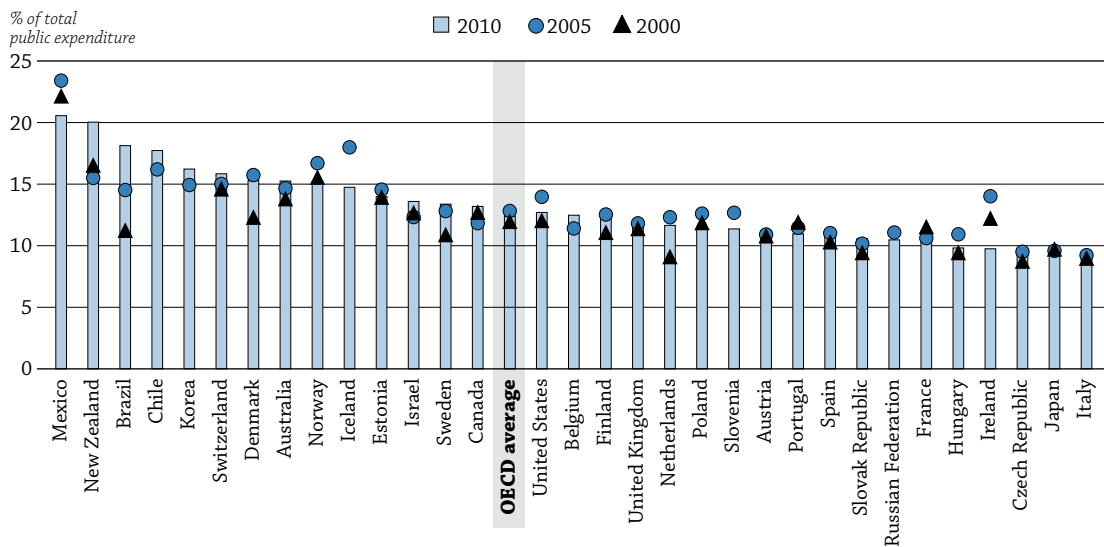


WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?


- Education accounts for 13% of total public spending, on average across OECD countries, ranging from less than 10% in the Czech Republic, Hungary, Ireland, Italy and Japan, to more than 20% in Mexico and New Zealand.
- The proportion of public expenditure devoted to education increased between 1995 and 2005 in most countries with available data for both. Only Canada, France, Israel, Japan, New Zealand and Portugal show a different pattern.
- The proportion of public expenditure devoted to education decreased in around two-thirds of countries between 2005 and 2010, as public expenditure on education and total public expenditure did not evolve at the same pace.
- While there was no clear global trend in how the proportion of public expenditure on education evolved during the economic crisis, in 14 out of the 30 countries with available data, public expenditure on education grew at a faster rate than public expenditure on all other services between 2008 and 2010.

Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (1995, 2005, 2010)



Countries are ranked in descending order of total public expenditure on education at all levels of education as a percentage of total public expenditure in 2010.

Source: OECD. Table B4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888932847032>

How to read this chart

This chart shows direct public expenditure on educational institutions, plus public support to households (which includes subsidies for living costs, such as scholarships and grants to students/households and student loans) and to other private entities, as a percentage of total public expenditure, by year.

Context

Countries' decisions concerning budget allocations to various sectors, including education, health care, social security or defence, depend not only on their priorities, but also on whether markets, alone, can provide those services adequately, especially at the tertiary level. Markets may fail to do so if the public benefits are greater than the private benefits. For example, government funding can help increase access to education for members of society. However, the

economic crisis has put pressure on public budgets to the extent that fewer public resources may be allocated to education. This, in turn, may affect access to or the outcomes and quality of education. On the other hand, the demand for education and training from people who are not in work may increase, requiring more spending on education. Still, higher expenditure is not necessarily associated with better outcomes or the quality of education. In addition, expenditure levels are affected by many factors (see Indicator B7) that need to be taken into account when comparing countries.

This indicator presents total public spending on education, relative to both the country's total public spending and to its gross domestic product, to account for the relative sizes of public budgets. In addition, it includes data on the different sources of public funding invested in education (central, regional and local government) and on the transfers of funds between these levels of government.

■ Other findings

- Most OECD countries **spend more than twice as much on primary, secondary and post-secondary non-tertiary education than on tertiary education.**
- **Public funding is more decentralised at the primary, secondary and post-secondary non-tertiary levels than at the tertiary level.** On average, more than 50% of the initial public funds for these levels of education comes from the central government in OECD countries.
- **Some 87% of public funding for tertiary education comes from the central government,** before transfers of public funds from central to regional and local levels of government are taken into account.
- **At the primary, secondary and post-secondary non-tertiary levels of education, only New Zealand had an entirely centralised public funding system,** while nine countries (Chile, Estonia, Hungary, Iceland, Ireland, the Netherlands, New Zealand, Norway and the Slovak Republic) had an entirely centralised funding system for tertiary education.

