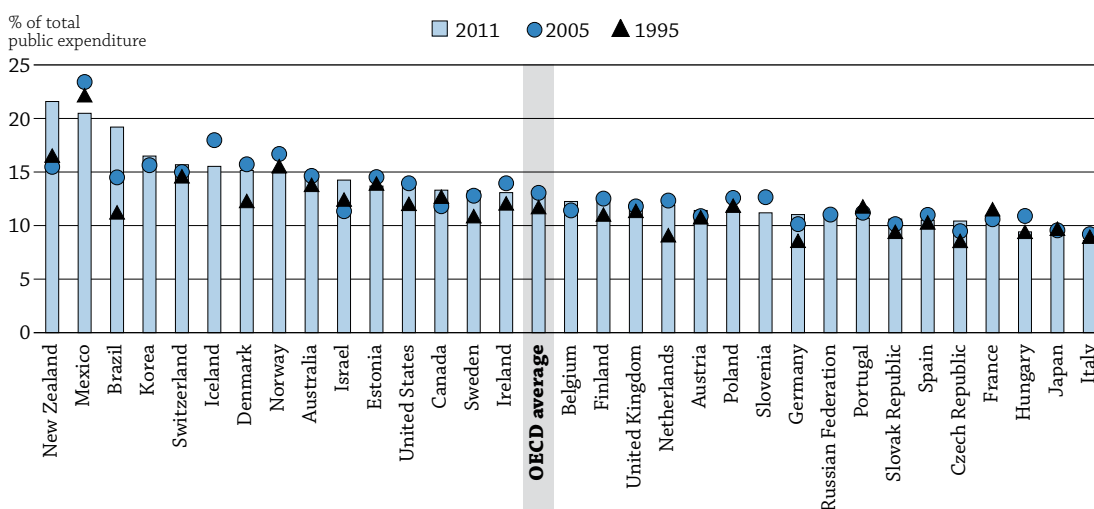


WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?

- Education accounts for 12.9% of total public spending, on average across OECD countries, ranging from less than 10% in Hungary, Italy and Japan, to more than 20% in Indonesia, Mexico and New Zealand.
- The proportion of public expenditure devoted to education increased between 1995 and 2005 in most countries with available data for both years. Only Canada, France, Israel, Japan, New Zealand and Portugal show a different pattern.
- While the proportion of public expenditure devoted to education decreased in two-thirds of countries between 2005 and 2011, during the shorter period 2008-2011 – the height of the economic crisis – public expenditure on education grew at a faster rate (or decreased at a slower rate) than public expenditure on all other services in 16 out of the 31 countries with available data.

Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (1995, 2005, 2011)



Countries are ranked in descending order of total public expenditure on education at all levels of education as a percentage of total public expenditure in 2011.

Source: OECD. Table B4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Context

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

However, the economic crisis has put pressure on public budgets to the extent that less public resources may be allocated to education. This, in turn, may affect access to, or the outcomes and quality of, education. At the same time, the demand for education and training from people who are not in work may increase, requiring more spending on education. Yet higher expenditure is not necessarily associated with better outcomes or the quality of education. In addition, expenditure levels are affected by many factors (see Indicator B7) that need to be taken into account when comparing countries.

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

■ Other findings

- **Most OECD countries and partner countries** (32 out of 37 countries with available data) **spend more than twice as much on primary, secondary and post-secondary non-tertiary education as on tertiary education.**
- **Public funding is more decentralised at the primary, secondary and post-secondary non-tertiary levels than at the tertiary level.** On average across OECD countries, more than 50% of initial public funding for primary, secondary and post-secondary non-tertiary education comes from the central government, while more than 85% of initial public funding for tertiary education comes from this source.
- **At the primary, secondary and post-secondary non-tertiary levels of education, only New Zealand had an entirely centralised public funding system;** while at the tertiary level nine countries (Chile, Estonia, Iceland, Ireland, Latvia, the Netherlands, New Zealand, Norway and the Slovak Republic) have an entirely centralised funding system.

■ Trends

Between 1995 and 2011, the percentage of total public expenditure devoted to education (all levels of education combined) increased slightly in two-thirds of countries with available data. But the increase was not continuous over the whole period: between 2005 and 2011, public expenditure on education as a percentage of total public expenditure fell in more than one-half of countries with available data. The decrease was especially substantial (1 percentage point or more) in Hungary, Iceland, Mexico, Norway, Poland and Slovenia (Table B4.2).

