

HOW MUCH DO TERTIARY STUDENTS PAY AND WHAT PUBLIC SUBSIDIES DO THEY RECEIVE?

This indicator examines the relationships between annual tuition fees charged by tertiary institutions, direct and indirect public spending on educational institutions, and public subsidies to households for student living costs. It looks at whether financial subsidies for households are provided in the form of grants or loans and raises related questions. Are scholarships/grants and loans more common in countries with higher tuition fees charged by tertiary institutions? Are loans an effective means of increasing the efficiency of financial resources invested in education and of shifting some of the cost of education to the beneficiaries of educational investment? Are student loans less commonly used than grants to encourage low-income students to pursue their education?

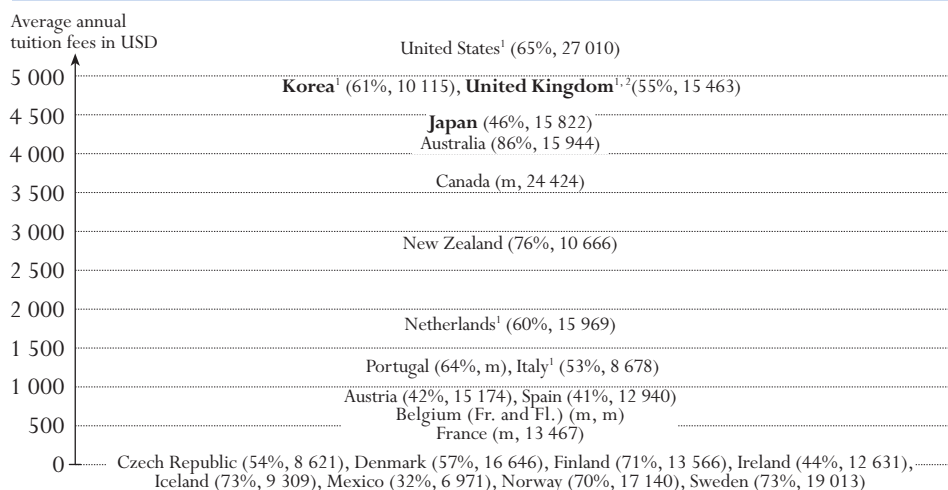
Key results

Chart B5.1. Average annual tuition fees charged by tertiary-type A public institutions for full-time national students (academic year 2006-07)

This chart shows the annual tuition fees charged in equivalent USD converted using PPPs.

Countries in bold indicate that tuition fees refer to public institutions but more than two-thirds of students are enrolled in private institutions. The net entry rate and expenditure per student (in USD) in tertiary-type A programmes are added next to country names.

Among OECD and partner countries for which data are available, there are large differences in the average tuition fees charged by tertiary-type A public institutions. In eight OECD countries public institutions charge no tuition fees, but in one-third of countries with available data, public institutions charge annual tuition fees for national students in excess of USD 1 500. Among the EU19 countries for which data are available, only Italy, the Netherlands, Portugal and the United Kingdom (government-dependent institutions) have annual tuition fees that represent more than USD 1 100 per full-time student.



Note: This chart does not take into account grants, subsidies or loans that partially or fully offset the student's tuition fees.

1. Year of reference 2007-08.

2. Public institutions do not exist at this level of education and most students are enrolled in government-dependent private institutions.

Source: OECD, Tables B1.1a, B5.1 and A2.4. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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

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Other highlights of this indicator

INDICATOR B5

- The arrangements regarding the tuition fees charged by tertiary educational institutions have been the subject of reform in many OECD countries during the last decade. Tuition fees have been introduced in Luxembourg and in some German federal states or have been significantly increased in Austria, Italy, Portugal and the United Kingdom. Similarly, Denmark, Ireland and the Slovak Republic increased tuition fees charged for foreign students (only foreign students are charged tuition fees). Finally, Ireland abolished tuition fees for national students during the last decade.
- An average of 21% of public spending on tertiary education is devoted to supporting students, households and other private entities. In Australia, Chile, Denmark, the Netherlands, New Zealand, Norway and the United Kingdom, public subsidies to households account for some 25% or more of public tertiary education budgets.
- Low annual tuition fees charged by tertiary-type A institutions are not systematically associated with a small proportion of students who benefit from public subsidies. In tertiary-type A education, the tuition fees charged by public institutions for national students are negligible in the Nordic countries. Yet, more than 55% of the students enrolled in tertiary-type A education in these countries benefit from scholarships/grants and/or public loans. Moreover, Finland, Iceland, Norway and Sweden are among the eight countries with the highest entry rate to tertiary-type A education.
- OECD countries in which students are required to pay tuition fees and can benefit from particularly large public subsidies do not have lower than average levels of access to tertiary-type A education. For example, Australia (86%) and New Zealand (76%) have among the highest entry rates to tertiary-type A education, and the Netherlands (60%) and the United States (65%) are above the OECD average. The higher entry rates to tertiary-type A education in Australia and New Zealand also reflect their high proportion of international students.
- Grants and loans are particularly developed in Australia, Chile, the Netherlands, New Zealand, Norway, Sweden, the United Kingdom and the United States. Globally, the cost to a government of providing public loans to a significant proportion of students is higher in countries in which the average level of tuition fees charged by institutions is higher.