■ Trends

Between 1995 and 2010, the percentage of total public expenditure devoted to education (all levels of education combined) increased slightly in two-thirds of countries with available data. But in the period between 2005 and 2010, public expenditure on education as a percentage of total public expenditure decreased in just under two-thirds of countries with available data. The decrease was especially substantial (1 percentage point or more) in Hungary, Iceland, Ireland, Mexico, Norway, Poland, Slovenia and the United States (Table B4.2).

Similar changes were observed in public expenditure on education as a percentage of GDP between 1995 and 2010; yet, again, the evolution was markedly different in the period 2005-10. Whereas the share of public expenditure devoted to education decreased in most countries between 2005 and 2010, expenditure on education as a percentage of GDP increased in almost all countries during this period. On average across OECD countries with available data for both years, it increased by nearly 0.4 percentage point – the result of an increase in public expenditure at the same time that GDP fell (see Indicator B2).

Between 2008 and 2010, in all countries except Estonia, Hungary, Iceland and Italy, both public expenditure on education and total public expenditure for all services increased. However, in 16 of 30 countries, public expenditure on all services grew faster than public expenditure on education (Table B4.2).

Analysis

Overall level of public resources invested in education

In 2010, total public expenditure on education as a percentage of total public expenditure for all services averaged 13.0% in OECD countries, ranging from less than 10% in the Czech Republic (9.7%), Hungary (9.8%), Ireland (9.7%), Italy (8.9%), and Japan (9.3%) to 20% or more in Mexico (20.6%) and New Zealand (20.0%) (Chart B4.1 and Table B4.1).

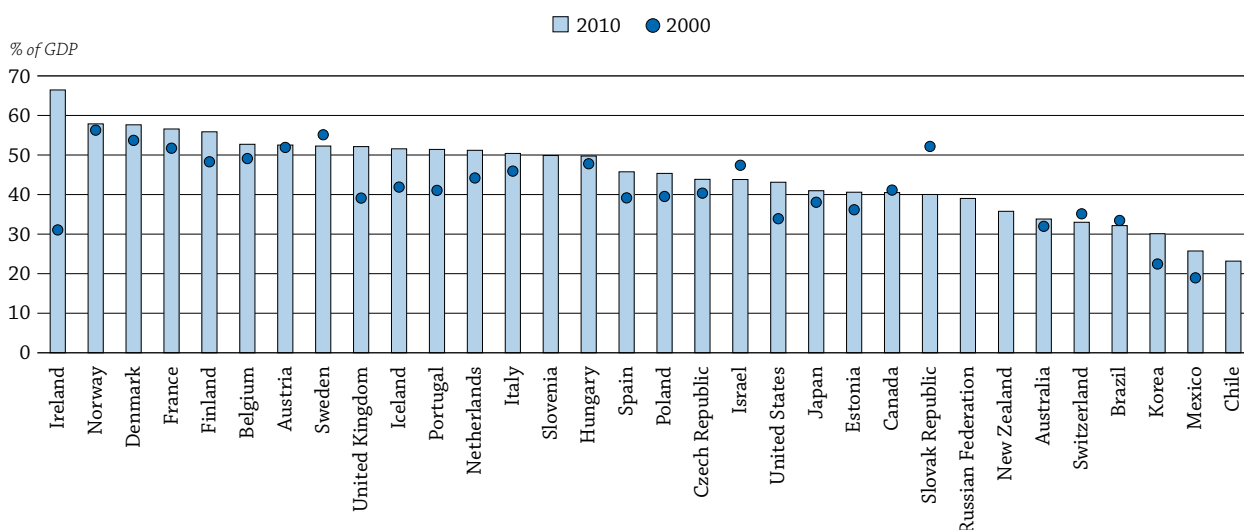
In most countries, about two-thirds of total public expenditure on education as a percentage of total public expenditure is devoted to primary, secondary and post-secondary non-tertiary education. This is primarily explained by the near-universal enrolment rates at these levels of education (see Indicator C1) and the demographic structure of the population.

Public expenditure devoted to tertiary education amounts to less than one-quarter (23.5%) of total public expenditure on education, on average across OECD countries. In OECD and G20 countries, the percentages range from less than 16% in Korea (15.8%) to over 30% in Canada (35.4%) and Finland (31.8%).

When public expenditure on education is considered as a proportion of total public spending, the relative sizes of public budgets must be taken into account. Indeed, the picture is different when looking at public expenditure on education as a percentage of GDP for all levels of education combined, compared with public expenditure on education as a percentage of total public expenditure. The OECD countries Chile (4.1%), the Czech Republic (4.2%), Italy (4.5%), Japan (3.8%) and the Slovak Republic (4.2%) were among those with the lowest rates of public expenditure on education as a proportion of GDP in 2010, as was the G20 country, the Russian Federation (4.1%). At the other end of the spectrum, only Denmark and Norway spend more than 8% of their GDP on education (8.8% each) – well above the OECD average of 5.8% (Table B4.1).

