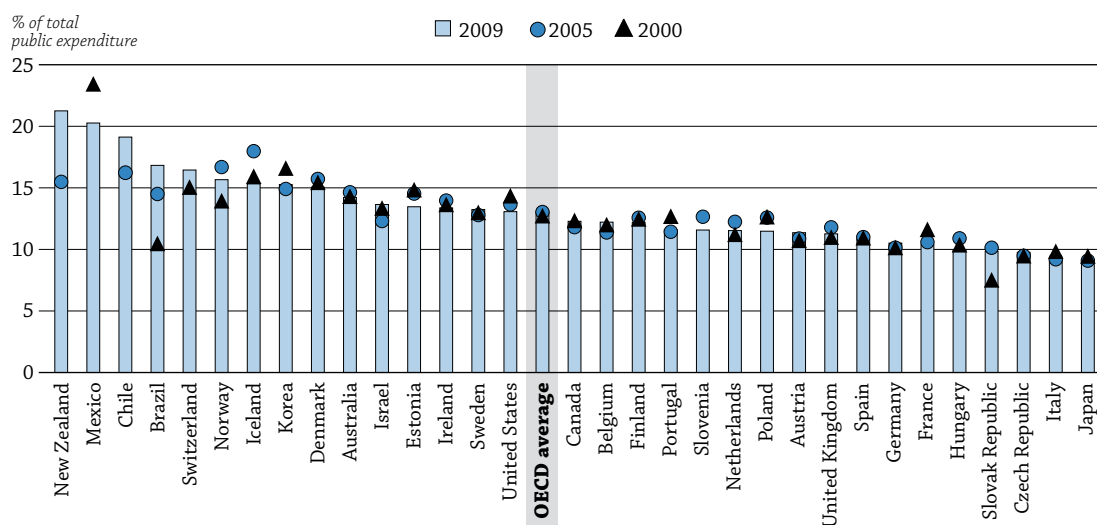


WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?

- Education accounts for 13% of total public spending, on average in OECD countries, ranging from less than 10% in the Czech Republic, Italy, Japan and the Slovak Republic, to more than 19% in Chile, Mexico and New Zealand.
- The proportion of public expenditure devoted to education increased slightly between 1995 and 2009 in most countries with available data for all years. Among these countries, it increased by 0.5 percentage point on average during this period.
- However, during the period 2005-09, the proportion of public expenditure devoted to education decreased for most countries. The beginning of the economic crisis in 2008, which put more pressure on public budgets, may be related to decreases in the later years.

Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (2000, 2005, 2009)



Countries are ranked in descending order of total public expenditure on education at all levels as a percentage of total public expenditure in 2009.

Source: OECD. Table B4.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662713>

How to read this chart

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

Context

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

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

to education for members of society. However, the economic crisis has put pressure on public budgets to the extent that fewer public resources may be allocated to education. This, in turn, may affect access to or the outcomes of education. On the other hand, the demand for education and training from people who are not in work may increase, requiring more spending on education.

■ Other findings

- Most OECD countries **spend more than twice as much on primary, secondary and post-secondary non-tertiary education than on tertiary education.**
- **Public funding is more decentralised at the primary, secondary and post-secondary non-tertiary level than at the tertiary level.** On average, more than 50% of the initial public funds for these levels of education comes from the central government in OECD countries.
- **Some 85% of public funding for tertiary education comes from the central government,** before transfers of public funds from central to regional and local levels of government are taken into account.
- **At the primary, secondary and post-secondary non-tertiary level of education, only one country had an entirely centralised public funding system** (New Zealand), while six countries (Chile, Iceland, the Netherlands, New Zealand, Norway and the United Kingdom) have an entirely centralised funding system for tertiary education.

■ Trends

Over the past 15 years (1995-2009), the percentage of total public expenditure devoted to education (all levels of education combined) increased slightly in two-thirds of countries with available data, with an increase of 0.5 percentage point, on average. Nevertheless, the evolution is different when looking at data from 2005 to 2009. During this period, public expenditure on education as a percentage of total public expenditure decreased in just under two-thirds of countries with available data. The decrease was especially substantial in Estonia, Iceland, Mexico, Norway, Poland and Slovenia (1 percentage point or more).

