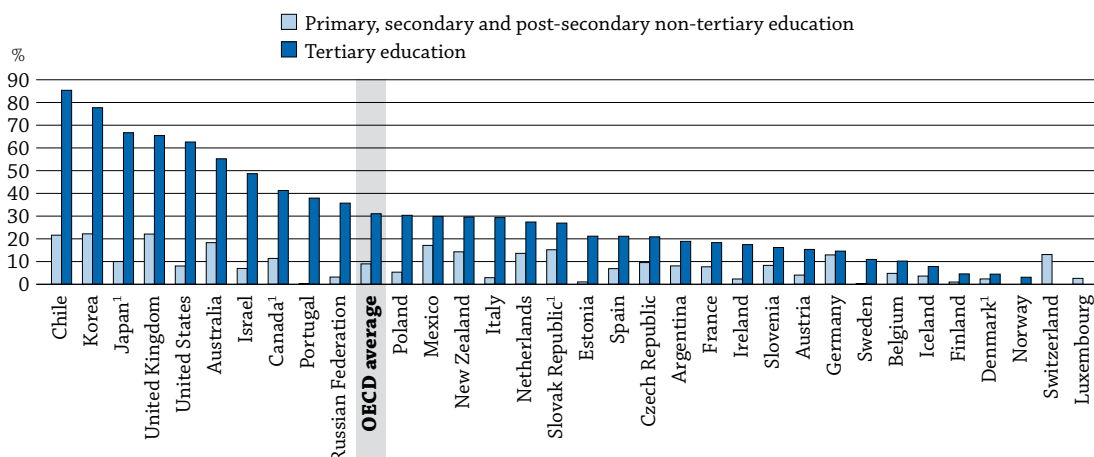


## HOW MUCH PUBLIC AND PRIVATE INVESTMENT IN EDUCATION IS THERE?

- On average in OECD countries, 83% of all funds for educational institutions come directly from public sources.
- An average of 91% of primary, secondary and post-secondary non-tertiary education in OECD countries – and never less than 80%, except in Chile, Korea and the United Kingdom – is paid for publicly.
- Compared to primary, secondary and post-secondary non-tertiary education, tertiary institutions and, to a lesser extent, pre-primary institutions, obtain the largest proportions of funds from private sources, at 31% and 19%, respectively; but these proportions vary widely between countries.
- In all countries for which comparable data are available, public funding on educational institutions, all levels combined, increased between 2000 and 2008. Private spending increased at an even greater rate in more than three-quarters of countries and, on average among OECD countries, the share of private funding for educational institutions increased between 2000 and 2008.

**Chart B3.1. Share of private expenditure on educational institutions (2008)**



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

Countries are ranked in descending order of the share of private expenditure on educational institutions for tertiary education.

**Source:** OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Tables B3.2a and B3.2b.

See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

**StatLink** <http://dx.doi.org/10.1787/888932461066>

### How to read this chart

The chart shows private spending on educational institutions as a percentage of total spending on educational institutions. This includes all money transferred to educational institutions from private sources, including public funding via subsidies to households, private fees for educational services, or other private spending (e.g. on accommodation) that goes through the educational institution.

### Context

The balance of private and public financing of education is an important policy issue in many OECD countries. It is particularly important for pre-primary and tertiary education, for which full or nearly full public funding is less common.

As more people participate in a wider range of educational programmes offered by increasing numbers of providers, governments are forging new partnerships to mobilise the necessary

resources and to share costs and benefits more equitably. As a result, public funding more often provides only a part (albeit a very large part) of the investment in education, while the role of private sources of funding has become more important. Some stakeholders are concerned that this balance should not become so tilted as to discourage potential students from entering tertiary education.

### ■ Other findings

- Public expenditure mainly funds public institutions, but also private institutions to varying degrees. On average among OECD countries, **public expenditure on public institutions, per student, is more than twice the level of public expenditure on private institutions in pre-primary education, somewhat under twice the level in primary, secondary and post-secondary non-tertiary education, and nearly three times the level in tertiary education.**
- At the tertiary level, the **countries with the lowest amounts of public expenditure per tertiary student** in public and private institutions **are also those with the fewest students enrolled in public tertiary institutions**, except for Poland.
- In most countries for which data are available, **individual households account for most of the private expenditure on tertiary education.** Exceptions are Austria, Canada, the Czech Republic, the Slovak Republic and Sweden, where private expenditure from entities other than households is more significant than private expenditure from households.

### ■ Trends

On average among the 19 OECD countries for which trend data are available for all years **between 1995 and 2008, the share of public funding of tertiary institutions decreased slightly** from 74% in 1995, to 73% in 2000, to 68% in 2007 and to 67% in 2008. This trend is mainly influenced by non-European countries, where tuition fees are generally higher and enterprises participate more actively by providing grants to finance tertiary institutions.

Between 2000 and 2008, 20 of the 26 countries for which comparable data are available showed an **increase in the share of private funding for tertiary education.** The share increased by six percentage points, on average, and by more than ten percentage points in Austria, Portugal, the Slovak Republic and the United Kingdom. While the share of private funding for tertiary education rose substantially in some countries during the period, **this was not the case for other levels of education.**

## Analysis

### Public and private expenditure on educational institutions

Educational institutions in OECD countries are still mainly publicly funded, although there is a substantial and growing level of private funding at the tertiary level. On average in OECD countries, 83% of all funds for educational institutions come directly from public sources (Table B3.1).

In all OECD countries for which comparable data are available, private funding on educational institutions represents around 17% of all expenditure, on average. The proportion varies widely among countries and 11 OECD countries report a share of private funding above the OECD average. In Canada and Israel, private funds constitute nearly one-quarter of all educational expenditure, while in Australia, Chile, Japan, Korea, the United Kingdom and the United States, private funding reaches or exceeds 29% of all expenditure on education (Table B3.1).

Private spending on education for all levels of education combined increased from 2000 to 2008 and the share of private expenditure in total expenditure on educational institutions also increased, resulting in a decrease of more than eight percentage points in the share of public funding for educational institutions in Portugal, the Slovak Republic and the United Kingdom. This decrease is mainly due to a significant increase in the tuition fees charged by tertiary educational institutions over the same period (Table B3.1).

However, decreases in the share of public expenditure in total expenditure on educational institutions (and consequent increases in the share of private expenditure) have not generally gone hand-in-hand with cuts (in real terms) in public expenditure on educational institutions (Table B3.1). In fact, many of the OECD countries with the highest growth rates in private spending have also had the largest increases in public funding. This indicates that an increase in private spending tends not to replace public investment but to complement it.

However, the share of private expenditure on educational institutions varies across countries and according to the level of education.

### Public and private expenditure on pre-primary, primary, secondary and post-secondary non-tertiary educational institutions

Investment in early childhood education is essential for building a strong foundation for lifelong learning and for ensuring equitable access to learning opportunities later in school. In pre-primary education, the private share of total payments to educational institutions averages around 19% – higher than the percentage for all levels of education combined. However, this proportion varies widely among countries, ranging from 5% or less in Belgium, Estonia, Luxembourg, the Netherlands and Sweden, to 25% or more in Austria and Germany, and to over 50% in Australia, Japan and Korea (Table B3.2a).

#### Box B3.1. Private expenditure for the work-based component of educational programmes

Many countries have some form of combined school- and work-based educational programmes (e.g. apprenticeship programmes, dual systems). The impact of reporting these programmes in the financial indicators is strong in a few countries, even if it is not significant in most countries (see Table at the end of this box). Expenditure by private employers on training apprentices (e.g. compensation of instructors and cost of instructional materials and equipment) and other participants in these programmes should be included in the financial indicators published in *Education at a Glance*. Expenditure to train company instructors is also included.