Contrary to expectations, the countries with the highest total public expenditure on education as a percentage of total public expenditure in 2010 – namely Brazil, Korea, New Zealand and Switzerland (Chart B4.1) – are at the bottom end of the spectrum in total public expenditure on all services as a percentage of GDP (Chart B4.2). Denmark and Iceland are the exceptions, with high rates on both proportions (Chart B4.2).

Chart B4.2. Total public expenditure on all services as a percentage of GDP (2000, 2010)



Note: This chart represents public expenditure on all services and not simply public expenditure on education.

Countries are ranked in descending order of total public expenditure as a percentage of GDP in 2010.

Source: OECD, Annex 2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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When looking at total public expenditure on all services (e.g. health, social security, environment), and not simply public expenditure on education, as a proportion of GDP, rates differ greatly among countries. In 2010, more than one-third of the countries reported that the proportion of total public expenditure on all services in relation to GDP was more than 50%; in five countries, the proportion was more than 55% (57.6% in Denmark, 55.8% in Finland, 56.5% in France, 66.4% in Ireland and 57.8% in Norway). At the other extreme, in Mexico, total public expenditure on all services accounts for 25.7% of GDP (Chart B4.2 and Annex 2).

Changes in total public expenditure on education as a percentage of total public expenditure between 1995 and 2010

A significant increase was observed between 1995 and 2005...

Over a period of 10 years (1995-2005), public expenditure on education (all levels combined) as a percentage of total public expenditure increased in 20 of the 26 OECD countries with available data for both 1995 and 2005 (on average, by 0.8 percentage points in these 26 countries). Only Canada, France, Israel, Japan, New Zealand and Portugal show different patterns.

Between 1995 and 2005, the evolution of public expenditure on education as a percentage of GDP differed from that of public expenditure on education as a percentage of total public expenditure. On average, public expenditure on education as a percentage of GDP decreased by 0.1 percentage point between 1995 and 2005 while public expenditure on education as a percentage of total public expenditure increased by 0.8 percentage point over the same period. Relative to GDP, public expenditure on education increased by more than half a percentage point in Brazil, Denmark, Greece, Mexico and the United States, and decreased by more than half a percentage point in Austria, Canada, Estonia, France, Israel and the Slovak Republic (Table B4.2).

...but a drop from 2005 with the impact of the 2008 financial crisis

Spending patterns changed considerably between 2005 and 2010. During this six-year period, public expenditure on education as a percentage of total public expenditure decreased in just under two-thirds of countries with available data (19 of 32 countries) by an average of 0.4 percentage point (from 12.8% in 2005 to 12.4% in 2010). The largest changes were seen in Iceland (-3.3 percentage points), Ireland (-4.2 percentage points) and Mexico (-2.9 percentage points). The changes were also substantial in Hungary, Norway, Poland, Slovenia and the United States (-1 percentage point or more). Exceptions to this pattern are Canada, Israel and New Zealand, all of which showed a decrease in expenditure on education as a percentage of total public expenditure between 1995 to 2005 followed by an increase in expenditure from 2005 to 2010.

Comparing 2010 with 2005 data shows a different pattern because GDP was also affected by the financial crisis. As a result, public expenditure on education as a percentage of GDP increased or remained stable in all countries except Hungary, Norway, Poland, and Switzerland between those two years. On average across OECD countries with available data for all years, the increase was 0.3 percentage point (Table B4.2 and Box B2.1 in Indicator B2).

First effect of the financial crisis: Public expenditure on education increased at a slower rate than public expenditure for all services in more than half of the countries

The variations observed between 2008 and 2010 are probably linked to the first effects of the global economic crisis, which began in 2008. The crisis put more pressure on overall public budgets, requiring governments to prioritise allocations among education and other key public sectors, such as health and social security (Table B4.2 and Chart B4.3).

During this period, 2008 to 2010, there is no clear global trend concerning the evolution of public expenditure on education as a percentage of total public expenditure as was the case for the period 1995-2005.