Similar changes occurred for public expenditure on education as a percentage of GDP over the 1995-2009 period. However, between 2005 and 2009, the variations are different. Whereas the share of public expenditure devoted to education decreased in most countries between 2005 and 2009, expenditure on education as a percentage of GDP increased in almost all countries during this period. On average in OECD countries with available data on both years, it increased by nearly 0.4 percentage point.

Analysis

B4

Overall level of public resources invested in education

In 2009, total public expenditure on education as a percentage of total public expenditure averaged 13.0% in OECD countries and ranged from below 10% in the Czech Republic (9.8%), Italy (9.0%), Japan (8.9%) and the Slovak Republic (9.8%) to above 19% in Chile (19.1%), Mexico (20.3%) and New Zealand (21.2%) (Chart B4.1 and Table B4.1).

In most countries, about two-thirds of total public expenditure on education is devoted to primary, secondary and post-secondary non-tertiary education, both as a percentage of total public expenditure and as a percentage of GDP. This is primarily explained by the near-universal enrolment rates at these levels of education (see Indicator C2) and the demographic structure of the population.

Pre-primary education accounts for 8% of public expenditure on education, on average in OECD countries. The percentage of public expenditure devoted to the pre-primary level differs greatly among countries. It ranges from below 5% in Australia (1.1%), Ireland (0.8%), Japan (2.7%), Korea (2.2%), Norway (4.8%) and Switzerland (3.7%) to over 13% in Chile (13.4%), Hungary (14.0%) and Spain (14.4%). This diversity is mainly explained by the differences among countries in enrolment rates (see Indicator C2).

Public expenditure devoted to the tertiary level amounts to 23.5% of total public expenditure on education, on average in OECD countries. In OECD and G20 countries, the percentages range from below 15% in the United Kingdom (14.4%) to over 30% in Canada (38.0%), Finland (31.7%) and Norway (30.4%).

When public expenditure on education is considered as a proportion of total public spending, the relative sizes of public budgets must be taken into account. Indeed, the picture is different when looking at total public expenditure on education as a percentage of gross domestic product for all levels of education combined, compared with the picture described above on the total public expenditure on education as a percentage of total public expenditure. While OECD countries like the Czech Republic, Italy, Japan and the Slovak Republic are still among those with the lowest rates of public expenditure on education related to GDP in 2009 (4.4%, 4.7%, 3.8% and 4.1%, respectively), other countries are also below 5%, namely Chile (4.5%), India (3.5%), Indonesia (3.0%), the Russian Federation (4.7%) and South Africa (4.8%). At the other end of the spectrum, only Denmark spends more than 8% of its GDP on education (8.7%). This rate is well above the OECD average of 5.8%.

Despite what one might think, the countries with the highest total public expenditure on education as a percentage of total public expenditure – namely Brazil, Chile, Mexico, New Zealand and Switzerland (Chart B4.1) – are at the bottom end in terms of total public expenditure on all services as a percentage of GDP (Chart B4.2).

When looking at total public expenditure on all services (e.g. health, social security, environment), and not simply public expenditure on education, as a proportion of GDP, rates differ greatly among countries. In 2009, around one-third of the countries reported this proportion of total public expenditure on all services in relation to GDP as greater than 50%, and in four of them the percentage was above 55% (58.0% in Denmark, 55.6% in Finland and 56.7% in France and 55.1% in Sweden). At the other extreme, this proportion represents less than 30% of GDP in Chile (23.4%) and Mexico (26.2%) (Chart B4.2). Despite what one might think, countries with larger total public expenditure on all services are not the ones with the higher rates of total public expenditure on education as a percentage of total public expenditure. Only Denmark and Iceland are simultaneously among the top ten countries for public spending on public services overall and among the top ten countries in terms of public spending on education (Charts B4.1 and B4.2).

Changes in public expenditure in education between 1995 and 2009

Over the past 15 years (1995-2009), public expenditure on education (all levels combined) as a percentage of total public expenditure has increased slightly in two-thirds of countries with available data for both 1995 and 2009 (on average, by 0.5 percentage point in these countries). Nevertheless, spending patterns differ among

countries. In Brazil, Denmark, the Netherlands, New Zealand, Sweden and Switzerland, there have been increases of more than two percentage points, while in others, there have been large decreases (for instance, 1.9 percentage point in Mexico) (Table B4.3).