Among countries with some form of dual educational systems, only Germany, Switzerland and, to some extent, the Netherlands, conduct surveys about private expenditure by employers. In a number of countries, such as the Czech Republic, Finland, Norway, and the Slovak Republic, workplace training is directly financed by the government, or firms are reimbursed for their expenses; thus private expenditures are implicitly included in public expenditures reported in the indicators for most of these countries.

...

However, 10 of 17 countries with large dual systems – Australia, Austria, Denmark, Estonia, France, Hungary, Iceland, Luxembourg, the Russian Federation and the United Kingdom – do not include private expenditure by enterprises that relate to these programmes in the financial indicators published in *Education at a Glance*. This is mainly because of a lack of such data.

The size of the work-based component varies widely among these countries and can have a significant impact on total expenditure in some. Among countries with available data on upper secondary education, Germany, the Netherlands and Switzerland have a significant proportion of all pupils (about 20% in the Netherlands, 50% in Germany and 60% in Switzerland) enrolled in vocational education and training programmes (VET) with a work-based component. The corresponding expenditure on these programmes represents between 0.3% and 0.5% of GDP (see Indicator B2).

Further research has shown that 6% to 30% of upper secondary students (a “medium” share) are enrolled in VET programmes with a work-based component in Australia, Finland, France, Hungary, Iceland, Luxembourg, Norway, the Russian Federation, the Slovak Republic and the United Kingdom, while more than 30% of upper secondary students (a “high” proportion) in Austria, the Czech Republic, Denmark and Estonia are enrolled in such programmes. Among the group of countries with missing data on training expenditures, the impact of not reporting such expenditures is expected to be small for Australia, Denmark, Estonia, Iceland, Norway and the Slovak Republic, but is potentially important for Austria, France, Hungary, Luxembourg, the Russian Federation and the United Kingdom (see Table below).

In the financial indicators published in *Education at a Glance*, the cost of apprentices’ salaries, social security contributions, and other compensation paid to students or apprentices in combined school- and work-based educational programmes is not included. Private investment in upper secondary VET programmes with a work-based component is considered to be moderate in Austria, France, Hungary, Luxembourg, the Netherlands, the Russian Federation and the United Kingdom, and large in Germany and Switzerland, where apprentices spend a substantial portion of their time in the workplace and where training is intensive (see Table below).

**Level of investment by firms\* in upper secondary VET programmes  
with a work-based component (low, medium, high) (horizontal axis)  
relative to the share of students (low, medium, high) enrolled in these programmes (vertical axis)**

Share of dual/part-time VET to all pupils	Importance of investment by firms		
	LOW	MEDIUM	HIGH
<b>HIGH</b> (> 30%)	the Czech Republic, Denmark, Estonia	Austria	Germany, Switzerland
<b>MEDIUM</b> (6-30%)	Australia, Finland, Iceland, Norway, the Slovak Republic	France, Hungary Luxembourg, the Netherlands, the Russian Federation, the United Kingdom	
<b>LOW</b> (< 6%)	Belgium, Brazil, Canada, Chile, Greece, Ireland, Israel, Italy, Japan, Korea, Mexico, New Zealand, Poland, Portugal, Slovenia, Spain, Sweden, Turkey and the United States		

\*The importance of investment by firms is an index that reflects the time that trainees spend in the workplace, the intensity of training (weekly instruction time) at the workplace, and controls for public reimbursement of such expenditure.

Public funding dominates primary, secondary and post-secondary non-tertiary education in all countries. Nevertheless, at least 10% of funding for these levels of education is private in Australia, Canada, Chile, Germany, Japan, Korea, Mexico, the Netherlands, New Zealand, the Slovak Republic, Switzerland and the United Kingdom (Table B3.2a and Chart B3.2). In most countries, the largest share of private expenditure at these levels is household expenditure, which goes mainly towards tuition. In Germany, the Netherlands and Switzerland, however, most private expenditure takes the form of contributions from the business sector to the dual system of apprenticeship in upper secondary and post-secondary non-tertiary education (see Box B3.1).

Between 2000 and 2008, 14 of the 26 countries for which comparable data are available showed a small decrease in the share of public funding for primary, secondary and post-secondary non-tertiary education. Among these countries, the increase in the private share is three percentage points or more in Canada (from 7.6% to 11.4%), Korea (from 19.2% to 22.2%), Mexico (from 13.9% to 17.1%), the Slovak Republic (from 2.4% to 15.2%) and the United Kingdom (from 11.3% to 22.1%). Significant shifts in the opposite direction, towards public funding, are evident in eight countries; however, this share of public funding increased by three percentage points or more only in Chile (from 68.4% to 78.4%, Table B3.2a).

In spite of these differences, between 2000 and 2008 the amount of public expenditure on educational institutions at these levels of education increased in all countries with comparable data, except Portugal, where the amount of private expenditure fell even more. The main reason for the decrease in Portugal is linked to the significant drop in the number of students enrolled in primary, secondary and post-secondary non-tertiary education over the same period. In contrast with general trends, increases in public expenditure for these levels of education have been accompanied by decreases in private expenditure in Chile and Sweden. However, in Sweden, less than 1% of expenditure on educational institutions was provided by private sources in 2008 (Table B3.2a).