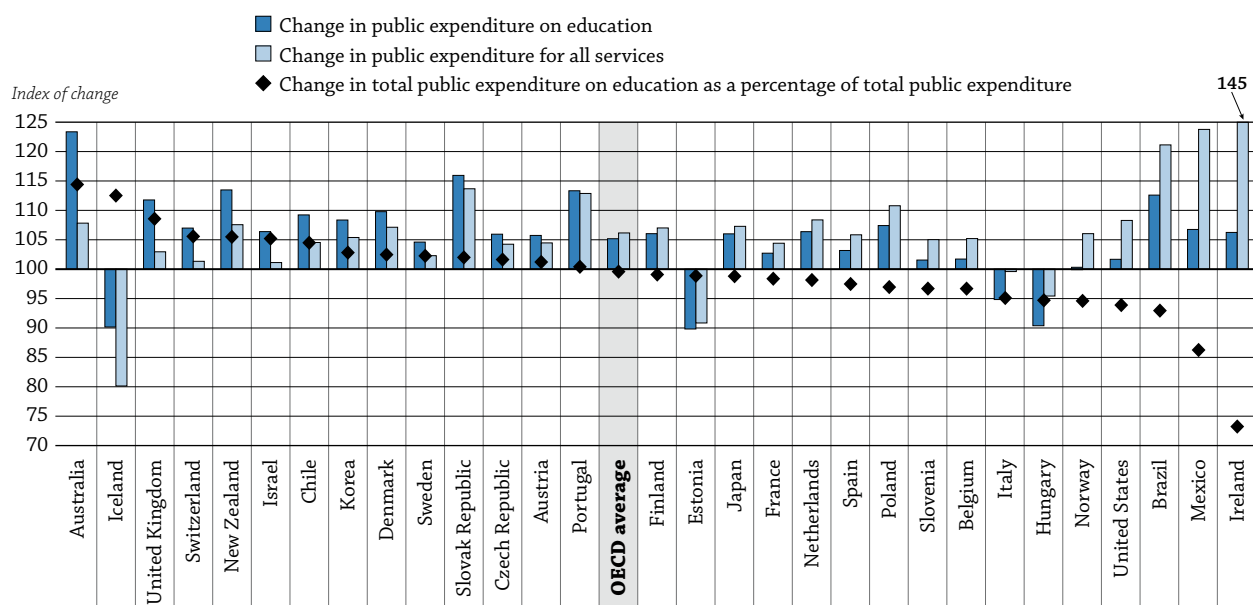
Nevertheless, in 26 of 30 countries, public expenditure on education and total public expenditure for all services both increased between 2008 and 2010. In 16 of these 30 countries, public expenditure on all services grew faster than public expenditure on education (Table B4.2 and Chart B4.3). The differences are greatest in Brazil,

Ireland, Mexico, Norway and the United States. In Ireland, the 27% decrease in public expenditure on education as a percentage of total public expenditure for all services between 2008 and 2010 is largely attributable to large-scale capital transfers to Irish banks in 2010, which had an enormous impact on government net lending figures.

In the 14 other countries, public expenditure on education grew faster than public expenditure for all services. Growth in public expenditure for all services ranged from 1% in Israel and Switzerland to 14% in the Slovak Republic. In Australia, public expenditure for all services increased by 8%, while expenditure on education rose by 23%.

Only in Estonia, Hungary, Iceland and Italy did public expenditure on all services decline between 2008 and 2010. In Iceland, where public expenditure on all services shrank by as much as 20%, public expenditure on education also fell, but not as steeply. In the other three countries, public expenditure on education declined more steeply than public expenditure on all services (Table B4.2 and Chart B4.3).

Chart B4.3. Index of change between 2008 and 2010 in total public expenditure on education as a percentage of total public expenditure for all levels of education combined
(2008 = 100, 2010 constant prices)



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

Source: OECD. Tables B4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Sources of public funding invested in education

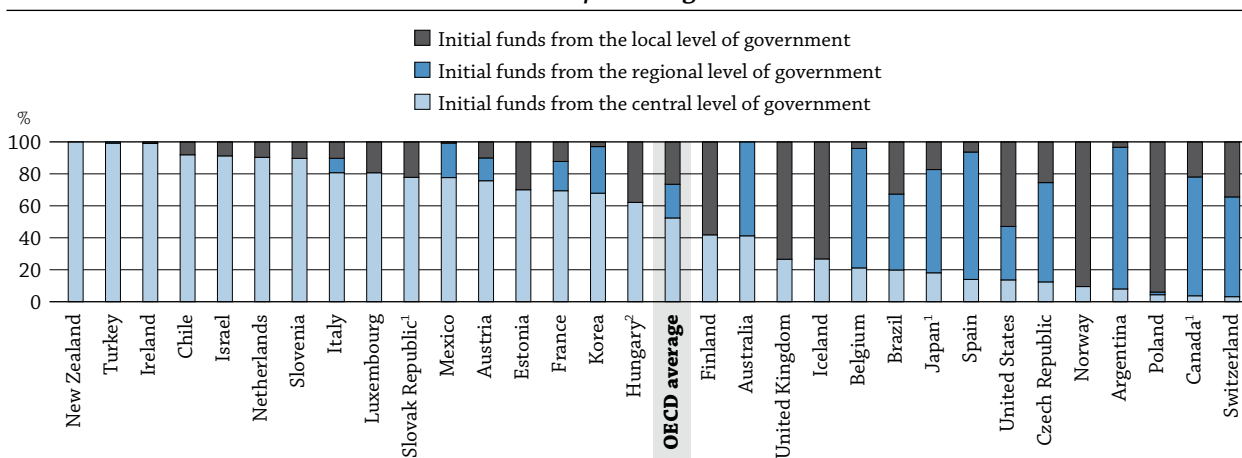
All government sources (apart from international sources) of expenditure on education are classified in three different levels of government: central, regional and local. In some countries the funding of education is centralised; in others, funding can become very decentralised after transfers among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