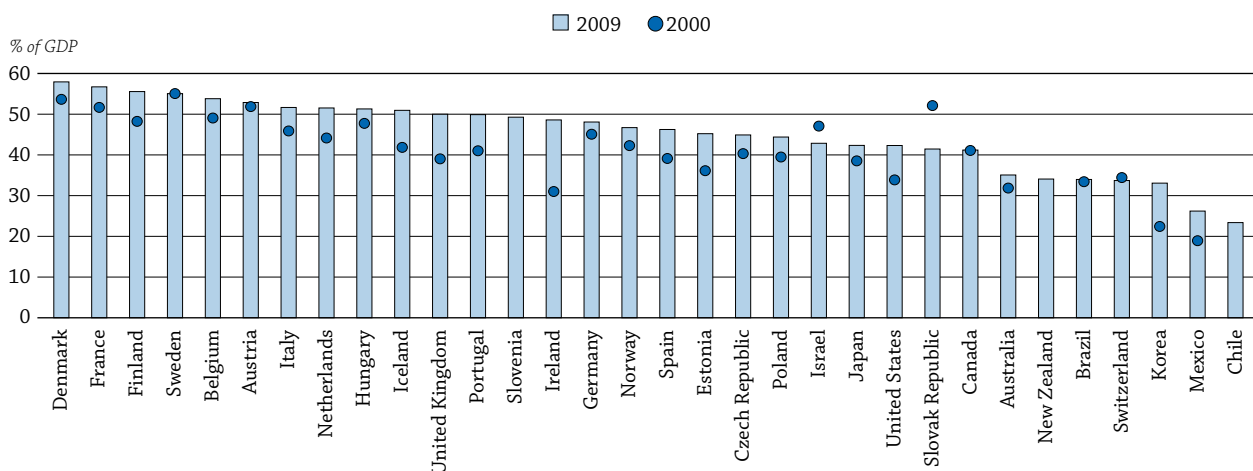
In addition, spending patterns changed considerably between 2005 to 2009. During this five-year period, public expenditure on education as a percentage of total public expenditure decreased in less than two-thirds of countries with available data (19 out of 32 countries). The largest changes were seen in Mexico (a decrease of 3.1 percentage points) and New Zealand (an increase of 5.8 percentage points). These variations observed between 2005 and 2009 are likely linked to the first effects of the global economic crisis, which began in 2008. The crisis put more pressure on overall public budgets, requiring governments to prioritise allocations among education and other key public sectors, such as health and social security.

Between 1995 and 2009, the evolution of public expenditure on education as a percentage of GDP is similar to the evolution of public expenditure on education as a percentage of total public expenditure. Relative to GDP, public expenditure on education increased by more than one percentage point in Brazil, Denmark, Ireland, Mexico and New Zealand, and decreased by more than one percentage point in Canada.

Comparing 2009 with 2005, public expenditure on education as a percentage of GDP increased in all countries except Hungary, Poland, Slovenia and Switzerland. On average in OECD countries with available data for all years, the increase was 0.4 percentage point. Nevertheless, these figures should be interpreted with caution as the GDP in this five-year period was stable or even decreased in some countries. This means that expenditure on education relative to GDP might have increased not only because of an increase in the expenditure on education, but also because of a decrease in GDP in many countries (see Box B2.1 in Indicator B2).

Many countries reported great changes in the level of total public expenditure on all services as a percentage of GDP between 2000 and 2009. This share increased in most countries, except three where it decreased: Israel (by 4.2 percentage points), the Slovak Republic (by 10.7 percentage points), and Switzerland (by 0.7 percentage points) (Chart B4.2). Increases in the other countries ranged from 1 percentage point or below in Austria, Brazil, Canada and Sweden to 17 percentage points in Ireland.

Chart B4.2. Total public expenditure on all services as a percentage of GDP (2000, 2009)



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

Countries are ranked in descending order of total public expenditure as a percentage of GDP in 2009.

