

WHAT PROPORTION OF NATIONAL WEALTH IS SPENT ON EDUCATION?

INDICATOR B2

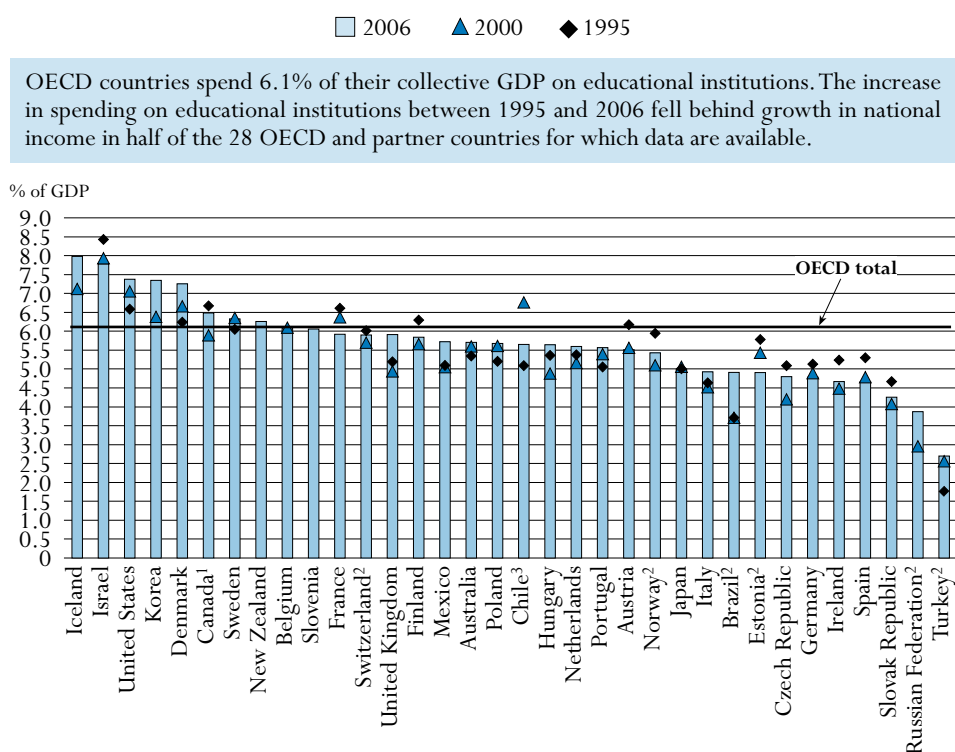
Expenditure on educational institutions as a percentage of GDP shows how a country prioritises education in relation to its overall allocation of resources. Tuition fees and investment in education from private entities other than households (see Indicator B5) have a strong impact on differences in the overall amount of financial resources that OECD and partner countries devote to their education systems, especially at the tertiary level.

Key results

Chart B2.1. Expenditure on educational institutions as a percentage of GDP for all levels of education (1995, 2000, 2006)

This chart measures educational investment through the share of national income that each country devoted to spending on educational institutions in 1995, 2000 and 2006.

It captures both direct and indirect expenditure on educational institutions from both public and private sources of funds.



1. Year of reference 2005 instead of 2006.

2. Public expenditure only (for Switzerland, in tertiary education only).

3. Year of reference 2007 instead of 2006.

Countries are ranked in descending order of total expenditure from both public and private sources on educational institutions in 2006.

Source: OECD, Table B2.1. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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Other highlights of this indicator

INDICATOR B2

- About 60% of combined OECD expenditure on educational institutions, or 3.7% of the combined GDP in the OECD area, is devoted to primary, secondary and post-secondary non-tertiary education. Relative to its GDP, Iceland spends nearly twice as much as the Slovak Republic.
- Tertiary education accounts for nearly one-third of the combined OECD expenditure on educational institutions (1.9% of the combined GDP). In Canada and the United States expenditure at this level reaches 40% of expenditure on educational institutions.
- Canada, Korea and the United States spend between 2.5% and 2.9% of their GDP on tertiary institutions. Korea, the United States, and the partner country Chile (1.7%) show the highest proportions of private expenditure at the tertiary level (between 1.4% and 1.9% of GDP). Relative to GDP, the United States spends over three times more on tertiary education than Italy and the Slovak Republic and nearly four times more than Turkey and the partner countries Brazil and the Russian Federation.
- More people are completing upper secondary and tertiary education than ever before, and in many countries this expansion has been accompanied by massive financial investments. For all levels of education combined, public and private investment in education increased in all countries by at least 10% between 1995 and 2006 in real terms, and increased on average by 44% in OECD countries. In three-quarters of these countries, the increase is larger for tertiary education than for primary to post-secondary non-tertiary levels combined.
- When comparing changes in expenditure on educational institutions to changes in GDP, a clearer picture emerges: in 13 of 28 OECD and partner countries for which data are available, expenditure for all levels of education as a percentage of GDP decreased between 1995 and 2000 and then increased from 2000 to 2006.
- On average in OECD countries, expenditure for all levels of education combined increased relatively more than GDP between 1995 and 2006. The increase in expenditure on educational institutions as a proportion of GDP exceeded 0.7 percentage point over this decade in Denmark, Turkey, the United Kingdom and the United States and in the partner country Brazil.
- Nine of the thirteen countries with an above average proportion of their population at basic ages of primary and lower secondary education (Australia, Denmark, Iceland, Ireland, Korea, Mexico, New Zealand and the United States and the partner country Brazil) are also those with expenditure on educational institutions as a percentage of GDP above the OECD average.
- Projections of the relative size of the school-age population help to forecast changes in the number of students and resources needed. Between 2000 and 2015, the size of the population aged 5-14 years is set to decline in 28 out of 36 OECD and partner countries.