Policy context

Policy decisions on tuition fees charged by educational institutions affect both the cost of tertiary education to students and the resources available to tertiary institutions. Subsidies to students and their families also serve as a way for governments to encourage participation in education – particularly by students from low-income families – by covering part of the cost of education and related expenses. In this way, governments can seek to address issues of access and equality of opportunity. The impact of such subsidies must therefore be judged, at least in part, by examining indicators of participation, retention and completion. Furthermore, public subsidies play an important role in indirectly financing educational institutions.

Channelling funding to institutions through students may also help to increase competition among institutions. Since aid for student living costs can serve as a substitute for income from work, public subsidies may enhance educational attainment by enabling students to work less.

Public subsidies come in many forms: as means-based subsidies, as family allowances for all students, as tax allowances for students or their parents, or as other household transfers. Unconditional subsidies (such as tax reductions or family allowances) may provide less support for low-income students than means-tested subsidies. However, they may still help reduce financial disparities among households with and without children in education.

Evidence and explanations

What this indicator does and does not cover

This indicator shows average tuition fees charged in public and private tertiary-type A institutions. It does not distinguish tuition fees by type of programme but gives an overview of tuition fees at this level by type of institution and shows the proportions of students who do or do not receive scholarships/grants that fully or partially cover tuition fees. Levels of tuition fees and associated proportions of students should be interpreted with caution as they result from the weighted average of the main tertiary-type A programmes and do not cover all educational institutions.

This indicator also shows the proportion of public spending on tertiary education transferred to students, families and other private entities. Some of these funds may go indirectly to educational institutions, such as the subsidies which are used to cover tuition fees. Others may not, such as subsidies for student living costs.

The indicator distinguishes between scholarships and grants, which are non-repayable subsidies, and loans, which must be repaid. It does not, however, distinguish among different types of grants or loans, such as scholarships, family allowances and in-kind subsidies.

Governments can also support students and their families by providing housing allowances, tax reductions and/or tax credits for education. These subsidies are not covered here. Financial aid to students in some countries may therefore be substantially underestimated in some countries.

The indicator reports the full volume of student loans in order to provide information on the level of support received by current students. The gross amount of loans, including scholarships and grants, provides an appropriate measure of the financial aid to current participants in education. Interest payments and repayments of principal by borrowers should be taken into account in order to assess the net cost of student loans to public and private lenders. However,

such payments are usually made by former students rather than by current students and are not covered in this indicator. In most countries, moreover, loan repayments do not flow to the education authorities, and the money is not available to them to cover other educational expenditures. OECD indicators take the full amount of scholarships and loans (gross) into account when discussing financial aid to current students.

It is also common for governments to guarantee the repayment of loans to students made by private lenders. In some OECD countries, this indirect form of subsidy is as significant as, or more significant than, direct financial aid to students. However, for reasons of comparability, the indicator only takes into account the amounts relating to public transfers for private loans that are made to private entities (not the total value of loans generated). Some qualitative information is nevertheless presented in some of the tables to give some insight on this type of subsidy.

Some OECD countries also have difficulty quantifying the amount of loans to students. Therefore, data on student loans should be treated with some caution.

Annual tuition fees charged by tertiary-type A institutions for national and foreign students

The appropriate level of tuitions fees charged by educational institutions has been debated for many years in OECD countries. On the one hand, high tuition fees increase the resources available to educational institutions, but they also put pressure on students – particularly students from low-income backgrounds – especially in the absence of a strong system of public subsidies to help them to pay or reimburse the cost of their studies. On the other hand, very low tuition fees or free access to tertiary education puts pressure on educational institutions and government to maintain an appropriate quality of education. This pressure has increased with the massive expansion of tertiary education in all OECD countries, and the economic crisis may make it more difficult for government to invest more public funds in education.

In the last decade many OECD countries have undertaken reforms of their systems of tuition fees and have adopted three different perspectives. Some have introduced or increased tuition fees, such as Luxembourg and some German federal states where universities introduced tuition fees for the first time. Austria, Italy, Portugal and the United Kingdom significantly increased the tuition fees charged by their tertiary educational institutions over the last decade. These countries rely to various extents on households to fund tertiary institutions (see Table B3.2b). Other countries, in a context of a greater student mobility (see Indicator C2), have introduced tuition fees for foreign students in order to increase the budget available to educational institutions. This is the case in Denmark, Ireland and the Slovak Republic, which charge tuition fees only for foreign students (but the proportion of foreign tertiary student is below or at the OECD average). Lastly, a few countries decreased or abolished tuition fees during the last decade. Among OECD countries, this is true only of Ireland, which abolished tuition fees charged for national students.

Today, there are large differences among OECD and partner countries in the average tuition fees charged by tertiary-type A institutions for national students. Public institutions in the five Nordic countries (Denmark, Finland, Iceland, Norway and Sweden), the Czech Republic, Ireland and Mexico do not charge tuition fees. By contrast, one-third of OECD and partner countries with available data have annual tuition fees for national students charged by public institutions

(or government-dependent private institutions) that exceed USD 1 500. In the United States, tuition fees reach more than USD 5 000 in public institutions. Among the EU19 countries for which data are available, only Italy, the Netherlands, Portugal and the United Kingdom have annual tuition fees that exceed USD 1 100 per full-time national student (Table B5.1 and Chart B5.1).