Source: OECD, Annex 2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

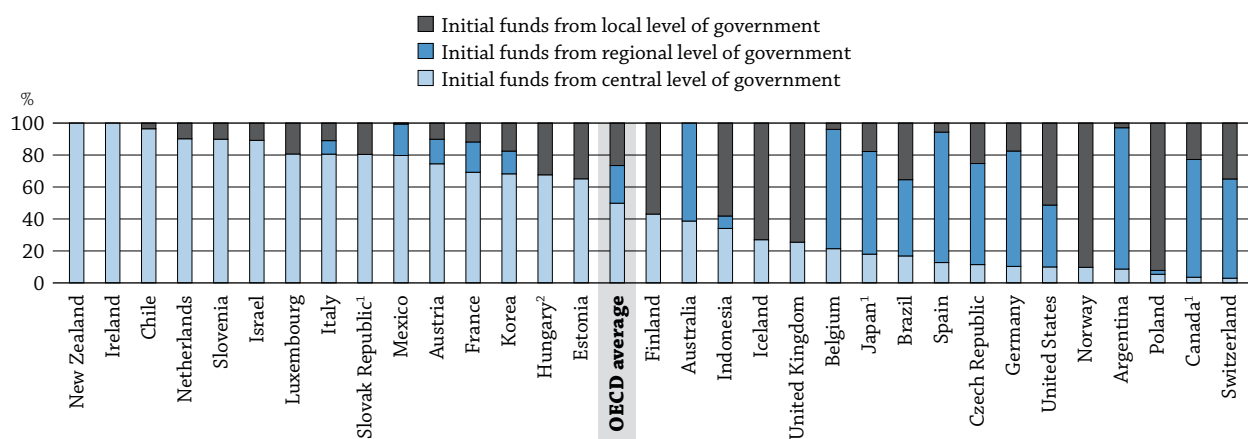
StatLink <http://dx.doi.org/10.1787/888932662732>

Sources of public funding invested in education

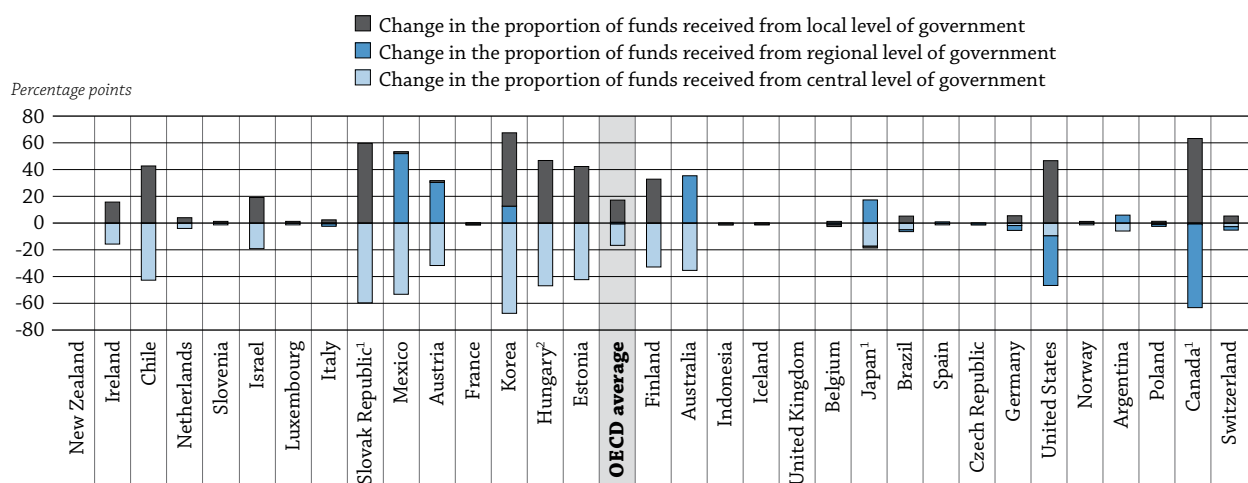
All government sources (apart from international sources) for expenditure on education are classified in three different levels of government: central, regional and local. In some countries the funding of education is centralised while in others, the funding can become very decentralised after transfers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

In recent years, many schools have become more autonomous and decentralised organisations and have become more accountable to students, parents and the public at large for their outcomes. PISA results suggest that when autonomy and accountability are intelligently combined, they tend to be associated with better student performance.

Chart B4.3. Distribution (in percentage) of initial sources of public funds for education, by level of government in primary, secondary and post-secondary non-tertiary education (2009)



Change (in percentage points) in the proportion of educational funds received from the different levels of government between initial and final purchasers of educational resources, at primary, secondary and post-secondary non-tertiary level (2009)



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

2. Funds from local level includes funds from regional level of government.

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

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table B4.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932662751>

Public funding is more centralised at the tertiary level than at lower levels of education. In 2009, 50.7% of public funds for primary, secondary and post-secondary non-tertiary education combined before transfers came from the central government, on average in OECD countries, compared with 84.5% for tertiary education (Tables B4.2 and B4.4, available on line).