Policy context

This indicator provides a measure of the proportion of a nation's wealth that is invested in educational institutions. Expenditure on educational institutions is an investment that can help foster economic growth, enhance productivity, contribute to personal and social development, and reduce social inequality. Relative to GDP, expenditure on educational institutions shows the priority a country gives to education in terms of its overall resource allocation. The proportion of total financial resources devoted to education in a country results from choices made by government, enterprises, and individual students and their families, and is partially driven by the size of the country's school-age population and enrolment in education. Moreover, if the social and private returns to investment in education are sufficiently large, there is an incentive to expand enrolment and increase total investment.

The indicator also includes a comparative review of changes in educational investment over time. In deciding how much to allocate to education, governments must assess demands for increased spending in areas such as teachers' salaries and educational facilities. This indicator can provide a point of reference, as it shows how the volume of educational spending, relative to national wealth and in absolute terms, has evolved over time in various OECD countries.

Evidence and explanations

What this indicator does and does not cover

This indicator covers expenditure on schools, universities and other public and private institutions involved in delivering or supporting educational services (*e.g.* educational services delivered by enterprises, as part of dual programmes). Expenditure on institutions is not limited to expenditure on instructional services but also includes public and private expenditure on ancillary services for students and families (such as housing and transport services) when these services are provided by educational institutions. Spending on research and development can be significant in tertiary education and is included in this indicator, to the extent that the research is performed by educational institutions.

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

Overall investment relative to GDP

All OECD countries invest a substantial proportion of national resources in education. Taking into account both public and private sources of funds, OECD countries as a whole spend 6.1% of their collective GDP on educational institutions at the pre-primary, primary, secondary and tertiary levels. Given the tight constraints on public budgets, such a large spending item is subject to close scrutiny by governments looking for ways to reduce or limit the growth of expenditure.

The highest spending on educational institutions is in Denmark, Iceland, Korea and the United States and the partner country Israel, with more than 7% of GDP accounted for by public and

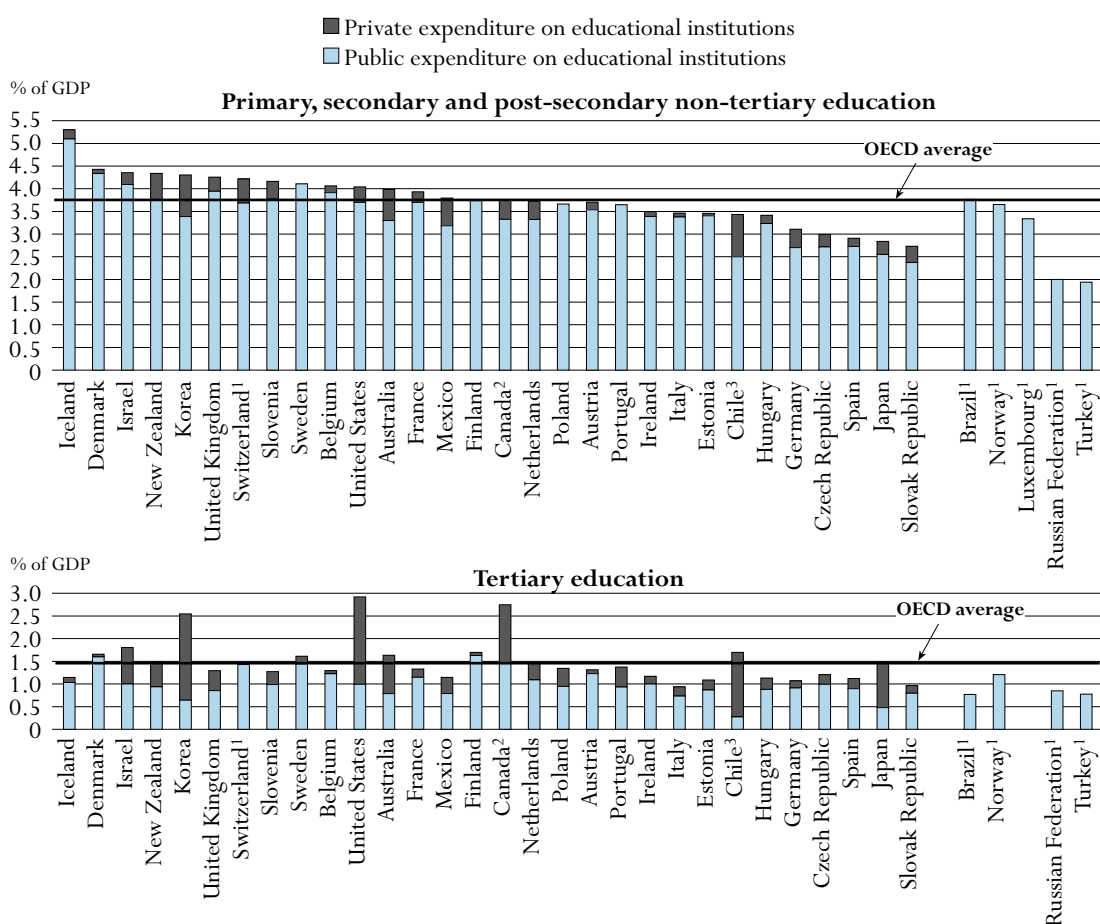
private spending on educational institutions. Seven out of 28 OECD countries for which data are available, as well as 3 out of 6 partner countries, spend less than 5% of GDP on educational institutions; in Turkey and in the partner country the Russian Federation, the figure is the lowest at 2.7% and 3.9%, respectively (Table B2.1).

Expenditure on educational institutions by level of education

Differences in spending on educational institutions are most striking at the pre-primary level. It ranges from less than 0.1% of GDP in Australia to 0.8% or more in Hungary and Iceland, and the partner country Israel (Table B2.2). Differences at the pre-primary level can be explained mainly by participation rates among younger children (see Indicator C1), but are also sometimes a result of the extent to which private early childhood education is covered by this indicator.

