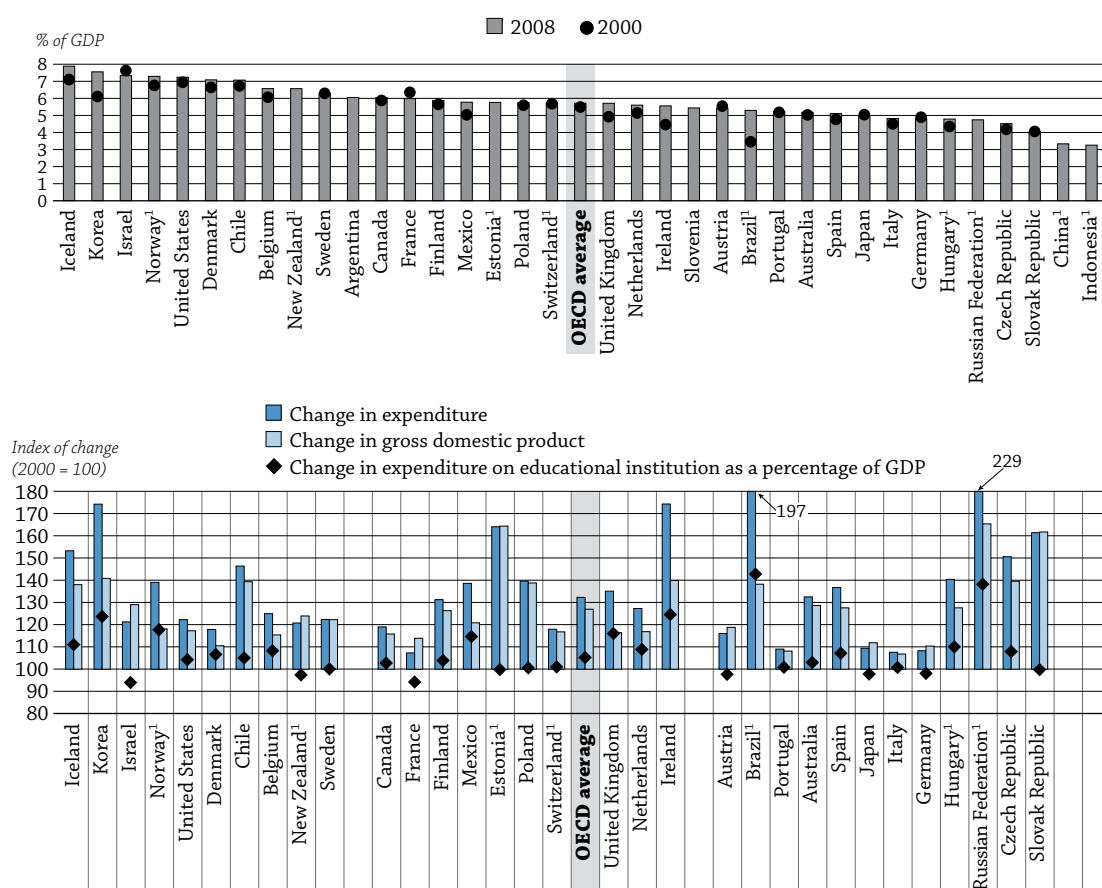


## WHAT PROPORTION OF NATIONAL WEALTH IS SPENT ON EDUCATION?

- In 2008, OECD countries spent 6.1% of their collective GDP on educational institutions and this proportion exceeds 7.0% in Chile, Denmark, Iceland, Israel, Korea, Norway and the United States. Only nine of 36 countries for which data are available spend 5.0% of GDP or less.
- Between 2000 and 2008, expenditure for all levels of education combined increased at a faster rate than GDP in 25 of the 32 countries for which data are available. The increase exceeded 1.0 percentage point over the period in Brazil (from 3.5% to 5.3%), Ireland (from 4.5% to 5.6%) and Korea (from 6.1% to 7.6%).

**Chart B2.1. Expenditure on educational institutions as a percentage of GDP for all levels of education (2000 and 2008) and index of change between 2000 and 2008 (2000=100, constant prices)**



1. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only; for Estonia, New Zealand and the Russian Federation, for 2000 only).

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in 2008.

**Source:** OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The national Statistics Bulletin on Educational Expenditure 2009. Table B2.1 and Table B2.4, available on line. See Annex 3 for notes. ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

**StatLink** <http://dx.doi.org/10.1787/888932461028>

### How to read this chart

The chart shows educational investment as the proportion of national income that countries devoted to spending on educational institutions in 2000 and 2008, and changes in overall spending on educational institutions between 2000 and 2008. It includes direct and indirect expenditure on educational institutions from both public and private sources of funds.