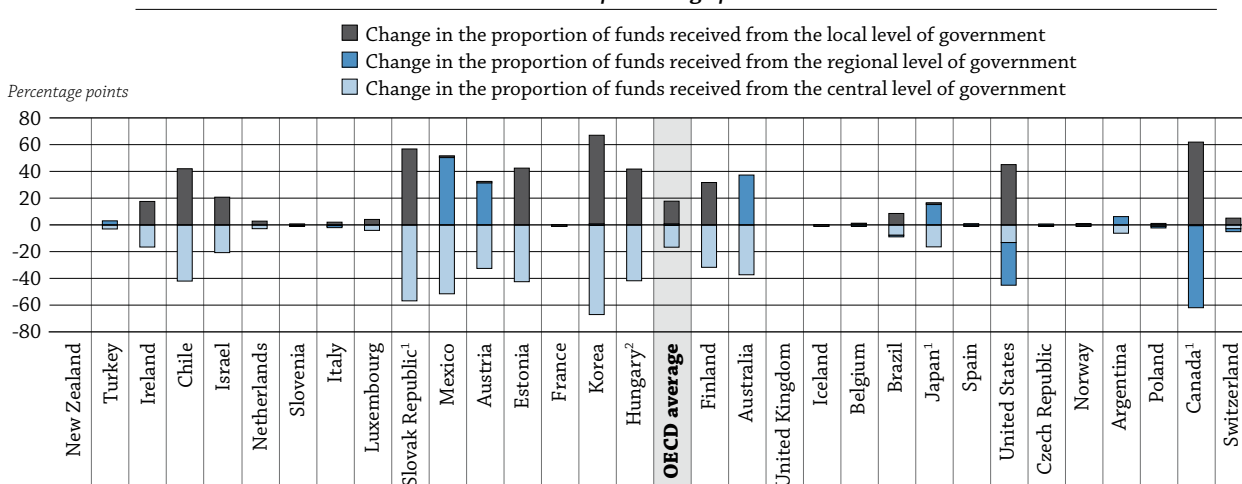
Public funding is more centralised at the tertiary level than at lower levels of education. In 2010, on average across OECD countries, 53.8% of public funds for primary, secondary and post-secondary non-tertiary education combined came from the central government, before transfers. For tertiary education, 86.8% of public funds came from the central government (Table B4.3 and Table B4.4, available on line).

For primary, secondary and post-secondary non-tertiary education combined, the share of initial public funds from the central government differed greatly among countries. Four countries reported a share of less than 10%, namely Canada (3.7%), Norway (9.5%), Poland (4.4%) and Switzerland (3.2%). In Canada, the federal government plays no role in primary and secondary education; funding for these levels of education is provided at the provincial/territorial level.

Chart B4.4. Distribution of initial sources of public educational funds, by level of government in primary, secondary and post-secondary non-tertiary education (2010)
In percentage



Change in the proportion of educational funds received from the different levels of government between initial and final purchasers of educational resources, at the primary, secondary and post-secondary non-tertiary levels (2010)
In percentage points



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

2. Funds from the local level include funds from regional level of government.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table B4.3.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932847089>

At the other extreme, public funds came nearly exclusively from the central government in Ireland, New Zealand and Turkey, and more than 90% of initial public funds came from the central government in Chile (91.9%), Israel (91.2%) and the Netherlands (90.3%). Nevertheless, this picture changes when transfers among levels of government are taken into account. After these transfers, less than 5% of public funds came from central sources in Canada (3.1%), Poland (3.3%) and Switzerland (0.3%), but this was also the case in Australia (3.9%), Japan (1.7%), Korea (0.9%) and the United States (0.5%). Only New Zealand had an entirely centralised funding system even after taking transfers into account (Chart B4.4 and Table B4.3).

The transfers of funds from central to regional and local levels of government at the primary, secondary and post-secondary non-tertiary levels combined are larger than at the tertiary level, on average across OECD countries, extending the scope of decentralisation at these levels of education. At the primary, secondary and post-secondary non-tertiary levels combined, on average across OECD countries, 44.2% of public funds came from local sources after transfers, compared with 27.2% before transfers. At the tertiary level, public funds from local sources represented less than 3% of the funds before and after transfers, on average across OECD countries (Table B4.3 and Table B4.4, available on line).

At the primary, secondary and post-secondary non-tertiary levels combined, the extent of transfers from central to lower sources of public funds vary widely between countries. The difference after transfers from central to lower sources represents more than 40 percentage points in Chile, Estonia, Hungary, Korea, Mexico and the Slovak Republic. In Australia, Canada, Mexico and the United States, the difference after transfers from regional to local sources of public funds exceeds 30 percentage points (Chart B4.4).