### Public and private expenditure on tertiary educational institutions

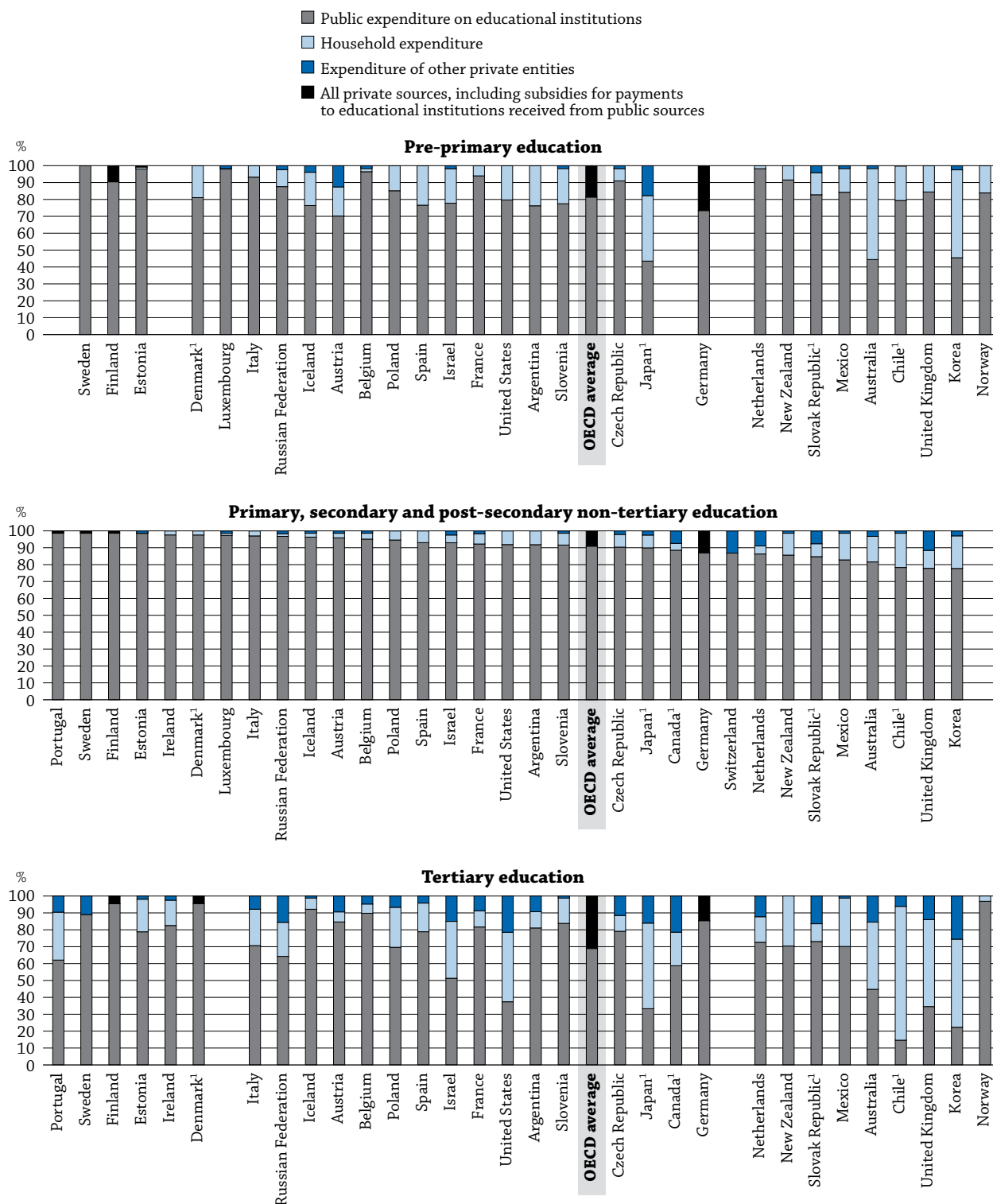
At the tertiary level, high private returns (see Indicator A9) suggest that a greater contribution to the costs of education by individuals and other private entities may be justified, as long as there are ways to ensure that funding is available to students regardless of their economic backgrounds (see Indicator B5). In all countries, the proportion of private expenditure on education is far higher for tertiary education – an average of 31% of total expenditure at this level – than it is for primary, secondary and post-secondary non-tertiary education (Tables B3.2a and B3.2b).

The proportion of expenditure on tertiary institutions covered by individuals, businesses and other private sources, including subsidised private payments, ranges from less than 5% in Denmark, Finland and Norway, to more than 40% in Australia, Canada, Israel, Japan, the United Kingdom and the United States, and to over 75% in Chile and Korea (Chart B3.2 and Table B3.2b). Among these countries, in Korea, around 80% of tertiary students are enrolled in private universities, and more than 70% of the budget comes from tuition fees.

The contribution from private entities other than households to financing educational institutions is higher for tertiary education than for other levels of education, on average across OECD countries. In Australia, Canada, the Czech Republic, Israel, Japan, Korea, the Netherlands, the Russian Federation, the Slovak Republic, Sweden, the United Kingdom and the United States, 10% or more of expenditure on tertiary institutions is covered by private entities other than households. In Sweden, these contributions are largely directed to sponsoring research and development.

In many OECD countries, greater participation in tertiary education (see Indicator C1) reflects strong individual and social demand. In 2008, an average of 69% of tertiary education in OECD countries was publicly funded. On average among the 19 OECD countries for which trend data are available for all reference years, the share of public funding for tertiary institutions decreased slightly from 74% in 1995 to 73% in 2000, to 68% in 2007 and to 67% in 2008. This trend is apparent primarily in non-European countries, where tuition fees are generally higher and enterprises participate more actively, largely through grants to tertiary institutions (Table B3.3, Chart B3.3 and Indicator B5).

**Chart B3.2. Distribution of public and private expenditure on educational institutions (2008)**  
By level of education



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

Countries are ranked in descending order of the proportion of public expenditure on educational institutions in primary, secondary and post-secondary non-tertiary education.

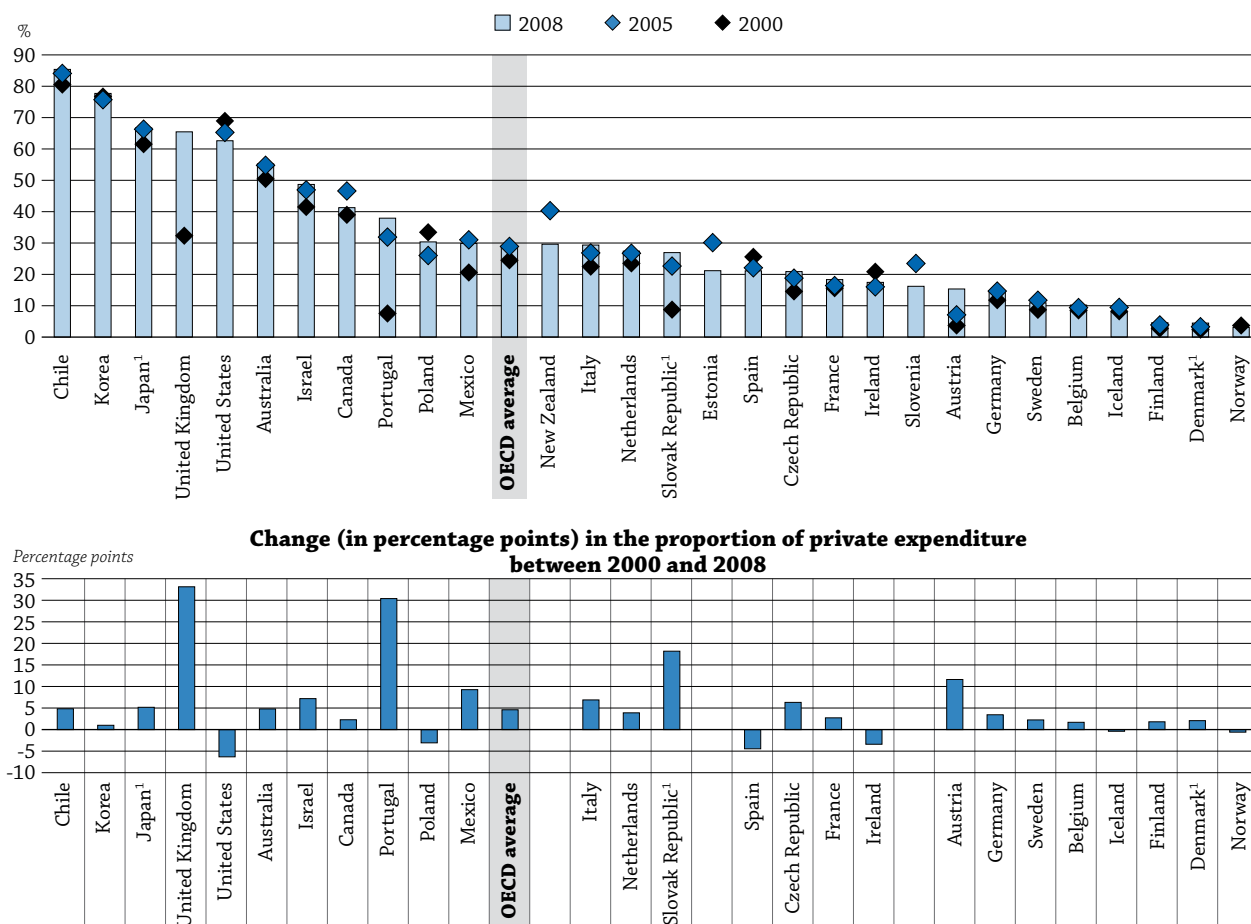
**Source:** OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Tables B3.2a and B3.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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In 14 of the 21 countries with comparable data for 1995 and 2008, the private share of educational expenditure for tertiary education increased by at least three percentage points during this period. Similarly, 20 of the 26 countries for which comparable data are available for 2000 and 2008 showed an increase in the share of private funding for tertiary education. This increase exceeded nine percentage points between 1995 and 2008 in Australia, Austria, Chile, Israel, Italy, Portugal, the Slovak Republic and the United Kingdom. Only the Czech Republic and Ireland – and, to a lesser extent, Norway and Spain – show a significant decrease in private expenditure on tertiary educational institutions (Table B3.3 and Chart B3.3). In Australia, this increase was largely due to changes to the Higher Education Contribution Scheme/Higher Education Loan Programme implemented in 1997. In Ireland, tuition fees for tertiary first-degree programmes were gradually eliminated over the past decade, leading to the reduction in the share of private spending at this level (for more details, see Indicator B5 and Annex 3).