## ■ Context

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 indicates the priority a country gives to education. The proportion of a country's total financial resources devoted to education is the result of choices made by governments, enterprises, and individual students and their families, and is partially influenced by enrolments in education. Given that expenditure on education largely comes from public budgets, it is closely scrutinised by governments, particularly at times when governments are being urged to cut spending.

## ■ Other findings

- **Expenditure on pre-primary education accounts for 7% of combined OECD expenditure on educational institutions**, or 0.4% of the combined GDP. Differences between countries are significant. For example, while less than 0.1% of GDP is spent on pre-primary education in Australia and Indonesia, 0.8% or more is spent in Iceland, Israel and Spain.
- **Primary, secondary and post-secondary non-tertiary education accounts for 61% of combined OECD expenditure on educational institutions**, or 3.7% of the combined GDP. Relative to its GDP, Iceland spends nearly twice as much as the Slovak Republic and more than twice as much as the Russian Federation.
- **Tertiary education accounts for nearly one-third of the combined OECD expenditure on educational institutions**, or 1.9% of the combined GDP.
- **Canada, Chile, Korea and the United States spend between 2.0% and 2.7% of their GDP on tertiary institutions**. Chile, Korea and the United States also show the highest proportion of private expenditure at the tertiary level: between 1.7% and 1.9% of GDP. Relative to GDP, the United States spends over three times more on tertiary education than Brazil, Hungary, and the Slovak Republic.

## ■ Trends

Between 2000 and 2008, spending on the various levels of education evolved quite differently. From primary to post-secondary non-tertiary education, expenditure on educational institutions increased at least as much as GDP did in 17 of the 29 countries for which data are comparable for both years. In tertiary education, it increased as much as GDP did in 26 of the 29 countries with available data.

## Analysis

### Overall investment relative to GDP

All OECD countries invest a substantial proportion of their national resources in education. Taking into account both public and private sources of funds, in 2008 OECD countries as a whole spent 6.1% of their collective GDP on educational institutions at the pre-primary, primary, secondary and tertiary levels.

Chile, Denmark, Iceland, Israel, Korea, Norway and the United States spend the most on educational institutions: public and private spending on education represents at least 7% of GDP in these countries. In contrast, 9 of 36 countries for which data are available spend 5.0% of GDP or less: China (3.3%), the Czech Republic (4.5%), Germany (4.8%), Hungary (4.8%), Indonesia (3.3%), Italy (4.8%), Japan (4.9%), the Russian Federation (4.7%) and the Slovak Republic (4.0%).

### Expenditure on educational institutions by level of education

Differences in spending on educational institutions are the greatest at the pre-primary level. Less than 0.1% of GDP is spent on pre-primary education in Australia and Indonesia, but 0.8% or more is spent in Iceland, Israel and Spain. These differences can largely be explained by enrolment rates (see Indicator C1) and starting age for primary education, but they are also sometimes a result of the extent to which this indicator covers private early childhood education. In Ireland, for example, most early childhood education is delivered in private institutions that were not covered by the Irish data for the year 2008. Moreover, high-quality early childhood education is provided not only by the educational institutions covered by this indicator but also in more informal settings. Inferences on access to and quality of early childhood education and care should therefore be made with caution (Table B2.2).