Similar changes were observed in public expenditure on education as a percentage of GDP between 1995 and 2011; yet, again, the evolution was markedly different between 2005 and 2011. Whereas the share of public expenditure devoted to education decreased in most countries between 2005 and 2011, expenditure on education as a percentage of GDP decreased in fewer than one-third of countries during this period. On average across OECD countries with available data for both years, it increased slightly.

Between 2008 and 2011, in all countries except Estonia, Hungary, Iceland, Italy, the United Kingdom and the United States, both public expenditure on education and total public expenditure for all services increased. However, in 13 of 31 countries, public expenditure on all services grew faster or decreased slower than public expenditure on education (Table B4.2).

Analysis

Overall level of public resources invested in education

In 2011, total public expenditure on education as a percentage of total public expenditure for all services averaged 12.9% in OECD countries, ranging from less than 10% in Hungary (9.4%), Italy (8.6%), and Japan (9.1%) to 20% or more in Indonesia (20.5%), Mexico (20.5%) and New Zealand (21.6%) (Chart B4.1 and Table B4.1).

In most countries, about two-thirds of total public expenditure on education as a percentage of total public expenditure is devoted to primary, secondary and post-secondary non-tertiary education. This is primarily explained by the near-universal enrolment rates at these levels of education (see Indicator C1) and the demographic structure of the population.

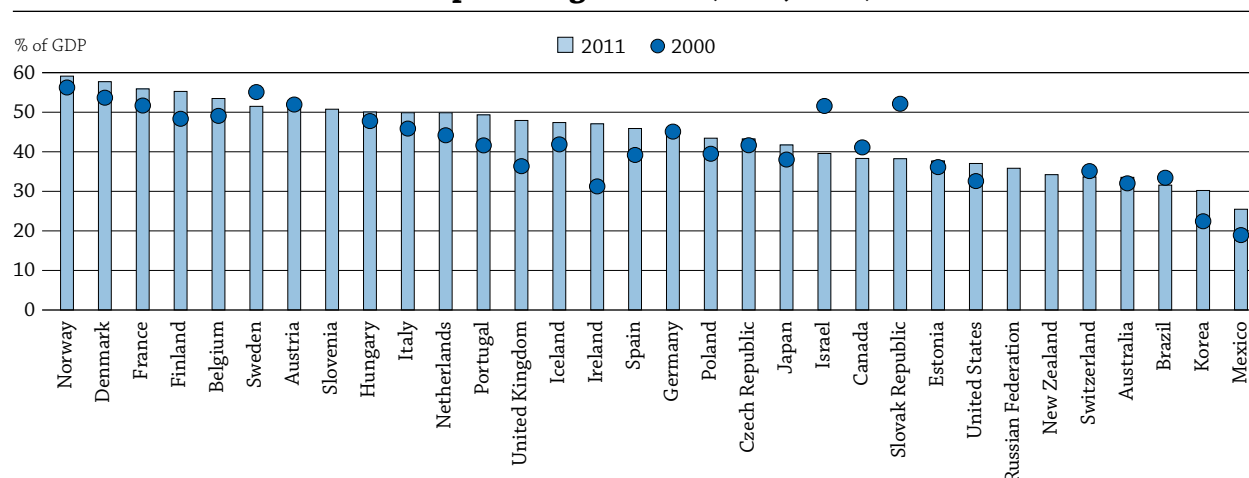
Public expenditure devoted to tertiary education amounts to nearly one-quarter (24.5%) of total public expenditure on education, on average across OECD countries. In OECD and partner countries, the percentages range from less than 16% in Korea (15.6%) to over 30% in Canada (35.6%), Finland (32.0%) and Turkey (37.8%).

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 public expenditure on education as a percentage of GDP for all levels of education combined, compared with public expenditure on education as a percentage of total public expenditure. The OECD countries Italy (4.3%), Japan (3.8%), the Slovak Republic (4.1%) and Turkey (4.1%) were among those with the lowest rates of public expenditure on education as a proportion of GDP in 2011, as was the partner country, the Russian Federation (3.9%). At the other end of the spectrum, only Denmark and Norway spend more than 8% of their GDP on education (both 8.7%) – well above the OECD average of 5.6% (Table B4.1).