Chart B2.2. Expenditure on educational institutions as a percentage of GDP (2006)

From public and private sources, by level of education and source of funds



1. Public expenditure only (for Switzerland, in tertiary education only).

2. Year of reference 2005.

3. Year of reference 2007.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in primary, secondary and post-secondary non-tertiary education.

Source: OECD, Table B2.4. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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In Ireland, for example, the majority of early childhood education is delivered in private institutions that are not yet covered by the Irish data. Moreover, high-quality early childhood education and care are provided not only by the educational institutions covered by this indicator but often also in more informal settings. Inferences on access to and quality of early childhood education and care should therefore be made with caution.

On average, among OECD countries, 65% of expenditure on educational institutions education (or 60% of the combined expenditure) goes to primary, secondary and post-secondary non-tertiary levels. Because enrolment in primary and lower secondary education is almost universal in OECD countries, and participation rates in upper secondary education are high (see Indicator C1), these levels account for the bulk of expenditure on educational institutions: 3.7% of the combined OECD GDP. At the same time, significantly higher spending on educational institutions per student at the upper secondary and tertiary levels causes the overall investment in these levels to be higher than enrolment numbers alone would suggest.

Nearly one-third of combined OECD expenditure on educational institutions is allocated to tertiary education. At this level, the pathways available to students, the duration of programmes and the organisation of teaching vary greatly among OECD countries, resulting in significant differences in the expenditure allocated to tertiary education. On the one hand, Canada, Korea and the United States and the partner country Israel spend between 1.8% and 2.9% of their GDP on tertiary institutions and are among those with the highest proportion of private expenditure on tertiary education. On the other hand, the proportion of GDP spent on tertiary institutions in Belgium, France, Iceland, Mexico and the United Kingdom and in the partner countries Brazil and Slovenia is below the OECD average; these countries are among the OECD countries in which the proportion of GDP spent on primary, secondary and post-secondary non-tertiary education is above the OECD average (Table B2.1 and Chart B2.2).

Changes in overall educational spending between 1995, 2000 and 2006

More people are completing upper secondary and tertiary education than ever before (see Indicator A1), and in many countries, this has been accompanied by massive financial investment. For all levels of education combined, public and private investment in education increased in all countries by at least 10% between 1995 and 2006 in real terms, and increased on average by 44% in OECD countries (see Table B2.5 available on line).

The differences between countries are partly related to the variation of the school-age population, but are also affected by trends in national income. For example, in Ireland, spending on all levels of education combined increased by more than 90% between 1995 and 2006, but GDP more than doubled over the same period, leading to a decrease in expenditure on educational institutions as a proportion of GDP (see Table B2.5 available on line).

Expenditure for all levels of education combined increased at a greater rate than GDP did in half of the 28 countries for which data are available for 1995 and 2006. The increase exceeded 0.7 percentage point over the period in Denmark (6.2% to 7.3%), Turkey (1.7% to 2.7%), the United Kingdom (5.2% to 5.9%), the United States (6.6% to 7.4%) and the partner country Brazil (3.7% to 4.9%). However, the increase in spending on educational institutions tended to lag behind the growth in national income in the other half of the 28 OECD and partner countries for which data are available. The most notable differences are in Austria, France and Spain and

in the partner countries Estonia and Israel where the proportion of GDP spent on educational institutions decreased by 0.6 percentage point or more between 1995 and 2006 (Table B2.1), mainly as a result of the decrease in expenditure on educational institutions as a percentage of GDP at the primary, secondary and post-secondary non-tertiary levels.

When comparing changes in expenditure on educational institutions to changes in GDP before and after 2000, a clearer picture emerges: in 13 out of 28 OECD and partner countries for which data are available, expenditure for all levels of education as a percentage of GDP decreased between 1995 and 2000 and then increased from 2000 to 2006. Nevertheless, expenditure on educational institutions for all levels of education as a percentage of GDP increased in both of these periods in 6 of the 28 OECD and partner countries with comparable data – Australia, Denmark, Poland, Portugal, Turkey and the United States – and decreased in both of these 5-year periods in 6 other countries (Austria, France, Germany, Spain and the partner countries Estonia and Israel). From the three remaining countries (Japan, Sweden and the partner country Chile), only in Chile expenditure as a percentage of GDP showed a clear increase between 1995 and 2000, followed by a significant decrease after 2000.

Between 1995 and 2006, spending on the various levels of education evolved quite differently. From primary to post-secondary non-tertiary education, expenditure on educational institutions as a proportion of GDP decreased in 16 out of the 28 OECD and partner countries for which data are available. In tertiary education, expenditure on educational institutions as a proportion of GDP decreased from 1995 to 2006 only in Finland, France, Germany, Ireland, the Netherlands and Norway and in the partner country Israel.

In 21 out of the 28 OECD and partner countries for which data are available, expenditure on educational institutions (compared to GDP) for tertiary education between 1995 and 2006 increased at a greater rate than for primary, secondary and post-secondary non-tertiary education. This is related to the proportionally greater increase in tertiary students compared to the relative stability in the number of students at lower levels (Table B1.5). The only exceptions to this pattern are Australia, Denmark, the Netherlands, Turkey, the United Kingdom and partner countries Brazil and Chile. In Canada, the Czech Republic, Spain, Switzerland and the United States and in the partner country Estonia, the level of the increase in spending on tertiary education exceeded that at the primary, secondary and post-secondary non-tertiary levels by more than 0.7 percentage point (Table B2.1).