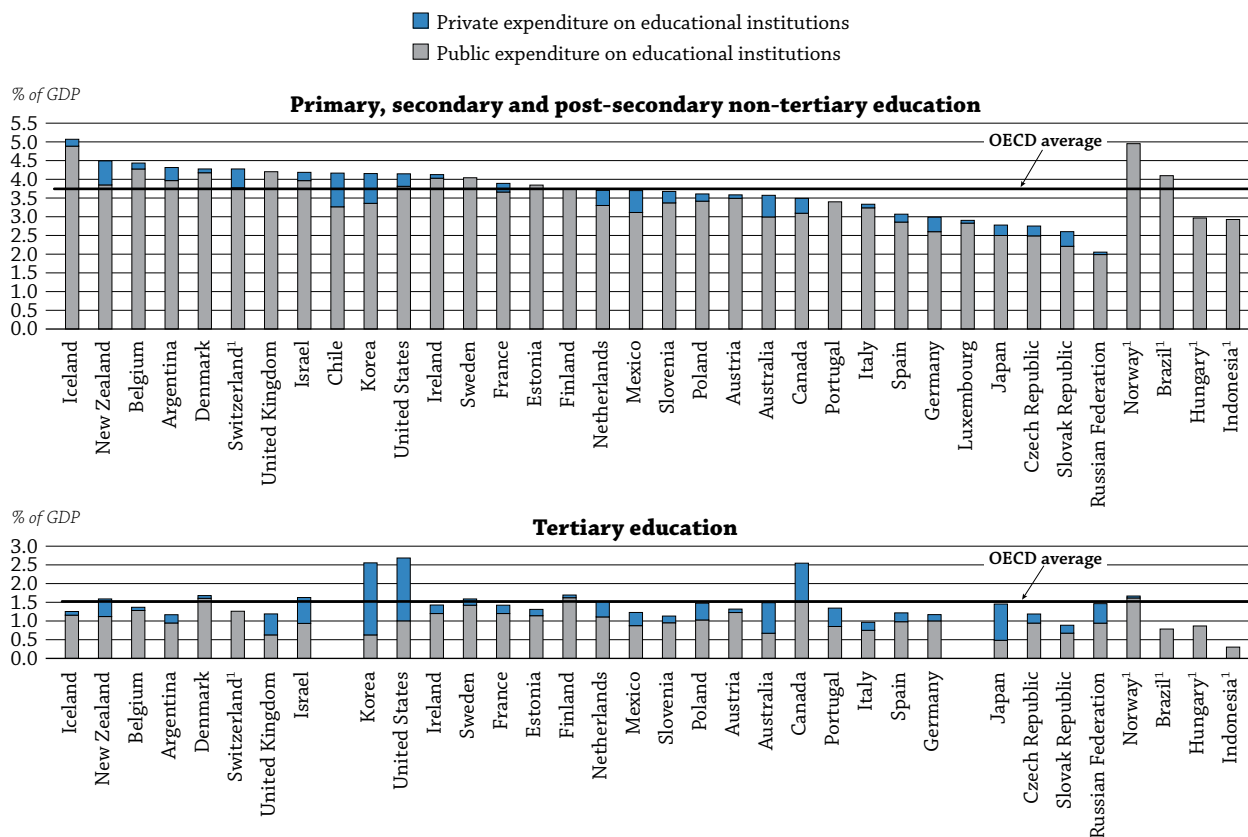
On average among OECD countries, 61% of the combined OECD expenditure goes to primary, secondary and post-secondary non-tertiary education. As enrolment in primary and lower secondary education is almost universal in OECD countries, and enrolment rates in upper secondary education are high (see Indicator C1), most of the spending on educational institutions – 3.7% of the combined OECD GDP – is directed at these levels of education (Table B2.2). Moreover, the level of national resources devoted to education depends on the age structure of the population: countries with above-average expenditure on educational institutions as a percentage of GDP are usually those with an above-average proportion of the population whose age corresponds to these levels of education. For example, in 2007, Australia, Brazil, Chile, Denmark, Iceland, Korea, Mexico, New Zealand and Norway had both an above-average proportion of their population aged 5-14 and above-average expenditure on education as a percentage of GDP (see Indicator B2 in OECD, 2010h). At the same time, significantly higher spending per student in upper secondary education means that overall investment at these levels is greater than enrolment numbers alone would suggest.

While nearly one-third of the combined OECD expenditure on educational institutions was devoted to tertiary education in 2008, the level of spending varies greatly among countries. For example, Canada, Chile, Korea and the United States spend between 2.0% and 2.7% of their GDP on tertiary institutions and, with the exception of Canada, show the highest proportion of private expenditure on tertiary education. Meanwhile, in Belgium, Brazil, Estonia, France, Iceland, Ireland, Switzerland and the United Kingdom, the proportion of GDP spent on tertiary institutions is below the OECD average, while the proportion spent on primary, secondary and post-secondary non-tertiary education is above the OECD average (Table B2.2 and Chart B2.2).

### Changes in overall spending on educational institutions between 2000 and 2008

More people are completing upper secondary and tertiary education than ever before (see Indicator A1). In many countries, this growth has been accompanied by massive financial investment. For all levels of education combined, public and private investment in educational institutions increased in all countries by at least 7% between 2000 and 2008 in real terms, and increased by an average of 32% in OECD countries. From 1995 to 2008, expenditure increased by at least 14%, and by 57%, on average, in OECD countries (see Table B2.4, available on line).

**Chart B2.2. Expenditure on educational institutions as a percentage of GDP (2008)**  
*From public and private sources, by level of education and source of funds*



1. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only). 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. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table B2.3. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Differences among countries are partly related to variations in the size of the school-age population, as well as to trends in national income. For example, in Israel, while spending on all levels of education combined increased by more than 21% between 2000 and 2008, GDP increased by 29% over the same period, leading to a decrease in expenditure as a proportion of GDP (Chart B2.1 and Table B2.4, available on line).