**Chart B3.3. Share of private expenditure on tertiary educational institutions (2000, 2005 and 2008) and change, in percentage points, of the share of private expenditure between 2000 and 2008**



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

Countries are ranked in descending order of the share of private expenditure on educational institutions in 2008.

Source: OECD, Table B3.3. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Private expenditure on educational institutions increased generally faster than public expenditure between 2000 and 2008. Nevertheless, public investment in tertiary education has also increased in all countries for which 2000 and 2008 data are available (except Israel and Portugal), regardless of the changes in private spending (Table B3.2b). In 11 out of the 13 OECD countries with the largest increases in public expenditure

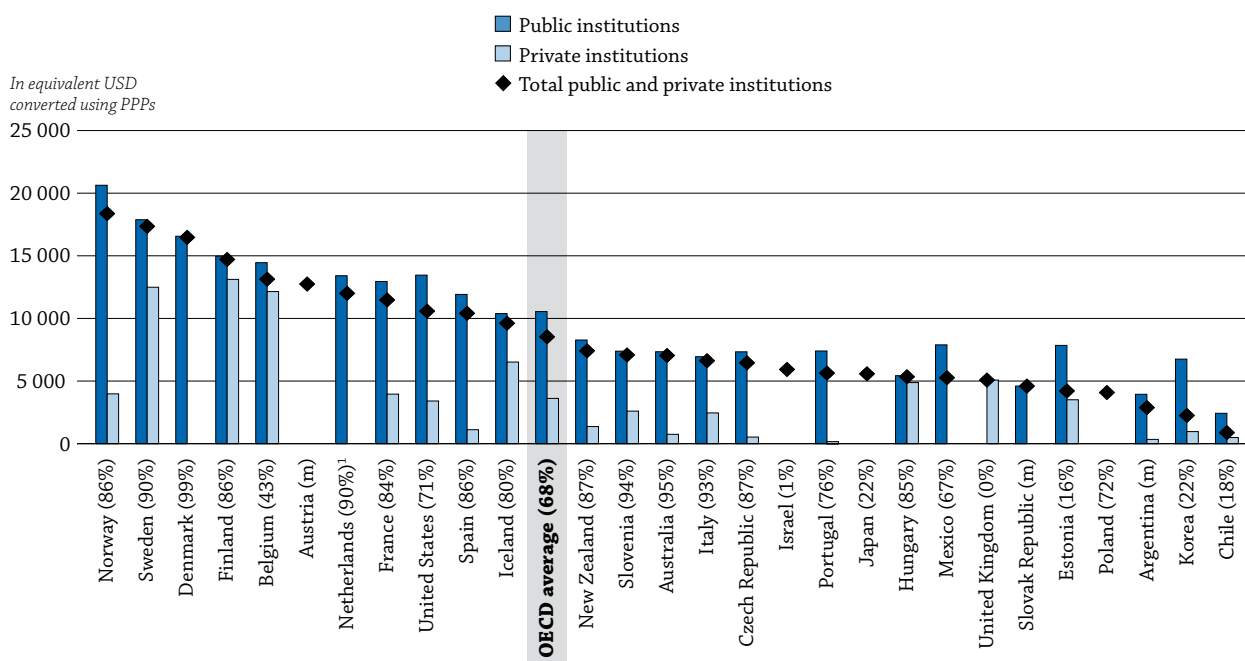
on tertiary education (Austria, the Czech Republic, Estonia, Hungary, Iceland, Ireland, Mexico, New Zealand, Poland, the Slovak Republic and Spain), tertiary institutions charge low or no tuition fees and tertiary attainment is relatively low (see Indicators A1 and B5). In contrast, in Korea and the United States, where public spending has also increased significantly, there is a strong reliance on private funding of tertiary education. In New Zealand, the increase in public spending is as large, but private funding represents only 30% of expenditure on educational institutions (Table B3.2b).

### Public expenditure on educational institutions per student, by type of institution

The level of public expenditure shows the degree to which governments value education. Naturally, public funds go to public institutions; but in some cases a significant part of the public budget may be devoted to private educational institutions. Table B3.4 shows public investment in educational institutions relative to the size of the education system, focusing on public expenditure, per student, on public and private educational institutions (private funds are excluded from Table B3.4, although in some countries they represent a significant share of the resources of educational institutions, especially at the tertiary level). This can be considered a measure that complements public expenditure relative to national income (see Indicator B2).

On average among OECD countries, at all levels of education, public expenditure, per student, on public institutions is about twice the public expenditure, per student, on private institutions (USD 8 027 and USD 4 071, respectively). However, the difference varies according to the level of education. Public expenditure, per student, on public institutions is more than twice that on private institutions at the pre-primary level (USD 6 281 and USD 2 474, respectively), somewhat under twice that for primary, secondary and post-secondary non-tertiary education (USD 8 111 and USD 4 572, respectively), and nearly three times that at the tertiary level (USD 10 543 and USD 3 614, respectively).

**Chart B3.4. Annual public expenditure on educational institutions per student in tertiary education, by type of institution (2008)**



**Note:** The figures in brackets represent the percentage of students enrolled in public institutions in tertiary education, based on full-time equivalents.

1. Government-dependent institutions are included with public institutions.

Countries are ranked in descending order of public expenditure on public and private educational institutions per student.

**Source:** OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table B3.4. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

**StatLink** <http://dx.doi.org/10.1787/888932461123>



At the pre-primary level, public expenditure per student for both public and private institutions averages USD 5 123 in OECD countries but varies from USD 2 016 or less in Argentina and Mexico to approximately USD 13 000 in Luxembourg. Public expenditure per student is usually higher for public institutions than for private institutions, but private institutions enrol fewer than 5% of pupils. In contrast, in Mexico and the Netherlands, public expenditure per student for private institutions is negligible.

Public expenditure per student for both public and private institutions for primary, secondary and post-secondary non-tertiary education (the educational level with the largest proportion of public funds, Table B3.2a) averages USD 7 354 in OECD countries, but varies from less than USD 1 900 in Mexico to approximately USD 16 000 in Luxembourg. Public expenditure per student is usually higher for public than for private institutions except in Israel and Sweden. In these two OECD countries, only 25% and 9% of pupils, respectively, are enrolled in private institutions. In Mexico and the Netherlands, the amount of public expenditure, per student, on private institutions is small or negligible, as the private sector is marginal and receives little or no public funds (Table C1.5).