For primary, secondary and post-secondary non-tertiary education combined, the share of initial public funds from the central government differed greatly among countries. Five countries reported a share below 10%, namely Argentina (8.7%), Canada (3.5%), Norway (9.7%), Poland (5.4%) and Switzerland (2.9%). At the other extreme, more than 90% of initial public funds came from the central government in Chile and the Netherlands (96.4% and 90.1%, respectively), and public funds come nearly exclusively from the central government in Ireland and New Zealand. Nevertheless, this picture changes dramatically when transfers between levels of government are taken into account. After these transfers, less than 5% of public funds came from central sources in Argentina (2.7%), Canada (2.8%), Poland (4.2%) and Switzerland (0.2%), but this was also the case in four other countries: Australia (3.3%), Japan (0.7%), Korea (0.7%) and the United States (0.4%). Only New Zealand still has an entirely centralised funding system (Chart B4.3 and Table B4.2).

The transfers of funds from central to regional and local levels of government at the primary, secondary and post-secondary non-tertiary levels combined are larger than at the tertiary level, on average in OECD countries, extending the scope of decentralisation at these levels of education. At the primary, secondary and post-secondary non-tertiary levels combined, on average in OECD countries, nearly 44% of public funds came from local sources after transfers, compared with 27% before transfers. At the tertiary level, public funds from local sources represented less than 3% of the funds before and after transfers, on average in OECD countries (Table B4.4, available on line).

At the primary, secondary and post-secondary non-tertiary levels combined, the extent of transfers from central to lower sources of public funds vary largely between countries, but represent more than 40 percentage points in Chile, Estonia, Hungary, Korea, Mexico and the Slovak Republic. Transfers from regional to local sources of public funds exceed 35 percentage points in Canada and the United States.

At the tertiary level of education, the proportions of public funds coming from the central government are relatively high, both before and after transfers between levels of government. Shares of public funds from central government are the lowest in Belgium (26.0% and 24.7%, before and after transfers, respectively), Germany (24.1% and 19.2%) and Spain (15.8% and 15.5%). At the other extreme, in nine countries these shares reach nearly 100% both before and after transfers: Chile, Estonia (99.7% after transfers), Iceland, the Netherlands, New Zealand, Norway, Portugal, the Slovak Republic and the United Kingdom (Table B4.4, available on line).

Definitions

Public expenditure on education covers expenditure on educational institutions and support for students' living costs and for other private expenditure outside institutions. It includes expenditure by all public entities, including ministries other than ministries of education, local and regional governments, and other public agencies. OECD countries differ in the ways in which they use public money for education. Public funds may flow directly to institutions or may be channelled to institutions via government programmes or via households. They may also be restricted to the purchase of educational services or be used to support student living costs.

All government sources (apart from international sources) for expenditure on education can be classified into three levels: central (national) government, regional government (province, state, *Land*, etc.), local government (municipality, district, commune, etc.). The terms “regional” and “local” apply to governments whose responsibilities are exercised within certain geographical subdivisions of a country. They do not apply to government bodies whose roles are not geographically circumscribed but are defined in terms of responsibility for particular services, functions, or categories of students.

Total public expenditure, also referred to as total public spending, corresponds to the non-repayable current and capital expenditure of all levels of government: central, regional and local. It includes direct public expenditure on educational institutions as well as public support to households (e.g. scholarships and loans to students for tuition fees and student living costs) and to other private entities for education (e.g. subsidies to companies or labour organisations that operate apprenticeship programmes).

Methodology

Reference year: Data refer to the financial year 2009 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details see Annex 3 at www.oecd.org/edu/eag2012).

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

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

Though expenditure on debt servicing (e.g. interest payments) is included in total public expenditure, it is excluded from public expenditure on education. The reason is that some countries cannot separate interest payments for education from those for other services. This means that public expenditure on education as a percentage of total public expenditure may be underestimated in countries in which interest payments represent a large proportion of total public expenditure on all services.