National policies regarding tuition fees and financial aid to students generally cover all students studying in the country's educational institutions. Even if the focus of this indicator is on national students, countries' policies also take international students into account. These international students may be country's nationals going abroad to study or students who enter the country for the purpose of their studies. Differences between national and foreign students, in terms of the fees they pay or the financial help they may receive, can have, along with other factors, an impact on the flows of international students, either by attracting students to some countries or by preventing students from studying in others (see Indicator C2).

The tuition fees charged by public educational institutions may differ among students enrolled in the same programme. Several countries make a distinction in terms of students' citizenship. In Austria, for example, the average tuition fees charged by public institutions for students who are not citizens of EU or European Economic Area (EEA) countries are twice the fees charged for citizens of these countries. Similar policies are followed in Australia, Canada, New Zealand, the United States and the partner country Slovenia as well as in Denmark as of 2006-07. In these countries, the level of tuition fees varies based on citizenship or on an individual's residence criterion (see Indicator C2).

Annual tuition fees charged by private institutions

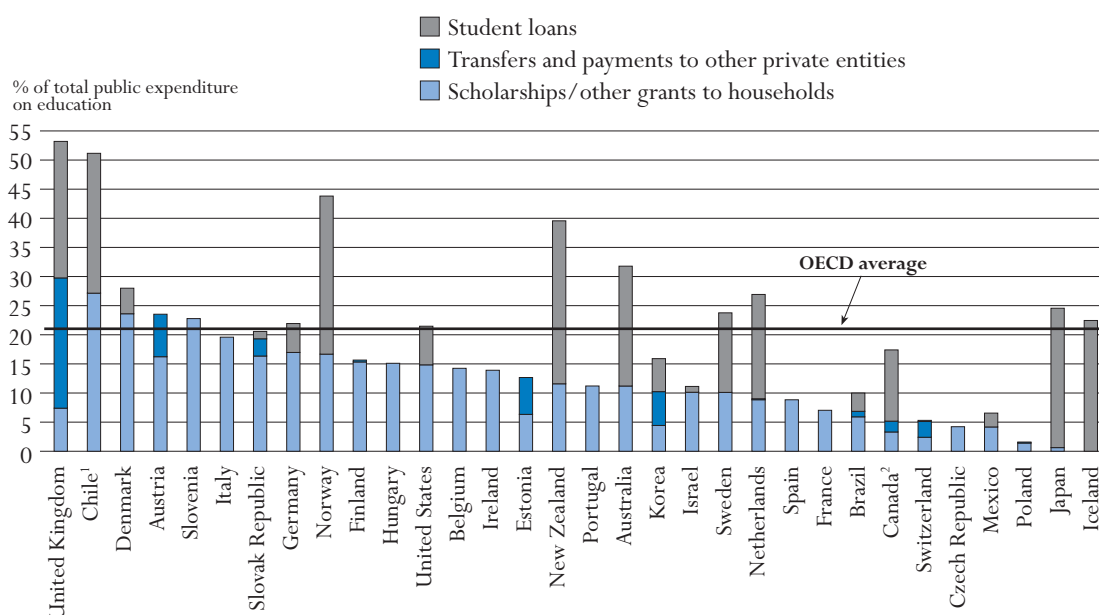
Annual tuition fees charged by private institutions vary considerably across and within OECD and partner countries. In most OECD and partner countries, private institutions charge higher tuition fees than public institutions. Finland, Ireland and Sweden are the only countries with no tuition fees in either public or private institutions. Variations within countries tend to be greatest in the countries in which the largest proportions of students are enrolled in independent private tertiary-type A institutions. By contrast, in most countries tuition fees charged by institutions differ less between public and government-dependent private institutions. In Austria, there is even no difference in the tuitions fees charged by these two types of institution. The greater autonomy of independent private institutions as compared to public and government-dependent institutions partly explains this situation.

Public subsidies to households and other private entities

Subsidies to students and their families also serve as a means for governments to encourage participation in education – particularly among students from low-income families – by covering part of the cost of education and related expenses. OECD countries spend an average of 0.4% of their GDP on public subsidies to households and other private entities for all levels of education combined. The proportion of education budgets spent on subsidies to households and private entities is much higher at the tertiary level than at the primary, secondary and post-secondary non-tertiary levels and represents 0.3% of GDP. The subsidies are largest in relation to GDP at the tertiary level in Norway (1% of GDP), followed by New Zealand (0.7%), Denmark (0.6%), the United Kingdom (0.5%), Sweden (0.4%), the Netherlands (0.4%) and Austria (0.4%) (Table B5.3, and Table B5.4 available on line).

Chart B5.2. Public subsidies for education in tertiary education (2007)

Public subsidies for education to households and other private entities as a percentage of total public expenditure on education, by type of subsidy



1. Year of reference 2008

2. Year of reference 2006.

Countries are ranked in descending order of the share of scholarships/other grants to households and transfers and payments to other private entities in total public expenditure on education.

Source: OECD, Table B5.3. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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OECD countries spend, on average, 21% of their public budgets for tertiary education on subsidies to households and other private entities (Chart B5.2). In Australia, Chile, Denmark, the Netherlands, New Zealand, Norway, and the United Kingdom, public subsidies account for more than 25% of public spending on tertiary education. Only the Czech Republic and Poland spend less than 5% of total public spending on tertiary education on subsidies (Table B5.3).