Contrary to expectations, the five countries with the highest total public expenditure on education as a percentage of total public expenditure in 2011 – namely, Brazil, Korea, Mexico, New Zealand and Switzerland (Chart B4.1) – are at the bottom end of the spectrum in total public expenditure on all services as a percentage of GDP (Chart B4.2). Denmark and Norway are the exceptions, with high proportions on both counts.

When looking at total public expenditure on all services (including health, social security, the environment), and not simply public expenditure on education, as a proportion of GDP, rates differ greatly among countries. In 2011, nearly one-third of the countries with available data reported that the proportion of total public expenditure on all services in relation to GDP was more than 50%; in four countries, the proportion was more than 55% (57.7% in Denmark, 55.3% in Finland, 55.9% in France and 59.1% in Norway). At the other extreme, in Korea and Mexico, total public expenditure on all services accounted for 30.2% and 25.5% of GDP respectively (Chart B4.2 and see Annex 2).

Chart B4.2. Total public expenditure on all services as a percentage of GDP (2000, 2011)



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 2011.

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

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Changes in total public expenditure on education as a percentage of total public expenditure between 1995 and 2011

A significant increase was observed between 1995 and 2005...

Over a period of 10 years (1995-2005), public expenditure on education (all levels combined) as a percentage of total public expenditure increased in 21 of the 27 OECD countries with available data for both 1995 and 2005 (on average, by 0.9 percentage point in these 27 countries). Only Canada, France, Israel, Japan, New Zealand and Portugal show different patterns.

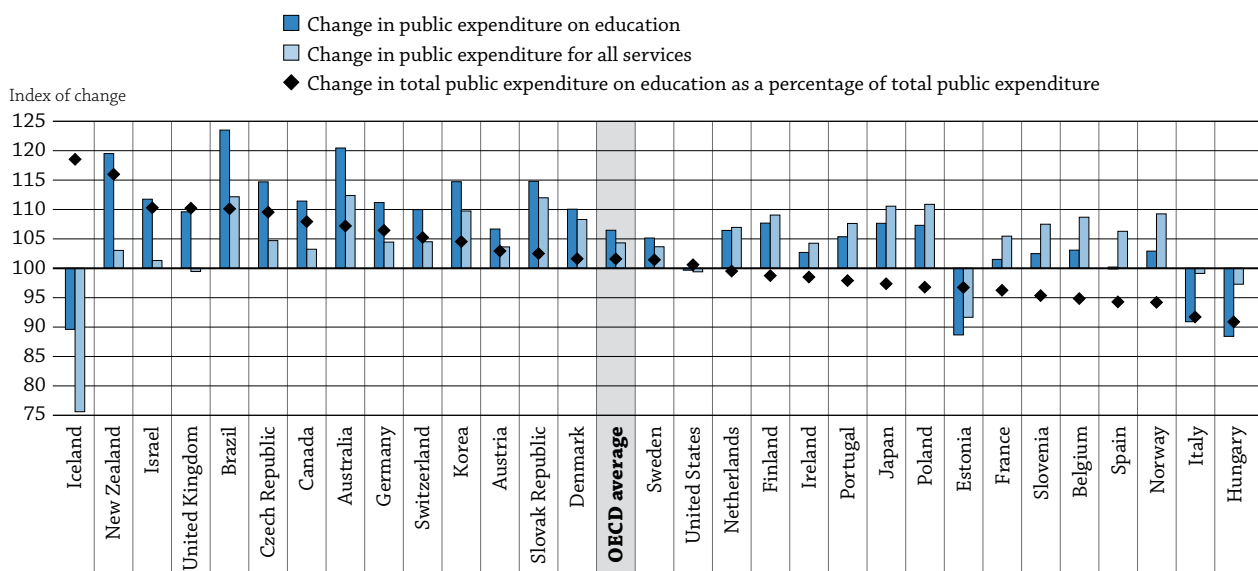
Between 1995 and 2005, public expenditure on education as a percentage of GDP grew less than public expenditure on education as a percentage of total public expenditure. On average, public expenditure on education as a percentage of GDP increased by 0.1 percentage point between 1995 and 2005, while public expenditure on education as a percentage of total public expenditure increased by 1.4 percentage point over the same period. Relative to GDP, public expenditure on education increased by one percentage point in Denmark, and decreased by more than one percentage point in Canada (Table B4.2).