OECD total: The OECD total reflects the value of the indicator if the OECD region is considered as a whole (see the Reader's Guide at the beginning of this book 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

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

- *Table B4.4. Sources of public educational funds, before and after transfers, by level of government, for tertiary education (2009)*

StatLink  <http://dx.doi.org/10.1787/888932666361>

- *Table B4.5. Distribution of total public expenditure on education (2009)*


StatLink  <http://dx.doi.org/10.1787/888932666380>

Table B4.1. **Total public expenditure on education (2009)**

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

		Public expenditure ¹ on education as a percentage of total public expenditure				Public expenditure ¹ on education as a percentage of GDP				
		Pre-primary education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education combined	Pre-primary education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education combined	
										(1)
OECD	Australia	0.2	10.8	3.1	14.2	0.1	3.8	1.1	5.0	
	Austria	1.0	7.3	3.0	11.4	0.6	3.9	1.6	6.0	
	Belgium	1.1	8.1	2.7	12.2	0.6	4.3	1.5	6.6	
	Canada ^{2, 3}	x(2)	8.3	4.7	12.3	x(6)	3.2	1.8	5.1	
	Chile ⁴	2.6	12.3	4.3	19.1	0.6	2.9	1.0	4.5	
	Czech Republic	1.1	6.2	2.3	9.8	0.5	2.8	1.0	4.4	
	Denmark ³	1.7	8.7	4.2	15.1	1.0	5.1	2.4	8.7	
	Estonia	1.1	9.4	3.0	13.5	0.5	4.2	1.3	6.1	
	Finland	0.7	7.6	3.9	12.2	0.4	4.2	2.2	6.8	
	France	1.2	6.8	2.4	10.4	0.7	3.9	1.3	5.9	
	Germany	0.9	6.6	2.8	10.5	0.4	3.2	1.3	5.1	
	Greece	m	m	m	m	m	m	m	m	
	Hungary	1.4	6.0	2.2	10.0	0.7	3.1	1.1	5.1	
	Iceland	1.5	9.9	3.1	15.3	0.8	5.0	1.6	7.8	
	Ireland	0.1	10.1	3.2	13.4	0.1	4.9	1.5	6.5	
	Israel	1.6	8.9	2.4	13.6	0.7	3.8	1.0	5.8	
	Italy	0.9	6.5	1.7	9.0	0.5	3.3	0.9	4.7	
	Japan ³	0.2	6.4	1.8	8.9	0.1	2.7	0.8	3.8	
	Korea	0.3	10.8	2.6	15.3	0.1	3.6	0.9	5.0	
	Luxembourg	1.4	7.5	m	m	0.6	3.2	m	m	
	Mexico	2.0	13.5	4.1	20.3	0.5	3.5	1.1	5.3	
	Netherlands	0.8	7.6	3.2	11.5	0.4	3.9	1.6	5.9	
	New Zealand	1.4	14.1	5.7	21.2	0.5	4.8	1.9	7.2	
	Norway	0.7	9.6	4.8	15.7	0.3	4.5	2.2	7.3	
	Poland	1.2	7.9	2.4	11.5	0.5	3.5	1.1	5.1	
	Portugal	0.8	8.3	2.2	11.6	0.4	4.2	1.1	5.8	
	Slovak Republic ³	1.0	6.4	1.9	9.8	0.4	2.7	0.8	4.1	
	Slovenia	1.1	7.6	2.8	11.6	0.6	3.8	1.4	5.7	
	Spain	1.6	6.8	2.5	10.8	0.7	3.1	1.1	5.0	
	Sweden	1.3	8.2	3.7	13.2	0.7	4.5	2.0	7.3	
	Switzerland	0.6	11.4	4.1	16.4	0.2	3.8	1.4	5.5	
	Turkey	m	m	m	m	m	m	m	m	
	United Kingdom	0.6	9.0	1.6	11.3	0.3	4.5	0.8	5.6	
	United States	0.8	9.3	3.0	13.1	0.3	3.9	1.3	5.5	
	OECD average		1.1	8.7	3.1	13.0	0.6	3.8	1.4	5.8
	EU21 average		1.1	7.6	2.7	11.5	0.6	3.8	1.4	5.8
Other G20	Argentina	m	m	m	m	0.5	4.4	1.1	6.0	
	Brazil	1.2	13.0	2.7	16.8	0.4	4.4	0.9	5.7	
	China	m	m	m	m	m	m	m	m	
	India	m	m	m	m	n	2.2	1.3	3.5	
	Indonesia ⁴	m	m	m	m	n	2.1	0.5	3.0	
	Russian Federation	m	m	m	m	0.7	2.3	1.2	4.7	
	Saudi Arabia ⁴	m	m	m	m	m	m	2.3	m	
	South Africa	m	m	m	m	n	3.9	0.7	4.8	
	G20 average		m	m	m	m	0.6	3.4	1.5	5.0