At the tertiary level of education, the proportions of public funds coming from the central government are relatively high, both before and after transfers among levels of government. Shares of public funds from central government are the lowest in Belgium (26.6% and 25.3%, before and after transfers, respectively), and Spain (16.0% and 15.8%). At the other extreme, in ten countries these shares reach nearly 100% both before and after transfers: Chile, Estonia, Hungary, Iceland, the Netherlands, New Zealand, Norway, Portugal, the Slovak Republic and the United Kingdom (Table B4.4, available on line).

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 student living costs.

All government sources (apart from international sources) for expenditure on education can be classified into three levels: central (national) government, regional government (province, state, *Bundesland*, etc.), 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 2010 and are based on the UOE data collection on education statistics administered by the OECD in 2012 (for details see Annex 3 at www.oecd.org/edu/eag.htm).

Figures for total public expenditure have been taken from the OECD National Accounts Database (see Annex 2) and use the System of National Accounts 1993.

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

Though 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.

The statistical data for Israel are supplied by and 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 B4 Tables






Table B4.1	Total public expenditure on education (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849806
Table B4.2	Total public expenditure on education (1995, 2000, 2005 and 2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849825
Table B4.3	Sources of public educational funds, for primary, secondary and post-secondary non-tertiary education, by level of government (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849844
WEB Table B4.4	Sources of public educational funds, before and after transfers, by level of government for tertiary education (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849863
WEB Table B4.5	Distribution of total public expenditure on education (2010) <i>StatLink</i>  http://dx.doi.org/10.1787/888932849882

Table B4.1. Total public expenditure on education (2010)

Direct public expenditure on educational institutions plus public subsidies to households¹ and other private entities, as a percentage of total public expenditure and as a percentage of GDP, by level of education

	Public expenditure ¹ on education as a percentage of total public expenditure				Public expenditure ¹ on education as a percentage of GDP			
	Pre-primary education	All Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education combined	Pre-primary education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education combined
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	0.2	11.5	3.4	15.2	0.1	3.9	1.1	5.2
Austria	1.2	7.0	3.1	11.2	0.6	3.6	1.6	5.9
Belgium	1.2	8.2	2.8	12.5	0.6	4.3	1.5	6.6
Canada ^{2, 3}	x(2)	8.5	4.7	13.2	x(6)	3.4	1.9	5.3
Chile ⁴	2.3	11.6	3.9	17.7	0.5	2.7	0.9	4.1
Czech Republic	1.1	6.1	2.2	9.7	0.5	2.7	1.0	4.2
Denmark ³	1.8	8.9	4.2	15.3	1.0	5.1	2.4	8.8
Estonia	1.1	9.8	3.0	14.0	0.4	4.0	1.2	5.7
Finland	0.7	7.6	3.9	12.3	0.4	4.3	2.2	6.8
France	1.2	6.8	2.3	10.4	0.7	3.9	1.3	5.9
Germany	m	m	m	m	m	m	m	m
Greece	m	m	m	m	m	m	m	m
Hungary	1.4	5.9	2.0	9.8	0.7	2.9	1.0	4.9
Iceland	1.4	9.4	3.2	14.7	0.7	4.8	1.6	7.6
Ireland	0.2	7.4	2.2	9.7	0.1	4.9	1.4	6.5
Israel	1.5	9.1	2.3	13.6	0.7	4.0	1.0	5.9
Italy	0.9	6.4	1.7	8.9	0.4	3.2	0.8	4.5
Japan ³	0.2	6.7	1.8	9.3	0.1	2.8	0.7	3.8
Korea	0.5	11.2	2.6	16.2	0.1	3.4	0.8	4.9
Luxembourg	1.7	7.9	m	m	0.7	3.4	m	m
Mexico	2.1	13.6	4.0	20.6	0.5	3.5	1.0	5.3
Netherlands	0.8	7.6	3.3	11.6	0.4	3.9	1.7	6.0
New Zealand	1.5	13.1	5.5	20.0	0.5	4.7	2.0	7.2
Norway	0.7	9.4	4.5	15.2	0.4	5.5	2.6	8.8
Poland	1.1	7.7	2.6	11.4	0.5	3.5	1.2	5.2
Portugal	0.8	7.8	2.2	11.0	0.4	4.0	1.1	5.6
Slovak Republic ³	1.0	7.1	2.1	10.6	0.4	2.9	0.8	4.2
Slovenia	1.2	7.5	2.7	11.4	0.6	3.7	1.4	5.7
Spain	1.5	6.8	2.5	10.9	0.7	3.1	1.2	5.0
Sweden	1.4	8.1	3.9	13.4	0.7	4.2	2.0	7.0
Switzerland	0.6	11.0	4.0	15.8	0.2	3.6	1.3	5.2
Turkey	0.1	6.5	m	m	n	2.5	m	m
United Kingdom	0.6	9.4	2.0	12.0	0.3	4.9	1.0	6.3
United States	0.8	8.6	3.3	12.7	0.4	3.7	1.4	5.5
OECD average	1.1	8.6	3.1	13.0	0.6	3.8	1.4	5.8
EU21 average	1.1	7.6	2.7	11.4	0.6	3.8	1.4	5.8
Other G20								
Argentina	m	m	m	m	0.4	4.2	1.1	5.8
Brazil	1.4	13.8	3.0	18.1	0.4	4.4	1.0	5.8
China	m	m	m	m	m	m	m	m
India	m	m	m	m	n			
Indonesia	m	m	m	m	m	m	m	m
Russian Federation	1.8	5.2	2.5	10.5	0.7	2.0	1.0	4.1
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

1. Public expenditure presented in this table includes public subsidies to households for living costs (scholarships and grants to students/households and students loans), which are not spent on educational institutions. Therefore the figures presented here exceed those on public spending on institutions found in Table B2.4.