At the tertiary level, public expenditure per student for both public and private institutions averages USD 8 526 in OECD countries, but varies from less than USD 1 000 in Chile to more than USD 16 000 in Denmark, Norway and Sweden, three countries in which the level of private expenditure is small or negligible. In all countries with available data, public expenditure per student is higher for public than for private institutions (Table B3.4 and Chart B3.4).

At this level, patterns in the allocation of public funds to public and private institutions differ. In Denmark and the Netherlands, at least 90% of students are enrolled in public institutions, and most public expenditure goes to these institutions. Public expenditure, per student, on public institutions is higher than the OECD average, and public expenditure per student on private institutions is negligible. In these countries, private funds complement public funds to varying degrees: private expenditure is less than 5% of expenditure for public and private educational institutions in Denmark and above 25% in the Netherlands.

In Belgium, Finland, Hungary, Iceland and Sweden, public expenditure goes to both public and private institutions, and public expenditure, per student, on private institutions represents at least 63% – and up to 90% – of the level of public expenditure, per tertiary student, on public institutions (Table B3.4). However, these countries show different participation patterns. In Finland, Hungary, Iceland and Sweden, at least 80% of students are enrolled in public institutions, whereas in Belgium, tertiary students are mainly enrolled in private institutions. In all these countries private expenditure on tertiary institutions is below the OECD average. In the remaining countries, public expenditure goes mainly to public institutions: public expenditure, per student, on private institutions is less than 46% of public expenditure, per student, on public institutions (Chart B3.1 and Table B3.2b).

## Definitions

**Other private entities** include private businesses and non-profit organisations, e.g. religious organisations, charitable organisations and business and labour associations. Expenditure by private companies on the work-based element of school- and work-based training of apprentices and students is also taken into account.

**Private spending** includes all direct expenditure on educational institutions, whether partially covered by public subsidies or not. Public subsidies attributable to households, included in private spending, are shown separately.

The **public and private proportions of expenditure on educational institutions** are the percentages of total spending originating in, or generated by, the public and private sectors.

**Public expenditure** is related to all students at public and private institutions, whether these institutions receive public funding or not.

## 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)).

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

A portion of the budgets of educational institutions is related to ancillary services offered to students, including student welfare services (student meals, housing and transport). Part of the cost of these services is covered by fees collected from students and is included in the indicator.

The data on expenditure for 1995 and 2000 were obtained by a survey updated in 2010, in which expenditure for 1995 and 2000 were adjusted to the methods and definitions used in the current UOE data collection.

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.

Table B3.1. **Relative proportions of public and private expenditure on educational institutions for all levels of education (2000, 2008)***Distribution of public and private sources of funds for educational institutions after transfers from public sources, by year*

		2008				2000		Index of change between 2000 and 2008 in expenditure on educational institutions			
		Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources <sup>1</sup>	Public sources	All private sources <sup>1</sup>	
			Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>						
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD	Australia	70.6	22.8	6.7	29.4	1.6	73.2	26.8	128	145	
	Austria	90.8	5.0	4.3	9.2	4.7	94.0	6.0	112	180	
	Belgium	94.3	4.6	1.1	5.7	1.7	94.3	5.7	125	123	
	Canada <sup>2</sup>	76.0	10.7	13.3	24.0	m	79.9	20.1	113	142	
	Chile <sup>3</sup>	58.6	39.2	2.3	41.4	1.6	55.2	44.8	156	134	
	Czech Republic	87.3	8.3	4.4	12.7	m	89.9	10.1	146	190	
	Denmark	92.2	4.5	3.3	7.8	m	96.0	4.0	113	229	
	Estonia	94.7	4.9	0.4	5.3	1.5	m	m	164	m	
	Finland	97.4	x(4)	x(4)	2.6	n	98.0	2.0	131	167	
	France	90.0	6.9	3.1	10.0	m	91.2	8.8	106	122	
	Germany	85.4	x(4)	x(4)	14.6	m	86.1	13.9	107	114	
	Greece	m	m	m	m	m	93.8	6.2	m	m	
	Hungary	m	m	m	m	m	m	m	140	m	
	Iceland	90.9	7.8	1.3	9.1	m	90.0	10.0	155	139	
	Ireland	93.8	5.5	0.6	6.2	0.3	90.5	9.5	181	113	
	Israel	78.0	16.1	5.9	22.0	2.4	79.8	20.2	121	135	
	Italy	91.4	7.0	1.6	8.6	1.3	94.3	5.7	107	167	
	Japan	66.4	21.3	12.3	33.6	m	71.0	29.0	102	127	
	Korea	59.6	29.5	10.9	40.4	3.2	59.2	40.8	175	173	
	Luxembourg	m	m	m	m	m	m	m	m	m	
	Mexico	80.8	19.0	0.2	19.2	1.1	85.3	14.7	131	182	
	Netherlands	83.6	7.3	9.1	16.4	2.0	84.1	15.9	126	131	
	New Zealand	82.4	17.5	0.1	17.6	m	m	m	121	m	
	Norway	m	m	m	m	m	m	m	139	m	
	Poland	87.1	x(4)	x(4)	12.9	m	89.0	11.0	140	167	
	Portugal	90.5	7.1	2.4	9.5	m	98.6	1.4	99	718	
	Slovak Republic	82.5	8.6	8.8	17.5	2.6	96.4	3.6	136	768	
	Slovenia	88.4	11.4	0.2	11.6	n	m	m	m	m	
	Spain	87.1	11.9	1.0	12.9	0.4	87.4	12.6	136	141	
	Sweden	97.3	n	2.7	2.7	a	97.0	3.0	122	110	
	Switzerland	m	m	m	m	m	92.1	7.9	116	145	
	Turkey	m	m	m	m	m	98.6	1.4	m	m	
	United Kingdom	69.5	19.1	11.4	30.5	20.2	85.2	14.8	109	276	
	United States	71.0	21.0	8.0	29.0	m	67.3	32.7	129	108	
	OECD average		83.5	~	~	16.5	2.6	86.3	13.7	130	198
	EU21 average		89.1	~	~	10.9	2.9	92.1	7.9	128	232
Other G20	Argentina	88.4	9.9	1.8	11.6	0.1	m	m	m	m	
	Brazil	m	m	m	m	m	m	m	197	m	
	China	m	m	m	m	m	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	m	
	Russian Federation	85.8	8.4	5.8	14.2	m	m	m	229	m	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	

1. Including subsidies attributable to payments to educational institutions received from public sources.

2. Year of reference 2007 instead of 2008.

3. Year of reference 2009 instead of 2008.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). 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 B3.2a. **Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (2000, 2008)***Distribution of public and private sources of funds for educational institutions after transfers from public sources, by year*