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

2. Year of reference 2008 instead of 2009.

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

4. Year of reference 2010 instead of 2009.

Source: OECD. Argentina, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932666304>

Table B4.2. Sources of public educational funds, before and after transfers, by level of government for primary, secondary and post-secondary non-tertiary education (2009)

		Initial funds (before transfers between levels of government)				Final funds (after transfers between levels of government)			
		Central	Regional	Local	Total	Central	Regional	Local	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	Australia	38.7	61.3	m	100.0	3.3	96.7	m	100.0
	Austria	74.5	15.4	10.2	100.0	42.7	46.7	10.5	100.0
	Belgium	21.4	74.6	4.0	100.0	22.6	73.4	4.0	100.0
	Canada ^{1, 2}	3.5	73.7	22.8	100.0	2.8	11.1	86.1	100.0
	Chile ³	96.4	a	3.6	100.0	53.7	a	46.3	100.0
	Czech Republic	11.4	63.2	25.3	100.0	11.4	63.3	25.3	100.0
	Denmark ²	m	m	m	100.0	39.7	n	60.3	100.0
	Estonia	65.1	a	34.9	100.0	22.8	a	77.2	100.0
	Finland	43.0	a	57.0	100.0	10.2	a	89.8	100.0
	France	69.2	19.0	11.9	100.0	69.0	19.0	12.0	100.0
	Germany	10.3	72.2	17.5	100.0	8.5	68.5	23.0	100.0
	Greece	m	m	m	m	m	m	m	m
	Hungary	67.6	x(3)	32.4	100.0	20.8	x(7)	79.2	100.0
	Iceland	27.0	a	73.0	100.0	26.8	a	73.2	100.0
	Ireland	100.0	a	n	100.0	84.3	a	15.7	100.0
	Israel	89.2	a	10.8	100.0	70.0	a	30.0	100.0
	Italy	80.5	8.5	11.0	100.0	79.9	6.7	13.4	100.0
	Japan ²	18.0	64.2	17.8	100.0	0.7	81.5	17.8	100.0
	Korea	68.2	14.2	17.6	100.0	0.7	26.9	72.4	100.0
	Luxembourg	80.6	a	19.4	100.0	79.3	a	20.7	100.0
	Mexico	79.7	20.1	0.2	100.0	26.4	73.4	0.2	100.0
	Netherlands	90.1	n	9.9	100.0	86.1	n	13.9	100.0
	New Zealand	100.0	n	n	100.0	100.0	n	n	100.0
	Norway	9.7	n	90.3	100.0	8.5	n	91.5	100.0
	Poland	5.4	2.4	92.2	100.0	4.2	2.2	93.5	100.0
	Portugal	m	m	m	m	m	m	m	m
	Slovak Republic ²	80.4	a	19.6	100.0	20.7	a	79.3	100.0
	Slovenia	89.9	a	10.1	100.0	88.6	a	11.4	100.0
	Spain	12.7	81.6	5.7	100.0	11.8	82.5	5.7	100.0
	Sweden	m	m	m	m	m	m	m	m
	Switzerland	2.9	62.1	35.0	100.0	0.2	59.5	40.3	100.0
	Turkey	m	m	m	m	m	m	m	m
	United Kingdom	25.4	a	74.6	100.0	25.4	a	74.6	100.0
	United States	10.0	38.7	51.3	100.0	0.4	1.6	98.0	100.0
	OECD average	50.7	24.0	27.1	100.0	34.1	24.6	43.6	100.0
	EU21 average	54.6	21.1	25.6	100.0	40.4	21.3	39.4	100.0
Other G20	Argentina	8.7	88.4	3.0	100.0	2.7	94.3	3.0	100.0
	Brazil	16.8	47.7	35.5	100.0	11.8	47.5	40.7	100.0
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia ³	34.1	7.8	58.2	100.0	34.1	7.8	58.2	100.0
	Russian Federation	m	m	m	m	3.3	30.9	65.9	100.0
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
G20 average		m	m	m	m	m	m	m	m

1. Year of reference 2008.

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

3. Year of reference 2010.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932666323>

Table B4.3. Total public expenditure on education (1995, 2000, 2005, 2009)