Relationship between national expenditure on educational institutions and demographic patterns

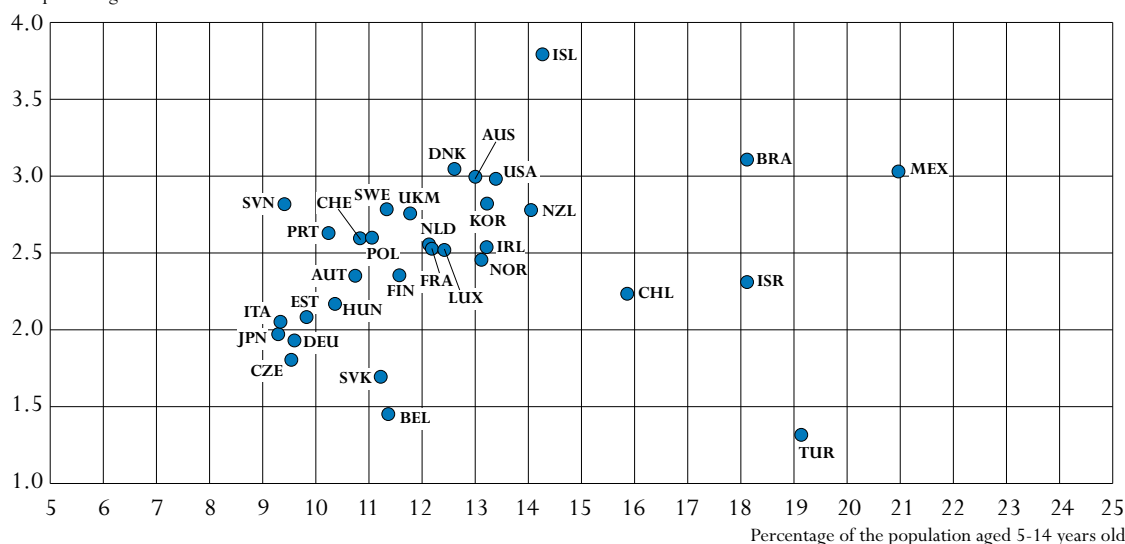
The level of national resources devoted to education depend on a number of interrelated factors of supply and demand, such as the demographic structure of the population, enrolment rates, income per capita, national levels of teachers' salaries, and the organisation and delivery of instruction. For example, OECD countries with high spending levels may enrol larger numbers of students, while countries with low spending levels may either limit access to higher levels of education or deliver educational services in a particularly efficient manner. The distribution of enrolments among sectors and fields of study may also differ, as may the duration of studies and the scale and organisation of related educational research. Finally, large differences in GDP among OECD countries mean that similar percentages of GDP spent on educational institutions can result in very different absolute amounts per student (see Indicator B1).

The size of a country's school-age population determine the potential demand for initial education and training: the larger this population, the greater the potential demand for educational services. Among OECD countries with comparable national income, a country in which this population is relatively large will have to spend a higher percentage of its GDP on educational institutions so that school-age children and youth have the opportunity to receive the same quantity of education as in other OECD countries, other things being equal. Conversely, if this population is relatively small, the country will be required to spend less of its wealth on educational institutions in order to achieve similar results.

Comparing expenditure on primary and lower secondary educational institutions as a percentage of GDP with the size of the population aged 5-14 years (broadly corresponding to the ages of primary and lower secondary school populations) shows the following. Among countries with data available on both these measures, 9 of the 13 countries with an above average proportion of their population at the basic ages of primary and lower secondary education (Australia, Denmark, Iceland, Ireland, Korea, Mexico, New Zealand and the United States and the partner country Brazil) also have expenditure on educational institutions as a percentage of GDP above the average (Chart B2.3). In contrast, the Czech Republic, Germany, Italy, Japan and the partner countries Estonia and Slovenia, which have the lowest proportions of the population aged 5-14 years (less than 10%), have below average expenditure on educational institutions, except in the case of Slovenia (Table B2.3 and Chart B2.3).


Chart B2.3. Expenditure on primary and lower secondary educational institutions as a percentage of GDP and proportion of the population aged 5-14 (2006)

Expenditure on primary to lower secondary educational institutions as a percentage of GDP



Please refer to the Reader's Guide for the list of country codes used in this chart.

Source: OECD, Table B2.2 and Table B2.3. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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A similar relationship between expenditure and the proportion of the population is less evident for the population aged 15-19 and 20-29 years, broadly corresponding to the ages of the upper secondary and tertiary school populations. This may result from various factors, such as the fact that the age of students at these levels varies much more than at lower levels of education. Moreover, the proportion of the school-age population does not, in and of itself, determine the level of expenditure. This is also true for primary and lower secondary education. Countries with similar proportions of the population in education may spend different shares of their GDP on educational institutions, according to the priority they give to education or the ways they distribute education expenditure among levels of education (Table B2.3 and Chart B2.3). For example, the proportion of the population at basic ages of primary and lower secondary education is quite similar in Poland and in the Slovak Republic (11.1% and 11.3%, respectively), but Poland spends 0.9 percentage point more of its GDP on educational institutions than the Slovak Republic (2.6% and 1.7%, respectively).

Projections of the relative size of the school-age population give some idea of changes in the number of students and the resources that will be necessary to support them in the coming years. The size of the population aged 5-14 years is set to decline in 28 out of 36 OECD and partner countries between 2000 and 2015. These trends may create difficult management challenges such as managing surplus capacity in schools, school reorganisation and even school closures. These challenges appear to be the greatest over the next decade in the Czech Republic, Hungary, Korea, Poland, the Slovak Republic and the partner countries Estonia and the Russian Federation. Student numbers in primary and lower secondary education are expected to fall in these countries by almost 20% (Table B2.3). However, some countries may also face challenges related to an increase in the school-age population. This is particularly the case in Ireland, Spain and the partner country Israel, as the population aged 5-14 years is expected to increase by more than 15% up to 2015. The partner country Israel may have particular challenges, as in 2006 it is already among the three OECD and partner countries that spend the largest proportions of their GDP on primary, secondary and post-secondary education (4.4% of GDP).