		Pre-primary education (for children 3 years and older)					Primary, secondary and post-secondary non-tertiary education									
														Index of change between 2000 and 2008 in expenditure on educational institutions		
		2008					2008					2000				
		Public sources	Private sources			Private: of which, subsidised	Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources <sup>1</sup>			
Household expenditure	Expenditure of other private entities		All private sources <sup>1</sup>	Household expenditure	Expenditure of other private entities			All private sources <sup>1</sup>								
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD	Australia	44.5	55.1	0.4	55.5	2.5	81.7	15.1	3.2	18.3	2.1	82.9	17.1	131	142	
	Austria	70.2	17.3	12.5	29.8	18.2	95.9	2.8	1.2	4.1	1.4	95.8	4.2	109	105	
	Belgium	96.5	3.3	0.2	3.5	0.8	95.2	4.6	0.2	4.8	1.2	94.7	5.3	125	113	
	Canada <sup>2, 3</sup>	x(6)	x(7)	x(8)	x(9)	x(6)	88.6	4.1	7.3	11.4	x(6)	92.4	7.6	117	182	
	Chile <sup>4</sup>	79.5	20.3	m	20.5	n	78.4	21.2	0.4	21.6	a	68.4	31.6	152	91	
	Czech Republic	91.1	7.4	1.6	8.9	m	90.4	7.6	2.0	9.6	n	91.7	8.3	136	158	
	Denmark <sup>3</sup>	81.2	18.8	n	18.8	m	97.6	2.4	n	2.4	n	97.8	2.2	115	126	
	Estonia	99.0	0.9	n	1.0	n	99.0	1.0	0.1	1.0	m	m	m	163	m	
	Finland	90.5	x(4)	x(4)	9.5	n	99.0	x(9)	x(9)	1.0	n	99.3	0.7	133	197	
	France	94.0	5.9	n	6.0	n	92.3	6.1	1.6	7.7	1.8	92.6	7.4	102	107	
	Germany	73.5	x(4)	x(4)	26.5	n	87.1	x(9)	x(9)	12.9	m	87.1	12.9	100	101	
	Greece	m	m	m	m	m	m	m	n	m	m	91.7	8.3	m	m	
	Hungary	m	m	m	m	m	m	m	m	m	n	m	m	139	m	
	Iceland	76.4	19.7	3.8	23.6	a	96.4	3.4	0.2	3.6	m	96.4	3.6	146	146	
	Ireland	m	m	m	m	m	97.7	2.3	m	2.3	m	96.0	4.0	200	115	
	Israel	77.8	20.5	1.6	22.2	n	93.0	4.6	2.4	7.0	1.4	94.1	5.9	126	151	
	Italy	93.3	6.7	n	6.7	n	97.1	2.9	n	2.9	n	97.8	2.2	110	147	
	Japan <sup>3</sup>	43.5	38.8	17.7	56.5	m	90.0	7.6	2.4	10.0	m	89.8	10.2	103	100	
	Korea	45.5	52.1	2.4	54.5	2.2	77.8	19.3	2.9	22.2	3.0	80.8	19.2	161	193	
	Luxembourg	98.2	1.5	0.2	1.8	n	97.4	2.0	0.6	2.6	m	m	m	m	m	
	Mexico	84.3	15.6	0.1	15.7	0.1	82.9	17.0	0.1	17.1	1.3	86.1	13.9	123	158	
	Netherlands	98.4	1.6	a	1.6	1.1	86.4	4.8	8.9	13.6	2.7	85.7	14.3	128	121	
	New Zealand	91.6	8.4	x(2)	8.4	m	85.7	14.2	0.1	14.3	m	m	m	109	m	
	Norway	83.9	16.1	m	16.1	n	m	m	m	m	m	m	m	127	m	
	Poland	85.2	14.8	m	14.8	n	94.7	5.3	m	5.3	m	95.4	4.6	128	151	
	Portugal	m	m	m	m	m	99.9	0.1	m	0.1	m	99.9	0.1	98	90	
	Slovak Republic <sup>3</sup>	82.9	13.1	4.1	17.1	0.8	84.8	7.7	7.5	15.2	1.5	97.6	2.4	135	992	
	Slovenia	77.5	22.4	0.1	22.5	n	91.7	8.1	0.2	8.3	n	m	m	m	m	
	Spain	76.7	23.3	m	23.3	n	93.1	6.9	m	6.9	a	93.0	7.0	124	121	
	Sweden	100.0	n	n	n	n	99.9	0.1	a	0.1	n	99.9	0.1	117	85	
	Switzerland	m	m	m	m	n	86.9	n	13.1	13.1	1.3	89.2	10.8	117	145	
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	United Kingdom	84.5	15.5	n	15.5	21.2	77.9	10.6	11.5	22.1	21.1	88.7	11.3	122	273	
	United States	79.8	20.2	a	20.2	a	92.0	8.0	m	8.0	m	91.6	8.4	126	120	
	OECD average		81.5	~	~	18.5	2.0	91.0	~	~	9.0	1.9	91.7	8.3	127	170
	EU21 average		87.8	~	~	12.2	1.5	93.5	~	~	6.5	1.0	94.4	5.6	128	189
Other G20	Argentina	76.3	23.7	n	23.7	0.1	91.9	8.1	n	8.1	0.1	m	m	m	m	
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	216	m	
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Russian Federation	87.7	10.0	2.3	12.3	m	96.8	1.6	1.6	3.2	m	m	m	198	m	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

1. Including subsidies attributable to payments to educational institutions received from public sources.

To calculate private funds net of subsidies, subtract public subsidies (Columns 5, 10) from private funds (Columns 4, 9).

To calculate total public funds, including public subsidies, add public subsidies (Columns 5, 10) to direct public funds (Columns 1, 6).

2. Year of reference 2007 instead of 2008.

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

4. Year of reference 2009 instead of 2008.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). 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 B3.2b. **Relative proportions of public and private expenditure on educational institutions, as a percentage, for tertiary education (2000, 2008)***Distribution of public and private sources of funds for educational institutions after transfers from public sources, by year*

		Tertiary education								
		2008					2000		Index of change between 2000 and 2008 in expenditure on educational institutions	
		Public sources	Private sources			Private: of which, subsidised	Public sources	All private sources <sup>1</sup>		
			Household expenditure	Expenditure of other private entities	All private sources <sup>1</sup>					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
OECD	Australia	44.8	39.8	15.4	55.2	0.4	49.6	50.4	121	146
	Austria	84.7	5.9	9.4	15.3	8.4	96.3	3.7	130	611
	Belgium	89.8	5.5	4.7	10.2	3.8	91.5	8.5	118	144
	Canada <sup>2, 3</sup>	58.7	19.9	21.4	41.3	m	61.0	39.0	121	133
	Chile <sup>4</sup>	14.6	79.3	6.1	85.4	7.1	19.5	80.5	112	158
	Czech Republic	79.1	9.4	11.5	20.9	m	85.4	14.6	187	289
	Denmark <sup>3</sup>	95.5	x(4)	x(4)	4.5	m	97.6	2.4	114	218
	Estonia	78.8	19.3	1.9	21.2	7.2	m	m	154	m
	Finland	95.4	x(4)	x(4)	4.6	n	97.2	2.8	124	209
	France	81.7	9.6	8.7	18.3	2.4	84.4	15.6	116	141
	Germany	85.4	x(4)	x(4)	14.6	m	88.2	11.8	117	150
	Greece	m	m	m	m	m	99.7	0.3	m	m
	Hungary	m	m	m	m	m	m	m	131	m
	Iceland	92.2	7.2	0.6	7.8	a	91.8	8.2	165	156
	Ireland	82.6	15.0	2.5	17.4	1.1	79.2	20.8	142	114
	Israel	51.3	33.7	15.0	48.7	6.2	58.5	41.5	97	130
	Italy	70.7	21.5	7.8	29.3	6.7	77.5	22.5	108	155
	Japan <sup>3</sup>	33.3	50.7	16.0	66.7	m	38.5	61.5	100	125
	Korea	22.3	52.1	25.6	77.7	2.3	23.3	76.7	155	164
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	70.1	29.5	0.4	29.9	1.1	79.4	20.6	137	225
	Netherlands	72.6	15.1	12.3	27.4	0.3	76.5	23.5	120	147
	New Zealand	70.4	29.6	m	29.6	m	m	m	156	m
	Norway	96.9	3.1	m	3.1	m	96.3	3.7	126	106
	Poland	69.6	23.7	6.7	30.4	m	66.6	33.4	202	176
	Portugal	62.1	28.3	9.6	37.9	m	92.5	7.5	98	739
	Slovak Republic <sup>3</sup>	73.1	10.5	16.4	26.9	2.0	91.2	8.8	145	557
	Slovenia	83.8	16.0	0.2	16.2	n	m	m	m	m
	Spain	78.9	17.0	4.2	21.1	1.7	74.4	25.6	144	112
	Sweden	89.1	n	10.9	10.9	a	91.3	8.7	117	151
	Switzerland	m	m	m	m	a	m	m	122	m
	Turkey	m	m	m	m	m	95.4	4.6	m	m
	United Kingdom	34.5	51.5	14.0	65.5	16.3	67.7	32.3	112	278
United States	37.4	41.2	21.5	62.6	m	31.1	68.9	141	107	
OECD average	68.9	~	~	31.1	3.3	75.1	24.9	131	217	
EU21 average	78.2	~	~	21.8	3.0	85.7	14.3	132	262	
Other G20	Argentina	81.1	9.6	9.3	18.9	0.1	m	m	m	m
	Brazil	m	m	m	m	m	m	m	148	m
	China	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m
	Russian Federation	64.3	20.1	15.6	35.7	m	m	m	328	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m