Expenditure for all levels of education combined increased at a greater rate than GDP in more than three-quarters of the countries for which data are comparable for 2000 and 2008. The increase exceeded 1.0 percentage point over the period in Brazil (from 3.5% to 5.3%), Ireland (from 4.5% to 5.6%) and Korea (from 6.1% to 7.6%). However, the increase in spending on educational institutions tended to lag behind growth in GDP in Austria, France, Germany, Israel, Japan and the Slovak Republic. Among these countries, the most notable differences are found in France and Israel, where the proportion of GDP spent on educational institutions decreased by at least 0.3 percentage point between 2000 and 2008 (Table B2.1 and Chart B2.1), mainly as a result of the decrease in expenditure as a percentage of GDP at the primary, secondary and post-secondary non-tertiary level in France (decrease of 0.4 percentage point) and at the tertiary level in Israel (decrease of 0.3 percentage point).

Expenditure as a percentage of GDP also tends to increase at the different levels of education. From primary to post-secondary non-tertiary education, expenditure on educational institutions as a proportion of GDP increased from 2000 to 2008 in 17 of the 29 countries for which data are comparable for both years. This is mainly related to the stability in the number of students enrolled at these levels over this period (Tables B2.1 and B1.5).

However, the trend is more pronounced in tertiary education, where expenditure on educational institutions as a proportion of GDP decreased from 2000 to 2008 in only three countries – Ireland, Israel and Sweden. Israel is the only country where expenditure on educational institutions as a percentage of GDP decreased at primary to post-secondary non-tertiary levels as well as at the tertiary level.

Between 2000 and 2008, in 22 of the 32 countries for which data are comparable for both years, expenditure on tertiary education institutions increased at a greater rate than that for primary, secondary and post-secondary non-tertiary education. This is mainly due to governments' response to the expansion of tertiary education over this period with massive investment combined with relative stability in the number of students enrolled in lower levels of education. The exceptions to this pattern are Belgium, Brazil, Estonia, Finland, Hungary, Ireland, Israel, Korea, Norway and the United States (Table B1.5).

### 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, one that does not, however, fall entirely on public funding. On average, of the 6.1% of the combined GDP in the OECD area devoted to education, three-quarters come from public sources for all levels of education combined (Table B2.3). Public funds are the major funding source in all countries and account for an average of 85% – and at least 97% in Finland and Sweden – of total expenditure on educational institutions. However, differences among countries in the breakdown of educational expenditure by source of funding and by level of education are great (see Indicator B3).

### Definitions

**Expenditure on educational institutions** includes expenditure on both instructional and non-instructional educational institutions. For instructional institutions, expenditure includes teaching and public and private expenditure on ancillary services for students and families, such as housing and transport, when these services are provided by educational institutions. Spending on research and development is included in this indicator, to the extent that it is performed by educational institutions. Expenditures by businesses that provide training or instruction to students as part of dual educational programmes are also included. Non-instructional institutions provide administrative, advisory or professional services to other institutions, but do not enrol students themselves. These include national, state and local ministries or departments of education, and organisations that provide education-related services, such as vocational or psychological counselling, testing or financial aid to students.

### Methodology

Data refer to the financial year 2008 and are based on the UOE data collection on education statistics administered by the OECD in 2010 (for details see Annex 3 at [www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

Data on expenditure for 1995 and 2000 were obtained through a survey updated in 2010; expenditure for 1995 was adjusted to reflect the methods and definitions used in the 2010 UOE data collection. For comparisons over time, the OECD average only accounts for those OECD countries for which data are available for all reported reference years.

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).

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.

### References

OECD (2010h), *Education at a Glance 2010: OECD Indicators*, OECD, Paris.

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

- **Table B2.4. Change in expenditure on educational institutions and in GDP (1995, 2000, 2008)**


StatLink  <http://dx.doi.org/10.1787/888932463821>

Table B2.1. **Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2008)***From public and private sources, by year*