...but a drop was seen after 2005, coinciding with the 2008 financial crisis

Spending patterns changed considerably between 2005 and 2011. During this six-year period, public expenditure on education as a percentage of total public expenditure decreased in more than one-half of countries with available data (18 of 32 countries) by an average of 0.2 percentage point (from 13.1% in 2005 to 12.9% in 2011). The decrease was the largest in Iceland and Mexico (-2.4 and -2.9 percentage points respectively) and was also substantial in Hungary, Norway, Poland and Slovenia (-1 percentage point or more). Exceptions to this pattern are Canada, Israel and New Zealand, all of which showed an increase (by 1.5 to 6.1 percentage points) in expenditure on education as a percentage of total public expenditure from 2005 to 2011, further to a decrease (by 0.9 to 1.1 percentage point) between 1995 and 2005.

Comparing 2011 with 2005 data shows a different pattern, because GDP was also affected by the financial crisis. As a result, public expenditure on education as a percentage of GDP increased or remained stable in most countries. This share decreased by 0.2 percentage point or more in Hungary, Iceland, Norway, Poland and Switzerland between those two years. On average across OECD countries with available data for all years, the increase was 0.3 percentage point (Table B4.2 and see Box B2.1 in Indicator B2).

Chart B4.3. Index of change between 2008 and 2011 in total public expenditure on education as a percentage of total public expenditure for all services
(2008 = 100, 2011 constant prices)



Countries are ranked in descending order of the change in total public expenditure on education as a percentage of total public expenditure.

Source: OECD, Table B4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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First effect of the financial crisis: Public expenditure on education varied at a slower rate than public expenditure for all services in half of the countries

The variations observed between 2008 and 2011 are possibly 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 (Table B4.2 and Chart B4.3).

Between 2008 and 2011, there is no clear global trend concerning the evolution of public expenditure on education as a percentage of total public expenditure, as was the case for the period 1995-2005. Nevertheless, in 25 of 31 countries, public expenditure on education and total public expenditure for all services both increased between 2008 and 2011. In 12 of these 25 countries, public expenditure on all services grew faster than public expenditure on education (Table B4.2 and Chart B4.3). The differences are greatest in Belgium, Norway and Slovenia. In the 13 other countries, public expenditure on education grew faster than public expenditure for all services. Growth in public expenditure for all services ranged in these countries from 1% in Israel to 12% in Australia, Brazil and the Slovak Republic.

In the six remaining countries, Estonia, Hungary, Iceland, Italy, the United Kingdom and the United States, public expenditure on all services declined between 2008 and 2011. In Iceland, where public expenditure on all services shrank by as much as 24%, public expenditure on education also fell, but not as steeply. In the United Kingdom and the United States, public expenditure on all services decreased slightly and public expenditure on education increased (the United Kingdom) or remained steady (the United States). In Estonia, Italy and Hungary, public expenditure on education declined more steeply than public expenditure on all services (Table B4.2 and Chart B4.3).