1. Including subsidies attributable to payments to educational institutions received from public sources.

To calculate private funds net of subsidies, subtract public subsidies (Column 5) from private funds (Column 4).

To calculate total public funds, including public subsidies, add public subsidies (Column 5) to direct public funds (Column 1).


2. Year of reference 2007 instead of 2008.

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

4. Year of reference 2009 instead of 2008.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). 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 B3.3. Trends in relative proportions of public expenditure<sup>1</sup> on educational institutions and index of change between 1995 and 2008 (2000 = 100), for tertiary education (1995, 2000, 2005, 2006, 2007 and 2008)**

	Share of public expenditure on educational institutions (%)						Index of change between 1995 and 2008 in public expenditure on educational institutions (2000 = 100, constant prices)					
	1995	2000	2005	2006	2007	2008	1995	2000	2005	2006	2007	2008
<b>OECD</b>												
Australia	64.6	49.6	45.2	44.3	44.3	44.8	117	100	109	111	118	121
Austria	96.1	96.3	92.9	84.5	85.4	84.7	96	100	129	122	130	130
Belgium	m	91.5	90.6	90.6	90.3	89.8	m	100	101	108	109	118
Canada <sup>2</sup>	56.6	61.0	53.4	56.6	58.7	m	69	100	108	119	121	m
Chile <sup>3</sup>	25.1	19.5	15.9	16.1	14.4	14.6	78	100	104	98	100	112
Czech Republic	71.5	85.4	81.2	82.1	83.8	79.1	86	100	147	182	203	187
Denmark <sup>2</sup>	99.4	97.6	96.7	96.4	96.5	95.5	93	100	115	115	121	114
Estonia	m	m	69.9	73.1	77.1	78.8	69	100	113	120	156	154
Finland	97.8	97.2	96.1	95.5	95.7	95.4	90	100	115	117	118	124
France	85.3	84.4	83.6	83.7	84.5	81.7	93	100	106	109	115	116
Germany	89.2	88.2	85.3	85.0	84.7	85.4	96	100	102	102	105	117
Greece <sup>2</sup>	m	99.7	96.7	m	m	m	63	100	229	m	m	m
Hungary	80.3	76.7	78.5	77.9	m	m	78	100	125	131	131	131
Iceland <sup>2</sup>	m	91.8	90.5	90.2	91.0	92.2	m	100	142	137	152	165
Ireland	69.7	79.2	84.0	85.1	85.4	82.6	49	100	108	118	126	142
Israel	62.5	58.5	53.1	52.6	51.6	51.3	75	100	89	93	102	97
Italy	82.9	77.5	73.2	72.2	69.9	70.7	85	100	100	103	100	108
Japan <sup>2</sup>	35.1	38.5	33.7	32.2	32.5	33.3	80	100	93	95	97	100
Korea	m	23.3	24.3	23.1	20.7	22.3	m	100	132	139	134	155
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	77.4	79.4	69.0	67.9	71.4	70.1	75	100	119	117	134	137
Netherlands	79.4	76.5	73.3	73.4	72.4	72.6	99	100	111	111	115	120
New Zealand	m	m	59.7	63.0	65.7	70.4	104	100	119	129	140	156
Norway	93.7	96.3	m	97.0	97.0	96.9	93	100	121	120	123	126
Poland	m	66.6	74.0	70.4	71.5	69.6	89	100	193	166	172	202
Portugal	96.5	92.5	68.1	66.7	70.0	62.1	77	100	102	103	126	98
Slovak Republic <sup>2</sup>	95.4	91.2	77.3	82.1	76.2	73.1	86	100	127	152	138	145
Slovenia	m	m	76.5	76.9	77.2	83.8	m	m	m	m	m	m
Spain	74.4	74.4	77.9	78.2	79.0	78.9	72	100	119	125	134	144
Sweden	93.6	91.3	88.2	89.1	89.3	89.1	84	100	111	114	114	117
Switzerland	m	m	m	m	m	m	74	100	133	135	127	122
Turkey	96.3	95.4	m	m	m	m	55	100	m	137	m	m
United Kingdom	80.0	67.7	m	m	35.8	34.5	115	100	m	m	115	112
United States	37.4	31.1	34.7	34.0	31.6	37.4	85	100	132	133	137	141
OECD average	76.7	75.1	70.5	70.3	69.1	69.3	84	100	122	122	127	131
OECD average for countries with data available for all reference years	73.7	72.7	68.4	67.9	67.9	67.0	84	100	118	121	128	130
EU21 average for countries with data available for all reference years	86.8	87.0	82.7	82.4	82.3	80.4	83	100	121	126	133	136
<b>Other G20</b>												
Argentina	m	m	m	m	m	81.1	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	78	100	118	124	126	148
China	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	58.3	64.3	m	100	225	259	317	328
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m

1. Excluding international funds in public and total expenditure on educational institutions.

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.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). 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 B3.4. **Annual public expenditure on educational institutions per student, by type of institution (2008)**  
*In equivalent USD converted using PPPs for GDP, by level of education and type of institution*