	2008			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
<b>OECD</b>									
Australia	3.6	1.5	<b>5.2</b>	3.5	1.4	<b>5.0</b>	3.4	1.6	<b>5.0</b>
Austria	3.6	1.3	<b>5.4</b>	3.9	1.1	<b>5.5</b>	4.3	1.2	<b>6.2</b>
Belgium	4.4	1.4	<b>6.6</b>	4.1	1.3	<b>6.1</b>	m	m	<b>m</b>
Canada <sup>1, 2</sup>	3.6	2.5	<b>6.0</b>	3.3	2.3	<b>5.9</b>	4.3	2.1	<b>6.7</b>
Chile <sup>3</sup>	4.2	2.2	<b>7.1</b>	4.4	2.0	<b>6.7</b>	2.9	1.5	<b>4.6</b>
Czech Republic	2.8	1.2	<b>4.5</b>	2.8	0.8	<b>4.2</b>	3.5	0.9	<b>5.1</b>
Denmark <sup>2</sup>	4.3	1.7	<b>7.1</b>	4.1	1.6	<b>6.6</b>	4.0	1.6	<b>6.2</b>
Estonia <sup>4</sup>	3.9	1.3	<b>5.8</b>	3.9	1.0	<b>5.4</b>	4.2	1.0	<b>5.8</b>
Finland	3.8	1.7	<b>5.9</b>	3.6	1.7	<b>5.6</b>	4.0	1.9	<b>6.3</b>
France	3.9	1.4	<b>6.0</b>	4.3	1.3	<b>6.4</b>	4.5	1.4	<b>6.6</b>
Germany	3.0	1.2	<b>4.8</b>	3.3	1.1	<b>4.9</b>	3.4	1.1	<b>5.1</b>
Greece <sup>2</sup>	m	m	<b>m</b>	2.7	0.8	<b>3.6</b>	2.0	0.6	<b>2.6</b>
Hungary <sup>4</sup>	3.0	0.9	<b>4.8</b>	2.7	0.8	<b>4.3</b>	3.2	0.8	<b>4.8</b>
Iceland	5.1	1.3	<b>7.9</b>	4.8	1.1	<b>7.1</b>	m	m	<b>m</b>
Ireland	4.1	1.4	<b>5.6</b>	2.9	1.5	<b>4.5</b>	3.8	1.3	<b>5.2</b>
Israel	4.2	1.6	<b>7.3</b>	4.3	1.9	<b>7.6</b>	4.6	1.7	<b>7.8</b>
Italy	3.3	1.0	<b>4.8</b>	3.2	0.9	<b>4.5</b>	3.5	0.7	<b>4.6</b>
Japan <sup>2</sup>	2.8	1.5	<b>4.9</b>	3.0	1.4	<b>5.0</b>	3.1	1.3	<b>5.0</b>
Korea	4.2	2.6	<b>7.6</b>	3.5	2.2	<b>6.1</b>	m	m	<b>m</b>
Luxembourg	2.9	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
Mexico	3.7	1.2	<b>5.8</b>	3.5	1.0	<b>5.0</b>	3.7	1.0	<b>5.1</b>
Netherlands	3.7	1.5	<b>5.6</b>	3.4	1.4	<b>5.1</b>	3.4	1.6	<b>5.4</b>
New Zealand	4.5	1.6	<b>6.6</b>	4.4	0.9	<b>5.6</b>	3.5	1.1	<b>4.7</b>
Norway <sup>4</sup>	5.0	1.7	<b>7.3</b>	5.0	1.6	<b>6.8</b>	5.0	1.9	<b>6.9</b>
Poland	3.6	1.5	<b>5.7</b>	3.9	1.1	<b>5.6</b>	3.6	0.8	<b>5.2</b>
Portugal	3.4	1.3	<b>5.2</b>	3.8	1.0	<b>5.2</b>	3.5	0.9	<b>4.9</b>
Slovak Republic <sup>2</sup>	2.6	0.9	<b>4.0</b>	2.7	0.8	<b>4.1</b>	3.1	0.7	<b>4.6</b>
Slovenia	3.7	1.1	<b>5.4</b>	m	m	<b>m</b>	m	m	<b>m</b>
Spain	3.1	1.2	<b>5.1</b>	3.2	1.1	<b>4.8</b>	3.8	1.0	<b>5.3</b>
Sweden	4.0	1.6	<b>6.3</b>	4.2	1.6	<b>6.3</b>	4.1	1.5	<b>6.0</b>
Switzerland <sup>4</sup>	4.3	1.3	<b>5.7</b>	4.2	1.1	<b>5.7</b>	4.6	0.9	<b>6.0</b>
Turkey <sup>4</sup>	m	m	<b>m</b>	1.8	0.8	<b>2.5</b>	1.2	0.5	<b>1.7</b>
United Kingdom	4.2	1.2	<b>5.7</b>	3.5	1.0	<b>4.9</b>	3.6	1.1	<b>5.2</b>
United States	4.1	2.7	<b>7.2</b>	3.9	2.7	<b>6.9</b>	3.8	2.3	<b>6.6</b>
OECD average	3.8	1.5	<b>5.9</b>	~	~	~	~	~	~
OECD total	3.7	1.9	<b>6.1</b>	~	~	~	~	~	~
EU21 average	3.6	1.3	<b>5.5</b>	~	~	~	~	~	~
OECD average for countries with 1995, 2000 and 2008 data (27 countries)	3.7	1.5	<b>5.8</b>	3.7	1.3	<b>5.5</b>	3.8	1.3	<b>5.6</b>
<b>Other G20</b>									
Argentina	4.3	1.2	<b>6.1</b>	m	m	<b>m</b>	m	m	<b>m</b>
Brazil <sup>4</sup>	4.1	0.8	<b>5.3</b>	2.4	0.7	<b>3.5</b>	2.6	0.7	<b>3.7</b>
China <sup>4</sup>	m	m	<b>3.3</b>	m	m	<b>m</b>	m	m	<b>m</b>
India	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
Indonesia <sup>1, 4</sup>	2.9	0.3	<b>3.3</b>	m	m	<b>m</b>	m	m	<b>m</b>
Russian Federation <sup>4</sup>	2.1	1.5	<b>4.7</b>	1.7	0.5	<b>2.9</b>	m	m	<b>m</b>
Saudi Arabia	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
South Africa	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
G20 average	m	m	<b>5.4</b>	m	m	<b>m</b>	m	m	<b>m</b>