Among 15-19 and 20-29 year-olds, the age groups broadly corresponding to upper secondary and tertiary education, population trends are more varied, although projections show a decline in population numbers of respectively 6% and 3% between 2000 and 2015. However, at these levels, the projections of population must be interpreted with caution. In fact, at lower levels of education (primary and lower secondary) enrolment rates are close to 100% in OECD countries (see Indicator C1) and the number of students is closely related to demographic changes. This is not the case in upper secondary and tertiary education (Table B2.3).

Expenditure on educational institutions by source of funding

Increased expenditure on educational institutions in response to growth in enrolments implies a heavier financial burden for society as a whole, but it does not fall entirely on public funding. On average, of the 6.1% of the combined OECD area GDP devoted to education, more than three-quarters comes from public sources (Table B2.4). The majority of funding is from public sources in all countries and is nearly the sole source of funding in Finland and Sweden (more than 97% of funding from public source). However, there are greater differences among countries in the breakdown of educational expenditure by source of funding and by level of education (see Indicator B3).

Definitions and methodologies

Data refer to the financial year 2006 and are based on the UOE data collection on education statistics administered by the OECD in 2008 (for details see Annex 3 at www.oecd.org/edu/eqg2009). Expenditure on educational institutions, as covered by this indicator, includes expenditure on both instructional and non-instructional educational institutions. Instructional educational institutions are educational institutions which directly provide instructional programmes (*i.e.* teaching) to individuals directly in an organised group setting or through distance education. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are not included. However, expenditure of business enterprises providing training or instruction to students as part of the dual educational programmes are included. Non-instructional educational institutions provide administrative, advisory or professional services to other educational institutions but do not enrol students themselves. Examples include national, state and provincial ministries or departments of education; other bodies that administer education at various levels of government or analogous bodies in the private sector; and organisations that provide education-related services, such as vocational or psychological counselling, placement, testing, financial aid to students, curriculum development, educational research, building operations and maintenance services, transport of students, and student meals and housing.

This definition of institutions ensures that expenditure on services, which are provided in some OECD countries by schools and universities and in others by agencies other than schools, are covered on a comparable basis.

The distinction by source of funds is based on the initial source of funds and does not reflect subsequent public-to-private or private-to-public transfers. For this reason, subsidies to households and other entities, such as subsidies for tuition fees and other payments to educational institutions, are included in public expenditure in this indicator. Payments from households and other private entities to educational institutions include tuition and other fees, net of offsetting public subsidies. A detailed discussion of public subsidies can be found in Indicator B5.

The OECD average is calculated as the simple average of all OECD countries for which data are available. The OECD total reflects the value of the indicator if the OECD region is considered as a whole (see the Reader's Guide for details).


Table B2.1 shows expenditure on educational institutions for the financial years 1995, 2000 and 2006. The data on expenditure for 1995 and 2000 were obtained by a special survey updated in 2008; expenditure for 1995 was adjusted to reflect the methods and definitions used in the 2008 UOE data collection. For comparisons over time, the OECD average accounts only for those OECD countries for which data are available for all reported reference years.

The population projections are taken from the UN Population Database. The changes in the sizes of the respective populations over the period 2000 to 2015 are expressed as percentages relative to the size of the population in 2000 (index = 100). The statistics cover residents in the country, regardless of citizenship and of educational or labour market status.

The projected change in student numbers is estimated from the projected population changes as follows: 5-14 year-olds for primary and lower secondary, 15-19 year-olds for upper secondary, 20-29 year-olds for tertiary education.

Further references

The following additional material relevant to this indicator is available on line at:

StatLink  <http://dx.doi.org/10.1787/664243822887>

- *Table B2.5. Change in expenditure on educational institutions and in GDP (1995, 2000, 2006)*

Table B2.1.

Expenditure on educational institutions as a percentage of GDP, by level of education
(1995, 2000, 2006)