	Pre-primary education			Primary, secondary and post-secondary non-tertiary education			Tertiary education				Total all levels of education		
	Public institutions	Private institutions	Total public and private	Public institutions	Private institutions	Total public and private	Public institutions	Private institutions	Total public and private	of which: R&D activities	Public institutions	Private institutions	Total public and private
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<b>OECD</b>													
Australia	x(3)	x(3)	<b>2 848</b>	7 171	4 719	<b>6 393</b>	7 337	750	<b>7 036</b>	4 521	x(13)	x(13)	<b>6 471</b>
Austria	x(3)	x(3)	<b>5 271</b>	x(6)	x(6)	<b>10 548</b>	x(9)	x(9)	<b>12 736</b>	4 566	x(13)	x(13)	<b>10 200</b>
Belgium	5 973	5 131	<b>5 531</b>	10 253	8 543	<b>9 237</b>	14 441	12 139	<b>13 127</b>	4 236	10 537	8 608	<b>9 419</b>
Canada <sup>1</sup>	x(4)	m	<b>m</b>	7 743	m	<b>m</b>	13 043	m	<b>m</b>	m	8 936	m	<b>m</b>
Chile <sup>2</sup>	6 191	2 100	<b>3 687</b>	3 233	1 840	<b>2 436</b>	2 426	493	<b>885</b>	351	3 408	1 527	<b>2 244</b>
Czech republic	3 817	3 138	<b>3 807</b>	4 865	3 034	<b>4 736</b>	7 330	531	<b>6 451</b>	1 311	5 255	2 251	<b>5 035</b>
Denmark	5 520	1 991	<b>5 180</b>	10 756	6 382	<b>10 183</b>	16 551	a	<b>16 460</b>	x(9)	11 019	5 577	<b>10 446</b>
Estonia	3 219	1 291	<b>3 162</b>	6 009	5 320	<b>5 988</b>	7 842	3 506	<b>4 207</b>	x(9)	5 571	3 624	<b>5 167</b>
Finland	4 946	3 562	<b>4 828</b>	8 000	7 823	<b>7 988</b>	14 958	13 108	<b>14 698</b>	4 761	8 756	8 810	<b>8 760</b>
France	5 758	3 230	<b>5 443</b>	8 617	5 071	<b>7 917</b>	12 943	3 956	<b>11 469</b>	3 967	8 748	4 698	<b>8 019</b>
Germany	6 023	4 526	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Greece	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Hungary	x(3)	x(3)	<b>4 438</b>	x(3)	x(3)	<b>4 379</b>	5 425	4 877	<b>5 341</b>	1 045	4 801	4 833	<b>4 804</b>
Iceland	8 204	3 624	<b>7 705</b>	9 544	5 392	<b>9 391</b>	10 383	6 515	<b>9 612</b>	x(9)	10 050	5 544	<b>9 722</b>
Ireland	m	m	<b>m</b>	8 766	m	<b>m</b>	13 328	m	<b>m</b>	3 871	9 486	m	<b>m</b>
Israel	3 842	1 984	<b>3 280</b>	5 248	5 780	<b>5 381</b>	x(9)	x(9)	<b>5 925</b>	m	5 388	5 017	<b>5 251</b>
Italy <sup>3</sup>	8 074	890	<b>5 812</b>	9 005	2 249	<b>8 581</b>	6 941	2 457	<b>6 619</b>	3 379	8 513	1 651	<b>7 815</b>
Japan	x(3)	x(3)	<b>2 319</b>	x(6)	x(6)	<b>7 569</b>	x(9)	x(9)	<b>5 576</b>	x(9)	x(13)	x(13)	<b>7 118</b>
Korea	6 363	795	<b>2 030</b>	5 668	4 811	<b>5 520</b>	6 749	968	<b>2 252</b>	823	6 883	2 181	<b>5 119</b>
Luxembourg	13 800	2 924	<b>12 979</b>	17 465	6 481	<b>15 999</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Mexico	2 368	2	<b>2 016</b>	2 130	7	<b>1 893</b>	7 885	a	<b>5 263</b>	1 205	2 597	5	<b>2 249</b>
Netherlands <sup>4</sup>	6 788	n	<b>6 760</b>	8 149	n	<b>7 936</b>	13 400	n	<b>11 996</b>	4 872	8 801	n	<b>8 477</b>
New Zealand	x(3)	x(3)	<b>6 808</b>	5 842	2 519	<b>5 567</b>	8 273	1 371	<b>7 409</b>	1 711	6 378	3 685	<b>5 963</b>
Norway	6 448	4 374	<b>5 516</b>	12 096	11 527	<b>12 070</b>	20 617	3 978	<b>18 353</b>	6 529	13 083	9 358	<b>12 663</b>
Poland	x(3)	x(3)	<b>4 396</b>	x(6)	x(6)	<b>4 184</b>	x(9)	x(9)	<b>4 083</b>	634	x(13)	x(13)	<b>4 186</b>
Portugal	5 248	1 850	<b>3 644</b>	6 326	3 505	<b>5 948</b>	7 397	168	<b>5 633</b>	3 108	6 535	2 226	<b>5 681</b>
Slovak Republic	3 305	2 359	<b>3 276</b>	3 366	3 278	<b>3 359</b>	4 597	m	<b>4 597</b>	787	3 693	3 222	<b>3 663</b>
Slovenia	6 309	1 840	<b>6 217</b>	7 740	5 029	<b>7 709</b>	7 382	2 600	<b>7 078</b>	1 293	7 496	3 333	<b>7 400</b>
Spain	7 615	2 231	<b>5 674</b>	9 805	3 445	<b>7 816</b>	11 909	1 118	<b>10 404</b>	2 881	9 833	2 975	<b>7 816</b>
Sweden	6 629	5 900	<b>6 519</b>	9 468	9 944	<b>9 517</b>	17 868	12 483	<b>17 340</b>	7 940	10 117	9 307	<b>10 027</b>
Switzerland	4 911	m	<b>m</b>	11 422	m	<b>m</b>	21 648	m	<b>m</b>	m	12 327	m	<b>m</b>
Turkey	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
United Kingdom	7 905	1 058	<b>6 015</b>	8 308	2 362	<b>7 141</b>	a	5 077	<b>5 077</b>	5 050	8 279	3 461	<b>6 789</b>
United States	11 499	2 104	<b>8 295</b>	12 001	675	<b>10 523</b>	13 448	3 408	<b>10 577</b>	x(9)	12 209	1 738	<b>10 357</b>
OECD average	6 281	2 474	<b>5 123</b>	8 111	4 572	<b>7 354</b>	10 543	3 614	<b>8 526</b>	3 129	8 027	4 071	<b>7 069</b>
EU21 average	6 474	2 586	<b>5 597</b>	8 802	4 959	<b>7 908</b>	10 332	4 730	<b>9 429</b>	3 493	8 146	4 452	<b>7 417</b>
<b>Other G20</b>													
Argentina	2 213	734	<b>1 743</b>	2 966	1 185	<b>2 508</b>	3 943	345	<b>2 883</b>	m	3 029	1 037	<b>2 511</b>
Brazil	1 726	m	<b>m</b>	2 098	m	<b>m</b>	11 610	m	<b>m</b>	619	2 343	m	<b>m</b>
China	m	m	<b>m</b>	m	m	<b>m</b>	4 550	m	<b>m</b>	m	m	m	<b>m</b>
India	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Indonesia	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
Russian Federation	m	m	<b>m</b>	3 942	m	<b>m</b>	4 334	m	<b>m</b>	m	5 634	m	<b>m</b>
Saudi Arabia	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
South Africa	m	m	<b>m</b>	m	m	<b>m</b>	m	m	<b>m</b>	m	m	m	<b>m</b>
G20 average	5 025	m	<b>m</b>	m	m	<b>m</b>	8 738	m	<b>m</b>	m	m	m	<b>m</b>

1. Year of reference 2007.


2. Year of reference 2009.

3. Exclude post-secondary non-tertiary education.

4. Government-dependent private institutions are included with public institutions.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). China: China Educational Finance Statistical Yearbook 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.

StatLink  <http://dx.doi.org/10.1787/888932463916>





From:

## Education at a Glance 2011

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2011-en>

### Please cite this chapter as:

OECD (2011), “How much public and private investment in education is there?”, in *Education at a Glance 2011: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2011-18-en>

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