Overall country approaches to funding tertiary education

Countries differ in their approach to funding tertiary education. This section provides a taxonomy of approaches to funding tertiary education in OECD and partner countries along with available data. Countries are grouped along two dimensions. The first is the extent of cost-sharing, that is, the level of contribution required from the student and/or his/her family in tertiary-type A education. The second concerns the public subsidies received by students at this level of education.

There is no single model for financing tertiary-type A education in OECD and partner countries. Some countries in which tertiary-type A institutions charge similar tuition fees may have differences in the proportion of students benefiting from public subsidies and/or differences in the average amount of these subsidies (Tables B5.1 and B5.2, Table B5.4 available on line, and Chart B5.3).

Nevertheless, comparisons of the tuition fees charged by institutions and the public subsidies received by students, as well as other factors such as access to tertiary education, level of public expenditure on tertiary education or the level of taxation of income, help to distinguish four main groups of countries. In addition, tax revenue based on income (OECD, 2006) is highly correlated with the level of public expenditure available for education, and the level of tax revenue can provide some information on the possibility of financing public subsidies to students.

Model 1: Countries with no or low tuition fees but quite generous student support systems

This group includes the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden). There are no (or low) financial barriers for tertiary studies due to tuition fees and there is even a high level of student aid. At 69%, the average entry rate to tertiary-type A education for this group is above the OECD average (see Indicator A2). Tuition fees charged by public educational institutions for national students are negligible for tertiary-type A education and more than 55% of students enrolled in tertiary-type A education in this group can benefit from scholarships/grants and/or public loans to finance their studies or living expenses (Tables B5.1, B5.2 and Chart B5.3).

In these countries the levels of public expenditure on tertiary education as a percentage of GDP and the level of taxation on income are also among the highest in OECD and partner countries. The approach to funding tertiary education expresses the views held by these countries' societies. Public funding of tertiary education reflects deeply rooted social values as equality of opportunity and social equity, which are characteristic of the Nordic countries. The notion that government should provide its citizens with tertiary education at no charge to the user is a salient feature of these countries' educational culture. In its current mode, the funding of both institutions and students in these countries is based on the principle that access to tertiary education is a right, rather than a benefit (OECD, 2008, Chapter 4).

Model 2: Countries with high levels of tuition fees and well-developed student support systems

A second group includes Australia, Canada, the Netherlands, New Zealand, the United Kingdom and the United States. These countries have potentially high financial barriers for entry to tertiary-type A education, but also provide large public subsidies to students. It is noteworthy that the average entry rate to tertiary-type A education for this group of countries is, at 65%, slightly above the OECD average and higher than most countries with low tuition fees (except the Nordic countries).

Tuition fees charged by tertiary-type A institutions exceed USD 1 500 in all these countries and more than 68% of tertiary-type A students receive public subsidies (in Australia, the Netherlands, New Zealand and the United States, the four countries for which data are available; Tables B5.1 and B5.2). Student support systems are well developed and mostly accommodate the needs of the entire student population, with a proportion of public subsidies in total public expenditure on tertiary education which is higher than the OECD average (21%) in five out of the six countries: Australia (31%), the Netherlands (27%), New Zealand (40%), the United Kingdom (53%), the United States (21%), and nearly at the average for Canada (17%) (Table B5.3). Access to tertiary-type A education in countries in this group is not lower than in other groups. For example, Australia (86%) and New Zealand (76%) have among the highest entry rates to tertiary-type A education, owing in part to the high proportion of international students enrolled in tertiary-type A education. The Netherlands (60%) and the United States (65%) were above

the OECD average (56%) in 2007 (see Table A2.4). Finally, these countries spend more per tertiary student on core services than the OECD average and have a relatively high level of revenue from income tax as a percentage of GDP compared to the OECD average. The Netherlands is an outlier in terms of the level of taxation of income (see Table B1.1b and OECD, 2006).

Model 3: Countries with high level of tuition fees but less developed student support systems

In Japan and Korea most students are charged high tuition fees, but student support systems are somewhat less developed than in Models 1 and 2. This places a considerable financial burden on students and their families. In these two countries, tertiary-type A institutions charge high tuition fees (more than USD 4 200) but a relatively small proportion of students benefit from public subsidies (one-quarter of students receive public subsidies in Japan, and 16% of total public expenditure on tertiary education is allocated to public subsidies in Korea). Tertiary-type A entry rates in these two countries are 46% and 61%, respectively; Japan is below the OECD average and Korea is slightly above the average. In Japan, some students who excel academically but have difficulty financing their studies may benefit from reduced tuition and/or admission fees or be entirely exempted. The below-average access to tertiary-type A education is counterbalanced by an above average entry rate to tertiary-type B programmes (see Indicator A2). These two countries are among those with the lowest levels of public expenditure allocated to tertiary education as a percentage of GDP (see Table B4.1). This partially explains the small proportion of students who benefit from public loans. However, Japan has implemented a reform to improve student support system and public subsidies for students are above the OECD average and represent 25% of total public expenditure on tertiary education; expenditure per tertiary student is also above the OECD average. Korea presents the opposite picture (Table B5.3).