2. Year of reference 2009 instead of 2010.

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 2010.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932849806>

Table B4.2. Total public expenditure on education (1995, 2000, 2005 and 2010)
 Direct public expenditure on educational institutions plus public subsidies to households¹ and other private entities,
 as a percentage of total public expenditure and as a percentage of GDP, for all levels of education combined, by year

	Public expenditure ¹ on education as a percentage of total public expenditure				Public expenditure ¹ on education as a percentage of GDP				Index of change between 2008 and 2010 in (2008 = 100, 2010 constant prices)		
	1995	2000	2005	2010	1995	2000	2005	2010	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)
OECD											
Australia	13.8	14.3	14.6	15.2	4.8	4.6	4.5	5.2	123	108	114
Austria	10.8	10.7	10.9	11.2	6.1	5.6	5.4	5.9	106	104	101
Belgium	m	12.0	11.4	12.5	m	5.9	5.9	6.6	102	105	97
Canada ^{2, 3}	12.7	12.4	11.8	13.2	6.2	5.1	5.1	5.3	m	m	m
Chile ⁴	m	m	16.2	17.7	m	m	3.0	4.1	109	105	104
Czech Republic	8.7	9.5	9.5	9.7	4.5	3.8	4.1	4.2	106	104	102
Denmark ³	12.3	15.4	15.7	15.3	7.3	8.3	8.3	8.8	110	107	102
Estonia	13.9	14.8	14.5	14.0	5.8	5.4	4.9	5.7	90	91	99
Finland	11.1	12.5	12.5	12.3	6.8	6.0	6.3	6.8	106	107	99
France	11.5	11.6	10.6	10.4	6.3	6.0	5.7	5.9	103	104	98
Germany	8.6	10.2	10.1	m	4.7	4.6	4.8	m	m	107	m
Greece	5.6	7.3	m	m	2.6	3.4	4.1	m	m	94	m
Hungary	9.4	10.4	10.9	9.8	5.3	5.0	5.5	4.9	90	95	95
Iceland	m	15.9	18.0	14.7	m	6.7	7.6	7.6	90	80	113
Ireland	12.2	13.7	14.0	9.7	5.0	4.2	4.7	6.5	106	145	73
Israel	12.7	13.4	12.3	13.6	6.5	6.3	5.6	5.9	106	101	105
Italy	9.0	9.8	9.2	8.9	4.7	4.5	4.4	4.5	95	100	95
Japan ³	9.7	9.5	9.6	9.3	3.5	3.6	3.5	3.8	106	107	99
Korea	m	16.6	14.9	16.2	m	3.7	4.0	4.9	108	105	103
Luxembourg	m	m	m	m	m	m	m	m	m	108	m
Mexico	22.2	23.4	23.4	20.6	4.2	4.4	5.0	5.3	107	124	86
Netherlands	9.1	11.2	12.3	11.6	5.1	5.0	5.5	6.0	106	108	98
New Zealand	16.5	m	15.5	20.0	5.6	6.7	6.0	7.2	113	108	105
Norway	15.6	14.0	16.7	15.2	9.3	7.8	9.3	8.8	100	106	95
Poland	11.9	12.7	12.6	11.4	5.2	5.0	5.5	5.2	107	111	97
Portugal	11.9	12.7	11.4	11.0	4.9	5.2	5.2	5.6	113	113	100
Slovak Republic ³	9.4	7.5	10.1	10.6	4.6	3.9	3.8	4.2	116	114	102
Slovenia	m	m	12.6	11.4	m	m	5.7	5.7	102	105	97
Spain	10.3	10.9	11.0	10.9	4.6	4.3	4.2	5.0	103	106	97
Sweden	10.9	13.0	12.8	13.4	7.1	7.2	6.9	7.0	105	102	102
Switzerland	14.6	14.4	15.0	15.8	5.3	5.1	5.5	5.2	107	101	106
Turkey	m	m	m	m	m	m	m	m	m	116	m
United Kingdom	11.4	11.0	11.8	12.0	5.0	4.3	5.2	6.3	112	103	109
United States	12.0	13.8	13.9	12.7	4.5	4.7	5.1	5.5	102	108	94
OECD average	11.8	12.6	13.1	13.0	5.4	5.2	5.3	5.8	105	106	100
EU21 average	10.4	11.4	11.8	11.4	5.3	5.1	5.3	5.8	104	106	98
OECD average (countries with available data for all years)	12.0	12.6	12.8	12.4	5.5	5.2	5.4	5.7			
Other G20											
Argentina	m	m	m	m	m	m	m	5.8	m	m	m
Brazil	11.2	10.5	14.5	18.1	3.9	3.5	4.5	5.8	113	121	93
China	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
Russian Federation	m	10.6	11.0	10.5	m	m	m	4.1	m	m	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

1. Public expenditure presented in this table includes public subsidies to households for living costs (scholarships and grants to students/households and students loans), which are not spent on educational institutions. Therefore the figures presented here exceed those on public spending on institutions found in Table B2.4.