Direct public expenditure on educational institutions plus public subsidies to households¹ and other private entities, as a percentage of total public expenditure and as a percentage of GDP, for all levels of education combined by year

	Public expenditure ¹ on education as a percentage of total public expenditure				Public expenditure ¹ on education as a percentage of GDP			
	1995	2000	2005	2009	1995	2000	2005	2009
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	13.8	14.3	14.6	14.2	4.8	4.6	4.5	5.0
Austria	10.8	10.7	10.9	11.4	6.1	5.6	5.4	6.0
Belgium	m	12.0	11.4	12.2	m	5.9	5.9	6.6
Canada ^{2, 3}	12.7	12.4	11.8	12.3	6.2	5.1	5.1	5.1
Chile ⁴	m	m	16.2	19.1	m	m	3.2	4.5
Czech Republic	8.7	9.5	9.5	9.8	4.5	3.8	4.1	4.4
Denmark ³	12.3	15.4	15.7	15.1	7.3	8.3	8.3	8.7
Estonia	13.9	14.8	14.5	13.5	5.8	5.4	4.9	6.1
Finland	11.1	12.5	12.6	12.2	6.8	6.0	6.3	6.8
France	11.5	11.6	10.6	10.4	6.3	6.0	5.7	5.9
Germany	8.6	10.1	9.8	10.5	4.7	4.6	4.6	5.1
Greece	5.6	7.3	m	m	2.6	3.4	4.1	m
Hungary	9.4	10.4	10.9	10.0	5.3	5.0	5.5	5.1
Iceland	m	15.9	18.0	15.3	m	6.7	7.6	7.8
Ireland	12.2	13.7	14.0	13.4	5.0	4.2	4.7	6.5
Israel	12.7	13.4	12.3	13.6	6.6	6.3	5.6	5.8
Italy	9.0	9.8	9.2	9.0	4.7	4.5	4.4	4.7
Japan ³	9.7	9.5	9.1	8.9	3.6	3.6	3.5	3.8
Korea	m	16.6	14.9	15.3	m	3.7	4.0	5.0
Luxembourg	m	m	m	m	m	m	m	m
Mexico	22.2	23.4	23.4	20.3	4.2	4.4	5.0	5.3
Netherlands	9.1	11.2	12.2	11.5	5.1	5.0	5.5	5.9
New Zealand	16.5	m	15.5	21.2	5.6	6.7	6.0	7.2
Norway	15.6	14.0	16.7	15.7	7.9	5.9	7.0	7.3
Poland	11.9	12.7	12.6	11.5	5.2	5.0	5.5	5.1
Portugal	11.9	12.7	11.4	11.6	4.9	5.2	5.2	5.8
Slovak Republic ³	9.4	7.5	10.1	9.8	4.6	3.9	3.8	4.1
Slovenia	m	m	12.7	11.6	m	m	5.7	5.7
Spain	10.3	10.9	11.0	10.8	4.6	4.3	4.2	5.0
Sweden	10.9	13.0	12.8	13.2	7.1	7.2	6.9	7.3
Switzerland	13.0	15.1	12.7	16.4	5.5	5.2	5.7	5.5
Turkey	m	m	m	m	m	m	m	m
United Kingdom	11.4	11.0	11.8	11.3	5.0	4.3	5.2	5.6
United States	12.5	14.4	13.6	13.1	4.7	4.9	5.0	5.5
OECD average	11.7	12.6	13.0	13.0	5.3	5.2	5.3	5.8
EU21 average	10.4	11.4	11.8	11.5	5.3	5.1	5.3	5.8
OECD average (countries with available data for all years)	11.5	12.2	12.1	12.0	5.6	5.2	5.3	5.7
Other G20								
Argentina	m	m	m	m	m	m	m	6.0
Brazil	11.2	10.5	14.5	16.8	3.9	3.5	4.5	5.7
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	3.5
Indonesia ⁴	m	m	m	m	m	m	m	3.0
Russian Federation	m	10.6	11.0	m	m	m	m	4.7
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	4.8
G20 average	m	m	m	m	m	m	m	4.5

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


2. Year of reference 2008 instead of 2009.

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

4. Year of reference 2010 instead of 2009.

Source: OECD, Argentina, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

StatLink  <http://dx.doi.org/10.1787/888932666342>



From:

Education at a Glance 2012

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2012-en>

Please cite this chapter as:

OECD (2012), “Indicator B4 What is the total public spending on education?”, in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-19-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.