Model 4: Countries with a low level of tuition fees and less developed student support systems

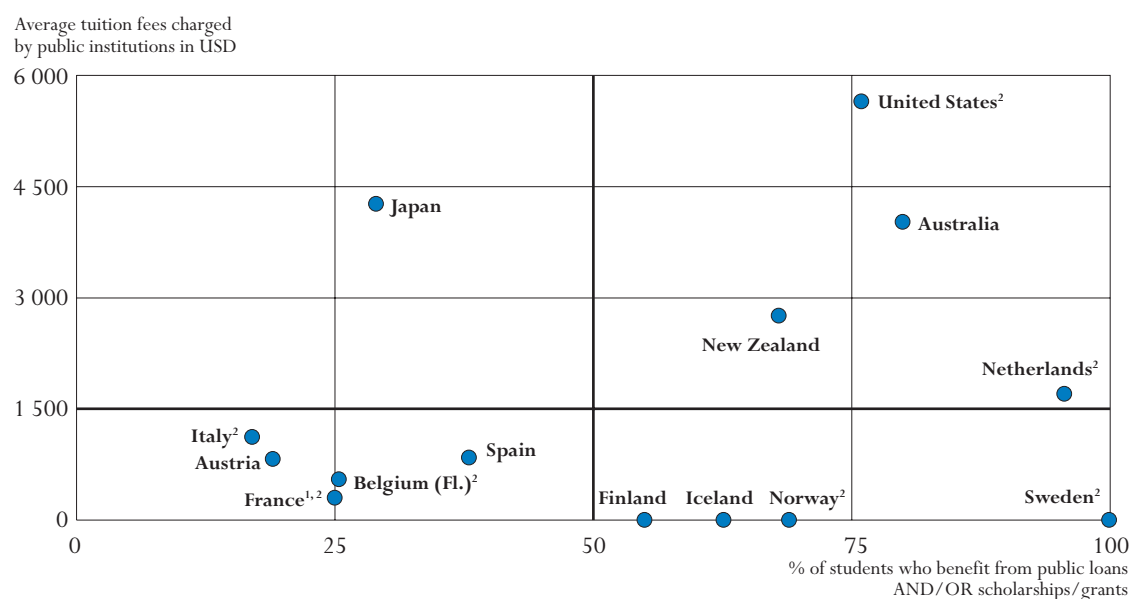
The fourth and last group includes all other European countries for which data are available (Austria, Belgium, the Czech Republic, France, Ireland, Italy, Portugal and Spain). These countries have relatively low financial barriers to entry to tertiary education (or no barriers like in the Czech Republic) combined with relatively low subsidies for students, which are mainly targeted to specific groups. There is a high level of dependence on public resources for the funding of tertiary education and participation levels are typically below the OECD average. The average tertiary-type A entry rate in this group of countries is a relatively low 47% (it is counterbalanced by high entry rates in tertiary-type B education in Belgium). Similarly, expenditure per student for tertiary-type A education is also comparatively low (see Indicator B1 and Chart B5.1). While high tuition fees can raise potential barriers to student participation, this suggests that the absence of tuition fees, which is assumed to ease access to education, does not necessarily ensure high levels of access and quality of tertiary-type A education.

Tuition fees charged by public institutions in this group never exceed USD 1 200, and, in countries for which data are available, the proportion of students who benefit from public subsidies is below 40% (Tables B5.1 and B5.2). In these countries students and their families can benefit from subsidies provided by sources other than the ministry of Education (*e.g.* housing allowances, tax reductions and/or tax credits for education); these are not covered in this analysis. In France, for example, housing allowances represent about 90% of scholarships/grants and about one-third of students benefit from these. Poland is notable in that some students have their studies fully subsidised by the public budget and the remainder pay the full costs of tuition. In other

words, the burden of private contributions is borne by part of the student population rather than shared by all (see Indicator B3 in *Education at a Glance 2008*). Loan systems (public loans or loans guaranteed by the state) are not available or only available to a small proportion of students in these countries (Table B5.2). At the same time, the level of public spending and the tax revenue from income as a percentage of GDP vary significantly more among this group of countries than in the other groups, but policies on tuition fees and public subsidies are not necessarily the main drivers in students' decision to enter tertiary-type A education.

Chart B5.3. Relationships between average tuition fees charged by public institutions and proportion of students who benefit from public loans AND/OR scholarships/grants in tertiary-type A education (academic year 2006-07)

For full-time national students, in USD, converted using PPPs



1. Average tuition fees from USD 179 to USD 1 206 for university programmes dependent from the Ministry of Education.

2. Year of reference 2007-08.

Source: OECD, Tables B5.1 and B5.2. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

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OECD countries use different mixes of grants and loans to subsidise students' education costs

A key question in many OECD countries is whether financial subsidies for households should be provided primarily in the form of grants or loans. Governments subsidise students' living or educational costs through different mixes of these two types of subsidies. Advocates of student loans argue that loans allow available resources to be spread further: if the amount spent on grants were used to guarantee or subsidise loans instead, more aid would be available to students and overall access would increase. Loans also shift some of the cost of education to those who benefit most from educational investment. Opponents of loans argue that student loans are less effective than grants in encouraging low-income students to pursue their education. They also argue that loans may be less efficient than anticipated because of the various subsidies provided to borrowers or lenders and because of the costs of administration and servicing.