1. Year of reference 2007 instead of 2008.

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

3. Year of reference 2009 instead of 2008.

4. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only; for Estonia, New Zealand and the Russian Federation, for 1995 and 2000 only).

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The national Statistics Bulletin on Educational Expenditure 2009. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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 (2008)**

From public and private sources of funds<sup>1</sup>

		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 programmes)	
			All primary, secondary and post- secondary non-tertiary education	Primary and 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		
OECD		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
	Australia	0.1	3.6	2.7	0.7	0.1	1.5	0.1	1.3	5.2	
	Austria	0.5	3.6	2.3	1.3	n	1.3	n	1.3	5.4	
	Belgium <sup>2</sup>	0.6	4.4	1.6	2.9	x(4)	1.4	x(6)	x(6)	6.6	
	Canada <sup>3</sup>	x(3)	3.5	2.1	1.4	x(7)	2.5	1.0	1.6	6.0	
	Chile <sup>4</sup>	0.7	4.2	2.8	1.4	a	2.2	0.5	1.6	7.1	
	Czech Republic	0.5	2.8	1.6	1.1	n	1.2	n	1.1	4.5	
	Denmark	0.7	4.3	3.0	1.3	x(4, 6)	1.7	x(6)	x(6)	7.1	
	Estonia	0.5	3.9	2.5	1.2	0.2	1.3	0.4	0.9	5.8	
	Finland	0.4	3.8	2.3	1.4	x(4)	1.7	n	1.7	5.9	
	France	0.7	3.9	2.5	1.4	n	1.4	0.3	1.1	6.0	
	Germany	0.5	3.0	1.9	1.0	0.1	1.2	0.1	1.1	4.8	
	Greece	m	m	m	m	m	m	m	m	m	
	Hungary <sup>5</sup>	0.7	3.0	1.8	1.0	0.1	0.9	n	0.8	4.8	
	Iceland	1.0	5.1	3.7	1.4	x(4)	1.3	x(6)	x(6)	7.9	
	Ireland	n	4.1	3.0	0.9	0.2	1.4	x(6)	x(6)	5.6	
	Israel	0.8	4.2	2.3	1.9	n	1.6	0.3	1.3	7.3	
	Italy	0.5	3.3	2.0	1.3	n	1.0	n	1.0	4.8	
	Japan	0.2	2.8	2.0	0.8	x(4, 6)	1.5	0.2	1.2	4.9	
	Korea	0.2	4.2	2.7	1.5	a	2.6	0.4	2.2	7.6	
	Luxembourg	0.5	2.9	2.0	0.9	m	m	m	m	m	
	Mexico	0.7	3.7	2.9	0.8	a	1.2	x(6)	x(6)	5.8	
	Netherlands	0.4	3.7	2.5	1.2	n	1.5	n	1.5	5.6	
	New Zealand	0.5	4.5	2.8	1.5	0.2	1.6	0.3	1.3	6.6	
	Norway <sup>5</sup>	0.5	5.0	3.4	1.6	x(4)	1.7	x(6)	x(6)	7.4	
	Poland	0.7	3.6	2.5	1.1	n	1.5	n	1.5	5.7	
	Portugal	0.4	3.4	2.4	1.0	m	1.3	x(6)	x(6)	5.2	
	Slovak Republic	0.4	2.6	1.6	1.0	x(4)	0.9	x(4)	0.9	4.0	
	Slovenia	0.6	3.7	2.6	1.1	x(4)	1.1	x(6)	x(6)	5.4	
	Spain	0.8	3.1	2.4	0.7	a	1.2	0.2	1.0	5.1	
	Sweden	0.7	4.0	2.7	1.3	n	1.6	x(6)	x(6)	6.3	
	Switzerland <sup>5</sup>	0.2	4.3	2.7	1.6	x(4)	1.2	n	1.2	5.7	
	Turkey	m	m	m	m	a	m	m	m	m	
	United Kingdom	0.3	4.2	2.8	1.4	n	1.2	x(6)	x(6)	5.7	
	United States	0.4	4.1	3.0	1.1	m	2.7	x(6)	x(6)	7.2	
		OECD average	0.5	3.8	2.5	1.2	n	1.5	0.2	1.3	5.9
		OECD total	0.4	3.7	2.6	1.1	n	1.9	0.2	1.3	6.1
	EU21 average	0.5	3.6	2.3	1.2	n	1.3	0.1	1.2	5.5	
Other G20	Argentina	0.6	4.3	3.4	0.9	a	1.2	0.3	0.8	6.1	
	Brazil <sup>5</sup>	0.4	4.1	3.4	0.7	a	0.8	x(6)	x(6)	5.3	
	China <sup>5</sup>	m	m	m	m	m	m	m	m	3.3	
	India	m	m	m	m	m	m	m	m	m	
	Indonesia <sup>3, 5</sup>	n	2.9	2.5	0.4	a	0.3	n	0.3	3.3	
	Russian Federation <sup>5</sup>	0.7	2.1	x(2)	x(2)	x(2)	1.5	0.2	1.3	4.7	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	
		G20 average	m	m	m	m	m	m	m	5.4	