2. Year of reference 2009 instead of 2010.

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 2010. Data refer to 2009-2011 instead of 2008-2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table B4.3. Sources of public educational funds, for primary, secondary and post-secondary non-tertiary education, by level of government (2010)

	Initial funds (before transfers between levels of government)				Final funds (after transfers between levels of government)			
	Central	Regional	Local	Total	Central	Regional	Local	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	41.2	58.8	m	100.0	3.9	96.1	m	100.0
Austria	75.7	14.3	10.0	100.0	43.1	46.5	10.4	100.0
Belgium	21.2	74.7	4.1	100.0	22.3	73.5	4.1	100.0
Canada ^{1, 2}	3.7	74.3	21.9	100.0	3.1	13.0	83.9	100.0
Chile ³	91.9	a	8.1	100.0	49.9	a	50.1	100.0
Czech Republic	12.4	62.1	25.5	100.0	11.7	62.8	25.5	100.0
Denmark ²	m	m	m	100.0	41.4	n	58.6	100.0
Estonia	70.0	a	30.0	100.0	27.6	a	72.4	100.0
Finland	41.8	a	58.2	100.0	10.1	a	89.9	100.0
France	69.4	18.3	12.3	100.0	69.3	18.3	12.4	100.0
Germany	m	m	m	m	m	m	m	m
Greece	m	m	m	m	m	m	m	m
Hungary	62.1	x(3)	37.9	100.0	20.4	x(7)	79.6	100.0
Iceland	26.8	a	73.2	100.0	26.5	a	73.5	100.0
Ireland	99.0	a	1.0	100.0	82.5	a	17.5	100.0
Israel	91.2	a	8.8	100.0	70.5	a	29.5	100.0
Italy	80.7	9.0	10.3	100.0	80.2	7.5	12.3	100.0
Japan ²	18.1	64.6	17.3	100.0	1.7	81.0	17.3	100.0
Korea	67.9	29.1	3.0	100.0	0.9	29.9	69.2	100.0
Luxembourg	80.7	a	19.3	100.0	76.6	a	23.4	100.0
Mexico	77.7	22.1	0.2	100.0	26.1	73.7	0.2	100.0
Netherlands	90.3	n	9.7	100.0	87.5	n	12.5	100.0
New Zealand	100.0	n	n	100.0	100.0	n	n	100.0
Norway	9.5	n	90.5	100.0	8.4	n	91.6	100.0
Poland	4.4	1.7	94.0	100.0	3.3	1.6	95.1	100.0
Portugal	m	m	m	m	m	m	m	m
Slovak Republic ²	77.8	a	22.2	100.0	21.0	a	79.0	100.0
Slovenia	89.7	a	10.3	100.0	88.9	a	11.1	100.0
Spain	14.0	79.7	6.4	100.0	13.0	80.6	6.4	100.0
Sweden	m	m	m	m	m	m	m	m
Switzerland	3.2	62.4	34.4	100.0	0.3	60.2	39.5	100.0
Turkey	99.3	0.7	m	100.0	96.2	3.8	m	100.0
United Kingdom	26.6	a	73.4	100.0	26.6	a	73.4	100.0
United States	13.7	33.4	52.9	100.0	0.5	1.5	98.0	100.0
OECD average	53.8	21.6	27.2	100.0	37.1	22.4	44.2	100.0
EU21 average	57.2	17.3	26.5	100.0	42.7	18.2	40.2	100.0
Other G20								
Argentina	8.0	88.6	3.4	100.0	1.8	94.8	3.4	100.0
Brazil	19.9	47.5	32.7	100.0	12.1	46.7	41.2	100.0
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	2.1	32.4	65.5	100.0
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

1. Year of reference 2009.


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

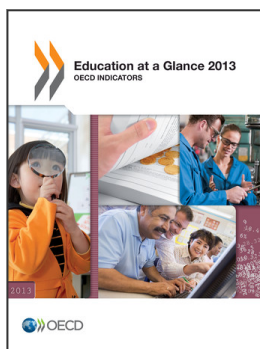
3. Year of reference 2011.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888932849844>



From:
Education at a Glance 2013
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2013-en>

Please cite this chapter as:

OECD (2013), "Indicator B4 What is the total public spending on education ?", in *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2013-16-en>

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