Chart B5.2 presents the proportion of public educational expenditure dedicated to loans, grants and scholarships, and other subsidies to households at the tertiary level. Grants and scholarships include family allowances and other specific subsidies, but exclude tax reductions that are part of the subsidy system in Australia, Belgium (Flemish Community), Canada, the Czech Republic, Finland, France, Hungary, Italy, the Netherlands, Norway, the Slovak Republic, Switzerland and the United States (see Chart B5.3 in *Education at a Glance 2006*). More than one-third of the 32 OECD and partner countries for which data are available rely exclusively on scholarships/grants and transfers/payments to other private entities. The other countries provide both scholarships/grants and loans to students (except Iceland, which relies only on student loans) and both subsidies are particularly developed in Australia, Chile, the Netherlands, New Zealand, Norway, Sweden, the United Kingdom and the United States. In general, the largest subsidies to students are provided by the countries that offer student loans; in most cases these countries also spend an above-average proportion of their budgets on grants and scholarships (Chart B5.2 and Table B5.3).

Definitions and methodologies

Data refer to the financial year 2007 and are based on the UOE data collection on education statistics administered by the OECD in 2009 (for details see Annex 3 at www.oecd.org/edu/eqg2010). Data on tuition fees charged by educational institutions and financial aid to students were collected through a special survey undertaken in 2007 and updated in 2009 and refer to the academic year 2007-08. Amounts of tuition fees and amounts of loans in national currency are converted into equivalent USD by dividing the national currency by the purchasing power parity (PPP) index for GDP. Amounts of tuition fees and associated proportions of students should be interpreted with caution as they represent the weighted average of the main tertiary-type A programmes and do not cover all the educational institutions.

Public subsidies to households include the following categories: *i*) grants/scholarships; *ii*) public student loans; *iii*) family or child allowances contingent on student status; *iv*) public subsidies in cash or in kind, specifically for housing, transport, medical expenses, books and supplies, social, recreational and other purposes; and *v*) interest-related subsidies for private loans.

Expenditure on student loans is reported on a gross basis, that is, without subtracting or netting out repayments or interest payments from borrowers (students or households). This is because the gross amount of loans, including scholarships and grants, provides an appropriate measure of the financial aid to current participants in education.

Public costs related to private loans guaranteed by governments are included as subsidies to other private entities. Unlike public loans, only the net cost of these loans is included.

The value of tax reductions or credits to households and students is not included.

Further references

OECD (2006), *OECD Tax Statistics: Volume 2006, Issue I: Revenue Statistics 1965-2005*, OECD Publishing.
 OECD (2008), *OECD Reviews of Tertiary Education: Tertiary Education for the Knowledge Society*, OECD Publishing.

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

StatLink  <http://dx.doi.org/10.1787/888932310358>

- **Table B5.4. Public subsidies for households and other private entities as a percentage of total public expenditure on education and GDP, for primary, secondary and post-secondary non-tertiary education (2007)**

Table B5.1.

**Estimated annual average tuition fees charged by tertiary-type A educational institutions¹
for national students (academic year 2006-07)**

In equivalent USD converted using PPPs, by type of institutions, based on full-time students

Tuition fees and associated proportions of students should be interpreted with caution as they result from the weighted average of the main tertiary-type A programmes and do not cover all educational institutions. However, the figures reported can be considered as good proxies and show the difference among countries in tuition fees charged by main educational institutions and for the majority of students.

	Percentage of tertiary full-time students enrolled in tertiary-type A	Percentage of tertiary-type A full-time students enrolled in:			Annual average tuition fees in USD charged by institutions (for full-time students)			Comment
		Public institutions	Government-dependent private institutions	Independent private institutions	Public institutions	Government-dependent private institutions	Independent private institutions	
		(1)	(2)	(3)	(4)	(5)	(6)	
OECD countries								
Australia	87	97	a	3	4 035	a	7 902	93% of national students in public institutions are in subsidised places and pay an average USD 3 719 tuition fee, including HECS/HELP subsidies.
Austria²	84	87	13	m	821	821	m	
Belgium (Fl.)³	m	50	50	m	x(5)	516 to 586	m	Tuition fees refer to the minimum and maximum amount that institutions may charge according to the legislation (indexed figures). They refer to those for students enrolled in first (bachelor) and second (master) degree programmes. The information does not refer to further degree programmes (for example master after master). This information refers to students without scholarships (students with scholarships benefit from lower tuition fees, see Annex 3 for more details).
Belgium (Fr.)⁴	m	m	m	m	m	m	m	
Canada	95	100	m	m	3 693	x(4)	x(4)	
Chile	59	34	23	43	m	m	m	
Czech Republic	85	89	a	11	No tuition fees	a	m	The average fee in public institutions is negligible because fees are paid only by students studying too long (more than the standard length of the programme plus 1 year): about 4% of students.
Denmark⁵	88	98	2	0	No tuition fees	m	a	
Finland	100	87	13	a	No tuition fees	No tuition fees	a	Excluding membership fees to student unions.
France³	72	86	1	13	179 to 1 206	m	m	Tuition fees in public institutions refer to University programmes dependent from the Ministry of Education.
Germany	87	97	3	x(2)	m	m	m	
Greece	61	100	a	a	m	m	m	
Hungary	90	88	12	a	m	m	m	
Iceland	98	80	20	a	No tuition fees	2 058 to 6 449	a	Subsidised student loans that cover tuition fees are available for all students. Almost no scholarships/grants exist.
Ireland	71	93	a	7	No tuition fees	a	No tuition fees	The tuition fees charged by institutions are paid directly by the government and the students do not have to pay these fees.
Italy³	98	93	a	7	1 195	a	4 355	The annual average tuition fees do not take into account the scholarships/grants that fully cover tuition fees but partial reductions of fees cannot be excluded.