1. Including international sources.

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

3. Year of reference 2007.

4. Year of reference 2009.

5. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only).

Source: OECD, Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The national Statistics Bulletin on Educational Expenditure 2009. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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, by source of fund and level of education (2008)**

From public and private sources of funds

		Pre-primary education			Primary, secondary and post-secondary non-tertiary education			Tertiary education			Total all levels of education		
		Public <sup>1</sup>	Private <sup>2</sup>	Total	Public <sup>1</sup>	Private <sup>2</sup>	Total	Public <sup>1</sup>	Private <sup>2</sup>	Total	Public <sup>1</sup>	Private <sup>2</sup>	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	0.04	0.04	<b>0.08</b>	3.0	0.6	<b>3.6</b>	0.7	0.8	<b>1.5</b>	3.7	1.4	<b>5.2</b>
	Austria	0.45	0.06	<b>0.51</b>	3.5	0.1	<b>3.6</b>	1.2	0.1	<b>1.3</b>	5.2	0.2	<b>5.4</b>
	Belgium	0.59	0.02	<b>0.61</b>	4.3	0.2	<b>4.4</b>	1.3	0.1	<b>1.4</b>	6.3	0.3	<b>6.6</b>
	Canada <sup>3, 4</sup>	x(4)	x(5)	<b>x(6)</b>	3.1	0.4	<b>3.5</b>	1.5	1.0	<b>2.5</b>	4.6	1.4	<b>6.0</b>
	Chile <sup>5</sup>	0.59	0.15	<b>0.74</b>	3.3	0.9	<b>4.2</b>	x(9)	x(9)	<b>2.2</b>	4.3	2.7	<b>7.1</b>
	Czech Republic	0.42	0.04	<b>0.46</b>	2.5	0.3	<b>2.8</b>	0.9	0.2	<b>1.2</b>	3.9	0.6	<b>4.5</b>
	Denmark <sup>4</sup>	0.60	0.14	<b>0.74</b>	4.2	0.1	<b>4.3</b>	1.6	0.1	<b>1.7</b>	6.5	0.6	<b>7.1</b>
	Estonia	0.53	0.01	<b>0.54</b>	3.8	n	<b>3.9</b>	1.1	0.2	<b>1.3</b>	5.5	0.2	<b>5.8</b>
	Finland	0.36	0.04	<b>0.40</b>	3.8	n	<b>3.8</b>	1.6	0.1	<b>1.7</b>	5.7	0.1	<b>5.9</b>
	France	0.63	0.04	<b>0.67</b>	3.7	0.2	<b>3.9</b>	1.2	0.2	<b>1.4</b>	5.5	0.5	<b>6.0</b>
	Germany	0.40	0.14	<b>0.54</b>	2.6	0.4	<b>3.0</b>	1.0	0.2	<b>1.2</b>	4.1	0.7	<b>4.8</b>
	Greece	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
	Hungary	0.69	m	<b>m</b>	3.0	m	<b>m</b>	0.9	m	<b>m</b>	4.8	m	<b>m</b>
	Iceland	0.75	0.23	<b>0.98</b>	4.9	0.2	<b>5.1</b>	1.2	0.1	<b>1.3</b>	7.2	0.7	<b>7.9</b>
	Ireland	n	n	<b>n</b>	4.0	0.1	<b>4.1</b>	1.2	0.2	<b>1.4</b>	5.2	0.3	<b>5.6</b>
	Israel	0.66	0.19	<b>0.84</b>	4.0	0.2	<b>4.2</b>	0.9	0.7	<b>1.6</b>	5.9	1.4	<b>7.3</b>
	Italy	0.48	0.03	<b>0.52</b>	3.2	0.1	<b>3.3</b>	0.8	0.2	<b>1.0</b>	4.5	0.3	<b>4.8</b>
	Japan <sup>4</sup>	0.09	0.12	<b>0.21</b>	2.5	0.3	<b>2.8</b>	0.5	1.0	<b>1.5</b>	3.3	1.7	<b>4.9</b>
	Korea	0.09	0.10	<b>0.18</b>	3.4	0.8	<b>4.2</b>	0.6	1.9	<b>2.6</b>	4.7	2.8	<b>7.6</b>
	Luxembourg	0.45	0.01	<b>0.46</b>	2.8	0.1	<b>2.9</b>	m	m	<b>m</b>	m	m	<b>m</b>