Sources of public funding invested in education

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

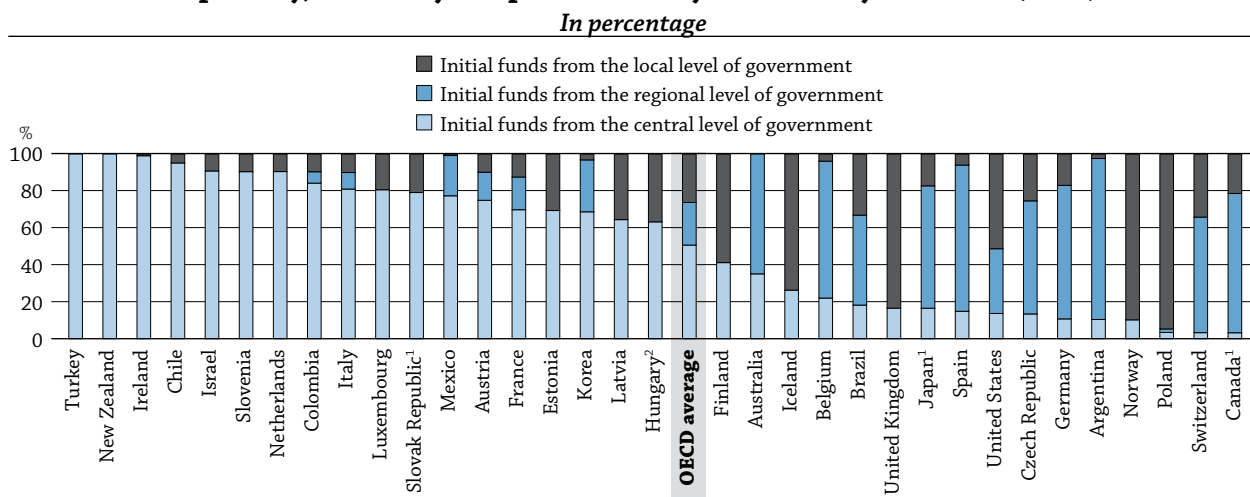
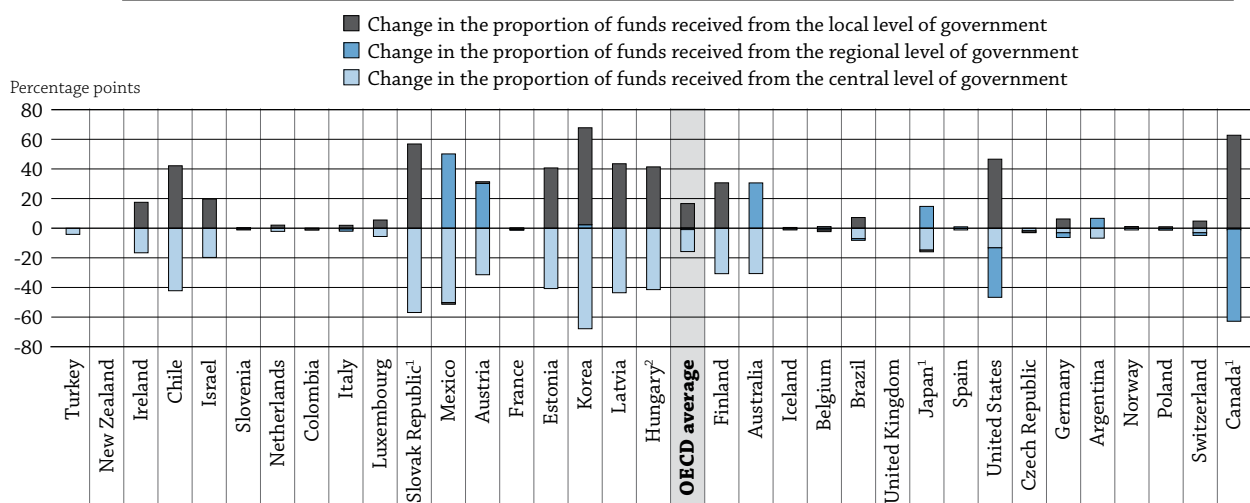
In recent years, many schools have become more autonomous and decentralised organisations; they have also become more accountable to students, parents and the public at large for their outcomes. The results from the OECD Programme for International Student Assessment (PISA) suggest that when autonomy and accountability are intelligently combined, they tend to be associated with better student performance.

Public funding is more centralised at the tertiary level than at lower levels of education. In 2011, on average across OECD countries, 50.3% of public funds for primary, secondary and post-secondary non-tertiary education combined came from the central government, before transfers. For tertiary education, 85.1% of public funds came from the central government before transfers (Table B4.3 and Table 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. Three countries reported a share of less than 10%, namely Canada (3.2%), Poland (3.4%) and Switzerland (3.3%). In Canada, funding for primary and secondary education is provided at the provincial/territorial level with the exception of a small amount of federal funding for some First Nations/Aboriginal schools. At the other extreme, public funds came almost exclusively from the central government in Ireland, New Zealand and Turkey, and more than 90% of initial public funds came from the central government in Chile (95.1%), Israel (90.8%), the Netherlands (90.4%) and Slovenia (90.4%).

Nevertheless, this picture changes when transfers among levels of government are taken into account. After these transfers, less than 5% of public funds came from central sources in Argentina (3.7%), Australia (4.5%), Canada (2.7%), Japan (1.8%), Korea (0.8%), Poland (2.4%), Switzerland (0.2%) and the United States (0.5%). Only New Zealand had an entirely centralised funding system even after taking transfers into account (Chart B4.4 and Table B4.3).