1. Scholarships/grants that the student may receive are not taken into account.

2. Including students in advanced research programmes.

3. Year of reference 2007-08.

4. Tuition fees charged for programmes are the same in public as in private institutions but the distribution of students differs between public and private institutions, so the weighted average is not the same.

5. Weighted average for all tertiary education.

6. Tuition fees in total tertiary education.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


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Table B5.1. (continued)

**Estimated annual average tuition fees charged by tertiary-type A educational institutions¹
for national students (academic year 2006-07)**

In equivalent USD converted using PPPs, by type of institutions, based on full-time students

Tuition fees and associated proportions of students should be interpreted with caution as they result from the weighted average of the main tertiary-type A programmes and do not cover all educational institutions. However, the figures reported can be considered as good proxies and show the difference among countries in tuition fees charged by main educational institutions and for the majority of students.									
	Percentage of tertiary full-time students enrolled in tertiary-type A	Percentage of tertiary-type A full-time students enrolled in:			Annual average tuition fees in USD charged by institutions (for full-time students)			Comment	
		Public institutions	Government-dependent private institutions	Independent private	Public institutions	Government-dependent private institutions	Independent private		
		(1)	(2)	(3)	(4)	(5)	(6)		
OECD countries	Japan	74	25	a	75	4 432	a	6 935	Excludes admission fee charged by the school for the first year (USD 2 352 on average).
	Korea ³	63	22	a	78	4 717	a	8 519	Tuition fees in first degree programmes only. Excludes admission fees to university, but includes supporting fees.
	Luxembourg	m	m	m	m	m	m	m	
	Mexico ³	96	66	a	34	No tuition fees	a	4 847	
	Netherlands ³	100	m	m	m	1 754	a	m	
	New Zealand	77	98	2	n	2 734	m	n	
	Norway ³	96	88	12	n	No tuition fees	5 247	n	Student fees are representative of the dominant private ISCED 5 institution in Norway.
	Poland	95	83	a	17	m	a	m	
	Portugal ⁶	94	74	a	26	1 178	4 769	m	
	Slovak Republic	96	98	a	2	m	m	m	
	Spain	81	88	a	12	854	a	m	
	Sweden	86	93	7	n	No tuition fees	No tuition fees	m	Excluding mandatory membership fees to student unions.
	Switzerland	84	95	5	n	m	m	m	
	Turkey	69	94	a	6	m	a	m	
	Partner countries	United Kingdom ³	88	a	100	n	a	4 678	m
United States ³		81	67	a	33	5 943	a	21 979	Including non-national students.
Brazil		91	27	a	73	m	a	m	
Estonia		61	0	87	13	a	m	m	
Israel		75	11	72	17	a	m	m	
Russian Federation		74	90	a	10	m	a	m	
	Slovenia ³	68	99	1	n	m	m	1 166 to 5 971	In public and government-dependent private institutions: First and second level full-time students do not pay tuition fees. But third level full-time students pay on average between USD 2 634 and USD 7 452.

1. Scholarships/grants that the student may receive are not taken into account.

2. Including students in advanced research programmes.

3. Year of reference 2007-08.

4. Tuition fees charged for programmes are the same in public as in private institutions but the distribution of students differs between public and private institutions, so the weighted average is not the same.

5. Weighted average for all tertiary education.

6. Tuition fees in total tertiary education.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310358>

Table B5.2.

**Distribution of financial aid to students compared to amount of tuition fees charged
in tertiary-type A education (academic year 2006-07)**

Based on full-time students

	Distribution of financial aid to students: Percentage of students that:				Distribution of scholarships/grants in support of tuition fees: Percentage of students that:				
	benefit from public loans only	benefit from scholarships/grants only	benefit from public loans AND scholarships/ grants	DO NOT benefit from public loans OR scholarships/grants	receive scholarships/ grants that are higher than the tuition fees	receive scholarships/ grants whose amount is equivalent to the tuition fees	receive scholarships/ grants that partially cover the tuition fees	DO NOT receive scholarships/grants in support of tuition fees	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
OECD countries	Australia ¹	76	n	4	20	n	n	4.8	95.2
	Austria	a	19	a	81	18.4	n	1.2	80.4
	Belgium (Fl.) ^{2, 3}	a	26	a	74	25.6	x(5)	x(5)	74.4
	Belgium (Fr.)	m	m	m	m	m	m	m	m
	Canada	m	m	m	m	m	m	m	m
	Chile ²	m	m	m	m	m	m	m	m
	Czech Republic	m	m	a	m	m	m	m	m
	Denmark ²	m	m	m	m	m	m	m	m
	Finland ²	a	55	a	45	a	a	a	a
	France ^{2, 3}	a	26	a	74	m	m	m	m
	Germany	m	m	m	m	m	m	m	m
	Greece	m	m	m	m	m	m	m	m
	Hungary	14	34	9	43	m	m	m	m
	Iceland	63	m	m	37	a	a	a	100.0
	Ireland	a	m	a	m	a	a	a	a
	Italy ³	n	15	n	85	6.9	2.9	5.4	84.7
	Japan	28	1	n	72	a	a	a	100.0
	Korea	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico ^{2, 3}	1	12	m	87	m	m	m	m
	Netherlands ³	11	63	21	5	70.0	n	14.0	16.0
	New Zealand	42	3	24	32	45.4	x(5)	x(5)	54.6
	Norway ^{2, 3}	12	4	52	33	m	m	m	m
	Poland	m	m	m	m	m	m	m	m
	Portugal	m	m	m	m	m	m	m	m
	Slovak Republic	m	m	m	m	m	m	m	m
	Spain	n	38	n	62	18.7	4.3	15.2	61.9
	Sweden ³	n	19	50	32	a	a	a	a
	Switzerland ³	2	10	m	88	m	m	m	m
	Turkey	m	m	m	m	m	m	m	m
	United Kingdom	m	m	m	m	m	m	m	m
	United States ³	12	27	38	24	m	m	m	m
Partner countries	Brazil	m	m	m	m	m	m	m	
	Estonia	m	m	m	m	m	m	m	
	Israel	m	m	m	m	m	m	m	
	Russian Federation	m	m	m	m	m	m	m	
	Slovenia ³	a	21	n	79	m	m	m	m