	Mexico	0.59	0.11	<b>0.70</b>	3.1	0.6	<b>3.7</b>	0.9	0.4	<b>1.2</b>	4.7	1.1	<b>5.8</b>
	Netherlands	0.38	n	<b>0.39</b>	3.3	0.4	<b>3.7</b>	1.1	0.4	<b>1.5</b>	4.8	0.8	<b>5.6</b>
	New Zealand	0.45	0.04	<b>0.49</b>	3.8	0.6	<b>4.5</b>	1.1	0.5	<b>1.6</b>	5.4	1.2	<b>6.6</b>
	Norway	0.42	0.08	<b>0.50</b>	5.0	m	<b>m</b>	1.6	0.1	<b>1.7</b>	7.3	m	<b>m</b>
	Poland	0.57	0.10	<b>0.67</b>	3.4	0.2	<b>3.6</b>	1.0	0.4	<b>1.5</b>	5.0	0.7	<b>5.7</b>
	Portugal	0.37	n	<b>0.37</b>	3.4	n	<b>3.4</b>	0.9	0.5	<b>1.3</b>	4.7	0.5	<b>5.2</b>
	Slovak Republic <sup>4</sup>	0.37	0.08	<b>0.44</b>	2.2	0.4	<b>2.6</b>	0.7	0.2	<b>0.9</b>	3.5	0.6	<b>4.0</b>
	Slovenia	0.49	0.14	<b>0.63</b>	3.4	0.3	<b>3.7</b>	1.0	0.2	<b>1.1</b>	4.8	0.6	<b>5.4</b>
	Spain	0.63	0.19	<b>0.82</b>	2.9	0.2	<b>3.1</b>	1.0	0.2	<b>1.2</b>	4.5	0.6	<b>5.1</b>
	Sweden	0.67	n	<b>0.67</b>	4.0	n	<b>4.0</b>	1.4	0.2	<b>1.6</b>	6.1	0.2	<b>6.3</b>
	Switzerland	0.19	m	<b>m</b>	3.8	0.5	<b>4.3</b>	1.3	m	<b>m</b>	5.3	m	<b>m</b>
	Turkey	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
	United Kingdom	0.28	n	<b>0.28</b>	4.2	n	<b>4.2</b>	0.6	0.6	<b>1.2</b>	5.1	0.6	<b>5.7</b>
	United States	0.33	0.08	<b>0.41</b>	3.8	0.3	<b>4.1</b>	1.0	1.7	<b>2.7</b>	5.1	2.1	<b>7.2</b>
	OECD average	0.44	0.07	<b>0.51</b>	3.5	0.3	<b>3.7</b>	1.0	0.5	<b>1.5</b>	5.0	0.9	<b>5.9</b>
	OECD total	0.36	0.08	<b>0.44</b>	3.4	0.3	<b>3.7</b>	0.9	1.0	<b>1.9</b>	4.7	1.4	<b>6.1</b>
	EU21 average	0.47	0.05	<b>0.51</b>	3.4	0.2	<b>3.6</b>	1.1	0.2	<b>1.3</b>	4.8	0.5	<b>5.5</b>
Other G20	Argentina	0.43	0.13	<b>0.57</b>	4.0	0.3	<b>4.3</b>	0.9	0.2	<b>1.2</b>	5.3	0.7	<b>6.1</b>
	Brazil	0.41	m	<b>m</b>	4.1	m	<b>m</b>	0.8	m	<b>m</b>	5.3	m	<b>m</b>
	China	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	3.3	m	<b>m</b>
	India	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
	Indonesia <sup>3</sup>	0.02	m	<b>m</b>	2.9	m	<b>m</b>	0.3	m	<b>m</b>	3.3	m	<b>m</b>
	Russian Federation	0.61	0.09	<b>0.70</b>	2.0	0.1	<b>2.1</b>	0.9	0.5	<b>1.5</b>	4.1	0.7	<b>4.7</b>
	Saudi Arabia	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
	South Africa	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>
	G20 average	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	4.4	m	<b>m</b>

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

2. Net of public subsidies attributable for educational institutions.


3. Year of reference 2007.

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

5. Year of reference 2009.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The national Statistics Bulletin on Educational Expenditure 2009. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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