From public and private sources, by year

	2006			2000			1995		
	Primary, secondary and post-secondary non-tertiary education	Tertiary education	Total all levels of education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	Total all levels of education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	Total all levels of education
OECD countries									
Australia	4.0	1.6	5.7	4.0	1.5	5.6	3.6	1.6	5.3
Austria	3.7	1.3	5.5	3.9	1.1	5.5	4.3	1.2	6.2
Belgium	4.1	1.3	6.1	4.1	1.3	6.1	m	m	m
Canada ^{1,2}	3.7	2.7	6.5	3.3	2.3	5.9	4.3	2.1	6.7
Czech Republic	3.0	1.2	4.8	2.8	0.8	4.2	3.5	0.9	5.1
Denmark ²	4.4	1.7	7.3	4.1	1.6	6.6	4.0	1.6	6.2
Finland	3.8	1.7	5.8	3.6	1.7	5.6	4.0	1.9	6.3
France	3.9	1.3	5.9	4.3	1.3	6.4	4.5	1.4	6.6
Germany	3.1	1.1	4.8	3.3	1.1	4.9	3.4	1.1	5.1
Greece ²	m	m	m	2.7	0.8	3.6	2.0	0.6	2.6
Hungary	3.4	1.1	5.6	2.9	1.1	4.9	3.5	1.0	5.3
Iceland ²	5.3	1.1	8.0	4.8	1.1	7.1	m	m	m
Ireland	3.5	1.2	4.7	2.9	1.5	4.5	3.8	1.3	5.2
Italy	3.5	0.9	4.9	3.2	0.9	4.5	3.5	0.7	4.6
Japan ²	2.8	1.5	5.0	3.0	1.4	5.0	3.1	1.3	5.0
Korea	4.3	2.5	7.3	3.6	2.3	6.4	m	m	m
Luxembourg ^{2,3}	3.3	m	m	m	m	m	m	m	m
Mexico	3.8	1.1	5.7	3.5	1.0	5.0	3.7	1.0	5.1
Netherlands	3.7	1.5	5.6	3.4	1.4	5.1	3.4	1.6	5.4
New Zealand	4.3	1.5	6.3	m	m	m	m	m	m
Norway ³	3.7	1.2	5.4	3.8	1.2	5.1	4.3	1.6	5.9
Poland	3.7	1.3	5.7	3.9	1.1	5.6	3.6	0.8	5.2
Portugal	3.6	1.4	5.6	3.9	1.0	5.4	3.6	0.9	5.0
Slovak Republic ²	2.7	1.0	4.3	2.7	0.8	4.1	3.1	0.7	4.7
Spain	2.9	1.1	4.7	3.2	1.1	4.8	3.8	1.0	5.3
Sweden	4.1	1.6	6.3	4.3	1.6	6.3	4.1	1.5	6.0
Switzerland ³	4.2	1.4	5.9	4.2	1.1	5.7	4.6	0.9	6.0
Turkey ³	1.9	0.8	2.7	1.8	0.8	2.5	1.2	0.5	1.7
United Kingdom	4.3	1.3	5.9	3.5	1.0	4.9	3.6	1.1	5.2
United States	4.0	2.9	7.4	3.9	2.7	7.0	3.8	2.3	6.6
OECD average	3.7	1.4	5.7	~	~	~	~	~	~
OECD total	3.7	1.9	6.1	~	~	~	~	~	~
EU19 average	3.6	1.3	5.5	~	~	~	~	~	~
OECD mean for countries with 1995, 2000 and 2006 data (24 countries)	3.6	1.4	5.5	3.5	1.3	5.2	3.7	1.3	5.4
Partner countries									
Brazil ³	3.8	0.8	4.9	2.6	0.7	3.7	2.6	0.7	3.7
Chile ⁴	3.4	1.7	5.7	4.4	2.0	6.7	3.2	1.7	5.1
Estonia ³	3.5	1.1	4.9	3.9	1.0	5.4	4.2	1.0	5.8
Israel	4.4	1.8	7.8	4.5	1.9	7.9	4.9	1.8	8.4
Russian Federation ³	2.0	0.8	3.9	1.7	0.5	2.9	m	m	m
Slovenia	4.2	1.3	6.1	m	m	m	m	m	m

1. Year of reference 2005 instead of 2006.

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

3. Public expenditure only (for Switzerland, in tertiary education only).

4. Year of reference 2007 instead of 2006.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2009).

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


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Table B2.2.
Expenditure on educational institutions as a percentage of GDP, by level of education (2006)
From public and private sources¹

	Pre-primary education (for children aged 3 and older)	Primary, secondary and post-secondary non-tertiary education				Tertiary education			All levels of education combined (including undistributed pro- grammes)	
		All primary, secondary and post-secondary non-tertiary education	Primary & lower secondary education	Upper secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary-type B education	Tertiary-type A education and advanced research programmes		
										(1)
OECD countries	Australia	0.1	4.0	3.0	0.9	0.1	1.6	0.1	1.5	5.7
	Austria	0.5	3.7	2.4	1.3	n	1.3	0.1	1.2	5.5
	Belgium ²	0.6	4.1	1.5	2.6	x(4)	1.3	x(6)	x(6)	6.1
	Canada ³	x(2)	3.7	x(2)	x(2)	x(7)	2.7	1.0	1.7	6.5
	Czech Republic	0.5	3.0	1.8	1.1	n	1.2	n	1.2	4.8
	Denmark	0.7	4.4	3.1	1.4	x(4, 6)	1.7	x(6)	x(6)	7.3
	Finland	0.4	3.8	2.4	1.4	x(4)	1.7	n	1.7	5.8
	France	0.7	3.9	2.5	1.4	n	1.3	0.3	1.1	5.9
	Germany	0.5	3.1	1.9	1.0	0.2	1.1	0.1	1.0	4.8
	Greece	m	m	m	m	m	m	m	m	m
	Hungary	0.8	3.4	2.2	1.1	0.1	1.1	n	1.1	5.6
	Iceland	0.9	5.3	3.8	1.5	x(4)	1.1	x(6)	x(6)	8.0
	Ireland	n	3.5	2.5	0.7	0.2	1.2	x(6)	x(6)	4.7
	Italy	0.5	3.5	2.1	1.4	n	0.9	n	0.9	4.9
	Japan	0.2	2.8	2.0	0.9	x(4, 6)	1.5	0.3	1.2	5.0
	Korea	0.2	4.3	2.8	1.5	a	2.5	0.5	2.0	7.3
	Luxembourg ⁴	x(2)	3.3	2.5	0.8	m	m	m	m	m
	Mexico	0.6	3.8	3.0	0.8	a	1.1	x(6)	x(6)	5.7
	Netherlands	0.4	3.7	2.6	1.2	n	1.5	a	1.5	5.6
	New Zealand	0.3	4.3	2.8	1.4	0.2	1.5	0.2	1.2	6.3
	Norway ⁴	0.3	3.7	2.5	1.2	x(4)	1.2	x(6)	x(6)	5.4
	Poland	0.6	3.7	2.6	1.1	n	1.3	n	1.3	5.7
	Portugal	0.4	3.6	2.6	1.0	m	1.4	x(6)	x(6)	5.6
	Slovak Republic	0.5	2.7	1.7	1.0	x(4)	1.0	x(4)	1.0	4.3
	Spain	0.6	2.9	x(2)	x(2)	a	1.1	x(6)	x(6)	4.7
	Sweden	0.6	4.1	2.8	1.3	n	1.6	x(6)	x(6)	6.3
	Switzerland ⁴	0.2	4.2	2.6	1.6	0.1	1.4	n	1.4	5.9
	Turkey ⁴	m	1.9	1.3	0.6	a	0.8	x(6)	x(6)	2.7
	United Kingdom	0.3	4.3	2.8	1.5	n	1.3	x(6)	x(6)	5.9
	United States	0.4	4.0	3.0	1.0	m	2.9	x(6)	x(6)	7.4
	OECD average	0.5	3.7	2.5	1.2	n	1.4	0.2	1.3	5.7
	OECD total	0.4	3.7	2.6	1.1	n	1.9	0.2	1.2	6.1
	EU19 average	0.5	3.6	2.3	1.2	n	1.3	0.0	1.2	5.5
Partner countries	Brazil ⁴	0.4	3.8	3.1	0.6	a	0.8	x(6)	x(6)	4.9
	Chile ⁵	0.5	3.4	2.2	1.2	a	1.7	0.4	1.3	5.7
	Estonia	0.4	3.5	2.1	1.2	0.2	1.1	0.3	0.8	4.9
	Israel	0.9	4.4	2.3	2.0	n	1.8	0.4	1.5	7.8
	Russian Federation ⁴	0.5	2.0	x(2)	x(2)	x(2)	0.8	0.2	0.7	3.9
	Slovenia	0.6	4.2	2.8	1.3	x(4)	1.3	x(6)	x(6)	6.1