1. Excludes foreign students.

2. Distribution of students in total tertiary education.

3. Year of reference 2007-08.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310358>

Table B5.3.

Public subsidies for households and other private entities as a percentage of total public expenditure on education and GDP, for tertiary education (2007)

Direct public expenditure on educational institutions and subsidies for households and other private entities

		Direct public expenditure for institutions	Public subsidies for education to private entities					Subsidies for education to private entities as a percentage of GDP	
			Financial aid to students				Transfers and payments to other private entities		Total
			Scholarships/other grants to households	Student loans	Total	Scholarships/other grants to households attributable for educational institutions			
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD countries	Australia	68.6	11.2	20.6	31.8	1.0	-0.4	31.4	0.31
	Austria	76.5	16.2	a	16.2	m	7.3	23.5	0.35
	Belgium	85.8	14.2	n	14.2	3.9	n	14.2	0.19
	Canada ¹	82.6	3.3	12.2	15.5	m	1.9	17.4	0.33
	Chile ²	48.8	27.1	24.0	51.2	13.7	m	51.2	0.30
	Czech Republic	95.8	4.2	a	4.2	m	n	4.2	0.05
	Denmark	72.0	23.6	4.4	28.0	n	n	28.0	0.64
	Finland	84.3	15.3	n	15.3	n	0.3	15.7	0.29
	France	93.0	7.0	n	7.0	m	a	7.0	0.09
	Germany	78.1	17.0	5.0	21.9	m	n	21.9	0.25
	Greece	m	m	m	m	m	m	m	m
	Hungary	84.9	15.1	n	15.1	n	n	15.1	0.15
	Iceland	77.5	m	22.5	22.5	m	n	22.5	0.31
	Ireland	86.1	13.9	n	13.9	m	n	13.9	0.16
	Italy	80.4	19.6	n	19.6	6.5	n	19.6	0.15
	Japan ³	75.4	0.6	23.9	24.6	m	n	24.6	0.16
	Korea	84.1	4.4	5.7	10.1	3.8	5.8	15.9	0.10
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	93.4	4.2	2.4	6.6	1.4	a	6.6	0.06
	Netherlands	73.1	8.9	17.9	26.8	a	0.1	26.9	0.39
	New Zealand	60.4	11.6	28.0	39.6	m	n	39.6	0.66
	Norway	56.2	16.7	27.1	43.8	m	n	43.8	0.95
	Poland ⁴	98.4	1.5	a	1.5	m	n	1.6	0.01
	Portugal	88.8	11.2	m	11.2	m	m	11.2	0.13
	Slovak Republic ³	79.4	16.4	1.3	17.6	m	3.0	20.6	0.16
	Spain	91.2	8.8	n	8.8	2.1	n	8.8	0.09
	Sweden	76.2	10.1	13.7	23.8	a	a	23.8	0.42
Switzerland ⁴	94.7	2.4	0.2	2.6	m	2.7	5.3	0.07	
Turkey	m	m	m	m	m	m	m	m	
United Kingdom	46.8	7.4	23.4	30.8	x(4)	22.4	53.2	0.50	
United States	78.5	14.8	6.6	21.5	m	m	21.5	0.27	
OECD average		79.0	11.4	8.8	19.5	2.7	1.8	21.0	0.27
Partner countries	Brazil ⁴	90.0	5.9	3.1	9.0	x(2)	0.9	10.0	0.08
	Estonia	87.3	6.3	m	6.3	m	6.3	12.7	0.13
	Israel	88.9	10.1	1.0	11.1	9.8	n	11.1	0.12
	Russian Federation	m	m	a	m	m	m	m	m
	Slovenia	77.2	22.8	n	22.8	m	n	22.8	0.28

1. Year of reference 2006.


2. Year of reference 2008.

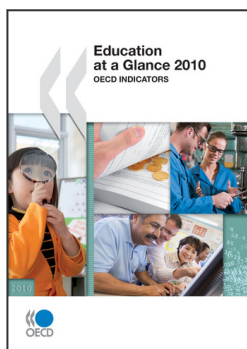
3. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.

4. Public institutions only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

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

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