1. Including international sources.

2. Column 3 only refers to primary education and column 4 refers to all secondary education.

3. Year of reference 2005.

4. Public expenditure only (for Switzerland, in tertiary education only).

5. Year of reference 2007.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


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Table B2.3.

Expenditure on educational institutions as a percentage of GDP (2006), proportion of the population at basic ages of primary to tertiary education (school year 2006/2007) and demographic trends (2000-2015)*Expenditure on educational institutions from public and private sources; proportion in 2006 and index of change between 2000, 2005 and 2015 of the population aged 5-14, 15-19 and 20-29*

		Expenditure on educational institutions as a percentage of GDP (2006)			Percentage of the population of the population (school year 2006/2007)			Change in the size of the population (2000=100)					
								Ages 5-14		Ages 15-19		Ages 20-29	
		Primary & lower secondary education	Upper secondary education	Tertiary education	Ages 5-14	Ages 15-19	Ages 20-29	2005	2015	2005	2015	2005	2015
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD countries	Australia	3.0	0.9	1.6	13.0	6.9	14.0	101	99	105	105	101	111
	Austria	2.4	1.3	1.3	10.8	6.0	12.7	97	87	99	93	99	101
	Belgium ¹	1.5	2.6	1.3	11.4	6.1	12.4	100	94	102	99	99	99
	Canada ¹	x(2)	3.7	2.7	12.1	6.7	13.8	97	90	104	98	105	114
	Czech Republic	1.8	1.1	1.2	9.6	6.3	14.8	84	76	94	66	92	74
	Denmark	3.1	1.4	1.7	12.7	5.9	11.4	106	99	110	125	88	96
	Finland	2.4	1.4	1.7	11.6	6.2	12.6	97	91	96	91	105	105
	France	2.5	1.4	1.3	12.2	6.4	12.8	100	104	101	99	98	97
	Germany	1.9	1.0	1.1	9.6	5.8	11.9	93	80	104	89	100	101
	Greece ¹	m	m	m	9.5	5.3	13.8	94	91	82	73	94	73
	Hungary	2.2	1.1	1.1	10.4	6.2	14.4	91	77	95	78	92	76
	Iceland	3.8	x(1)	1.1	14.3	7.5	14.5	100	98	105	105	102	107
	Ireland	2.5	0.7	1.2	13.3	6.8	16.9	99	120	92	89	113	101
	Italy	2.1	1.4	0.9	9.4	5.0	11.5	98	98	93	90	86	75
	Japan	2.0	0.9	1.5	9.3	5.0	12.0	96	88	88	81	87	69
	Korea	2.8	1.5	2.5	13.3	6.6	15.1	97	70	85	81	92	81
	Luxembourg ¹	2.5	0.8	m	12.5	5.9	12.6	107	107	113	133	100	121
	Mexico	3.0	0.8	1.1	21.0	10.0	17.6	98	91	96	100	95	101
	Netherlands	2.6	1.2	1.5	12.2	6.1	12.0	101	96	106	107	93	95
	New Zealand	2.8	1.4	1.5	14.1	7.6	13.2	100	98	114	111	101	116
Norway ¹	2.5	1.2	1.2	13.2	6.6	12.1	104	98	112	120	92	106	
Poland	2.6	1.1	1.3	11.1	7.3	16.8	83	66	87	59	109	89	
Portugal	2.6	1.0	1.4	10.3	5.5	13.9	99	101	87	82	97	76	
Slovak Republic	1.7	1.0	1.0	11.3	7.4	16.9	85	69	91	65	102	85	
Spain	x(2)	2.9	1.1	9.4	5.1	14.6	99	116	89	79	100	72	
Sweden	2.8	1.3	1.6	11.4	6.8	12.0	92	89	116	98	96	114	
Switzerland ¹	2.6	1.6	1.4	10.9	6.0	12.2	100	87	106	107	99	112	
Turkey ¹	1.3	0.6	0.8	19.2	8.7	18.4	102	97	97	101	105	106	
United Kingdom	2.8	1.5	1.3	11.8	6.6	13.2	97	93	108	100	101	111	
United States	3.0	1.0	2.9	13.4	7.1	14.0	101	104	108	109	106	121	
OECD average		2.5	1.2	1.4	12.1	6.5	13.8	97	93	100	94	98	97
EU19 average		2.3	1.2	1.3	12.6	6.7	14.5	96	91	97	91	99	95
Partner countries	Brazil ¹	3.1	0.6	0.8	18.2	9.1	17.4	99	105	96	95	110	108
	Chile ¹	2.2	1.2	1.7	15.9	8.8	15.9	95	84	111	100	103	122
	Estonia	2.1	1.2	1.1	9.9	7.7	14.9	75	73	105	60	104	96
	Israel	2.3	2.0	1.8	18.2	8.1	15.6	109	125	104	121	106	114
	Russian Federation ¹	x(2)	2.0	0.8	9.6	7.8	16.8	73	72	98	53	109	93
	Slovenia	2.8	1.3	1.3	9.5	5.9	14.4	87	80	91	67	99	78

1. See notes on expenditure on educational institutions as a percentage of GDP in Table B2.2.

Source: OECD and United Nations database. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


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Table B2.4.
**Expenditure on educational institutions as a percentage of GDP, by source of fund
and level of education (2006)**
From public and private sources of funds

OECD countries	Primary, secondary and post-secondary non-tertiary education			Tertiary education			Total all levels of education			
	Public ¹	Private ²	Total	Public ¹	Private ²	Total	Public ¹	Private ²	Total	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
Australia	3.3	0.7	4.0	0.8	0.8	1.6	4.1	1.6	5.7	
Austria	3.5	0.2	3.7	1.2	0.1	1.3	5.2	0.4	5.5	
Belgium	3.9	0.2	4.1	1.2	0.1	1.3	5.9	0.2	6.1	
Canada ^{3,4}	3.3	0.4	3.7	1.5	1.3	2.7	4.8	1.7	6.5	
Czech Republic	2.7	0.3	3.0	1.0	0.2	1.2	4.2	0.6	4.8	
Denmark ⁴	4.3	0.1	4.4	1.6	0.1	1.7	6.7	0.6	7.3	
Finland	3.7	n	3.8	1.6	0.1	1.7	5.7	0.1	5.8	
France	3.7	0.2	3.9	1.1	0.2	1.3	5.5	0.4	5.9	
Germany	2.7	0.4	3.1	0.9	0.2	1.1	4.1	0.7	4.8	
Greece	m	m	m	m	m	m	m	m	m	
Hungary	3.2	0.2	3.4	0.9	0.3	1.1	5.1	0.5	5.6	
Iceland	5.1	0.2	5.3	1.0	0.1	1.1	7.2	0.8	8.0	
Ireland	3.4	0.1	3.5	1.0	0.2	1.2	4.4	0.3	4.7	
Italy	3.4	0.1	3.5	0.7	0.2	0.9	4.6	0.3	4.9	
Japan ⁴	2.6	0.3	2.8	0.5	1.0	1.5	3.3	1.7	5.0	
Korea	3.4	0.9	4.3	0.6	1.9	2.5	4.5	2.9	7.3	
Luxembourg ⁴	3.3	m	m	m	m	m	m	m	m	
Mexico	3.2	0.6	3.8	0.8	0.4	1.1	4.6	1.1	5.7	
Netherlands	3.3	0.4	3.7	1.1	0.4	1.5	4.8	0.8	5.6	
New Zealand	3.8	0.6	4.3	0.9	0.5	1.5	5.0	1.3	6.3	
Norway	3.7	m	m	1.2	m	m	5.4	m	m	
Poland	3.7	n	3.7	0.9	0.4	1.3	5.2	0.5	5.7	
Portugal	3.6	n	3.6	0.9	0.4	1.4	5.1	0.4	5.6	
Slovak Republic ⁴	2.4	0.4	2.7	0.8	0.2	1.0	3.6	0.6	4.3	
Spain	2.7	0.2	2.9	0.9	0.2	1.1	4.2	0.5	4.7	
Sweden	4.1	n	4.1	1.4	0.2	1.6	6.2	0.2	6.3	
Switzerland	3.7	0.5	4.2	1.4	m	m	5.4	m	m	
Turkey	1.9	m	m	0.8	m	m	2.7	m	m	
United Kingdom	3.9	0.3	4.3	0.9	0.4	1.3	5.2	0.7	5.9	
United States	3.7	0.3	4.0	1.0	1.9	2.9	5.0	2.4	7.4	
OECD average	3.4	0.3	3.8	1.0	0.5	1.5	4.9	0.8	5.8	
OECD total	3.4	0.3	3.7	0.9	1.1	2.0	4.7	1.5	6.2	
EU19 average	3.4	0.2	3.6	1.1	0.2	1.3	5.0	0.5	5.5	
Partner countries	Brazil	3.8	m	m	0.8	m	m	4.9	m	m
	Chile ⁵	2.5	0.9	3.4	0.3	1.4	1.7	3.1	2.5	5.7
	Estonia	3.4	0.1	3.5	0.9	0.2	1.1	4.6	0.3	4.9
	Israel	4.1	0.3	4.4	1.0	0.8	1.8	6.2	1.6	7.8
	Russian Federation	2.0	m	m	0.8	m	m	3.9	m	m
	Slovenia	3.8	0.4	4.2	1.0	0.3	1.3	5.3	0.8	6.1

1. Including public subsidies to households attributable for educational institutions, as well as including direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.


3. Year of reference 2005.

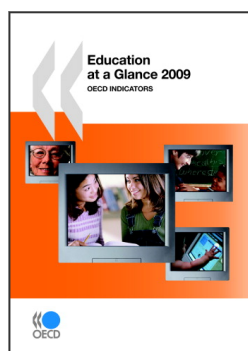
4. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.

5. Year of reference 2007.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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