The transfer 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 across OECD countries, extending the scope of decentralisation at these levels of education. On average across OECD countries, 43.4% of public funds for primary, secondary and post-secondary non-tertiary levels combined came from local sources, after transfers, compared with 27.0% before transfers. At the tertiary level, public funds from local sources represented less than 3% of the funds before and after transfers, on average across OECD countries (Table B4.3 and Table B4.4, available on line).

Chart B4.4. Distribution of initial sources of public educational funds by level of government in primary, secondary and post-secondary non-tertiary education (2011)**Change in the proportion of educational funds received from the different levels of government between initial and final purchasers of educational resources, at the primary, secondary and post-secondary non-tertiary levels (2011)**
In percentage points

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

2. Funds from the local level include 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. Table B4.3. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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At the primary, secondary and post-secondary non-tertiary levels combined, the extent of transfers of public funds from central to lower levels of government vary widely between countries. The difference after transfers from central to lower levels of government represents more than 40 percentage points in Chile, Estonia, Hungary, Korea, Latvia, Mexico and the Slovak Republic. In Canada and the United States, the difference after transfers from regional to local sources of public funds exceeds 30 percentage points (Chart B4.4).

At the tertiary level, the proportions of public funds coming from the central government are relatively large, both before and after transfers among levels of government. Shares of public funds from the central government are the lowest in Belgium (27.9% and 26.6%, before and after transfers, respectively), Germany (26.8% and 20.4%) and Spain (17.8% and 17.6%). At the other extreme, in 11 countries (Chile, Estonia, Hungary, Iceland, Latvia, the Netherlands, New Zealand, Norway, Portugal, the Slovak Republic and the United Kingdom) these shares reach nearly 100% both before and after transfers (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, of expenditure on education can be classified into three levels: central (national) government, regional government (province, state, *Bundesland*, etc.), and 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

Data refer to the financial year 2011 and are based on the UOE data collection on education statistics administered by the OECD in 2013 (for details see Annex 3 at www.oecd.org/edu/eag.htm).

Figures for total public expenditure and GDP 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.

Note regarding data from Israel

The statistical data for Israel are supplied by and are 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.

Reference

OECD (2013), *PISA 2012 Results: What Makes Schools Successful? (Volume IV): Resources, Policies and Practices*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201156-en>.

Tables of Indicator B4


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Table B4.1 Total public expenditure on education (2011)

Table B4.2 Trends in total public expenditure on education (1995, 2000, 2005, 2008, 2009, 2010 and 2011)

Table B4.3 Sources of public funds for primary, secondary and post-secondary non-tertiary education (2011)

WEB Table B4.4 Sources of public funds for tertiary education, before and after transfers, by level of government (2011)

WEB Table B4.5 Distribution of total public expenditure on education (2011)

WEB Table B4.6 Public expenditure on education, by level of education (2011)

Table B4.1. Total public expenditure on education (2011)

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)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	0.3	10.8	3.3	14.4	0.1	3.6	1.1	4.8
Austria	1.2	7.2	3.1	11.4	0.6	3.6	1.6	5.8
Belgium	1.2	8.1	2.7	12.2	0.6	4.3	1.4	6.5
Canada ^{2, 3}	x(2)	8.6	4.7	13.3	x(6)	3.6	2.0	5.6
Chile ⁴	m	m	m	m	0.6	2.9	1.0	4.5
Czech Republic	1.1	6.2	2.7	10.4	0.5	2.7	1.2	4.5
Denmark ³	2.4	8.1	4.2	15.2	1.4	4.7	2.4	8.7
Estonia	1.1	9.1	3.4	13.7	0.4	3.4	1.3	5.2
Finland	0.7	7.6	3.9	12.2	0.4	4.2	2.2	6.8
France	1.2	6.6	2.3	10.2	0.7	3.7	1.3	5.7
Germany	1.0	6.7	3.1	11.0	0.5	3.0	1.4	5.0
Greece	m	m	m	m	m	m	m	m
Hungary	1.3	5.4	2.2	9.4	0.6	2.7	1.1	4.7
Iceland	1.5	10.2	3.0	15.5	0.7	4.8	1.4	7.4
Ireland	0.2	10.0	2.8	13.1	0.1	4.7	1.3	6.2
Israel	1.5	9.7	2.3	14.2	0.6	3.8	0.9	5.6
Italy	0.9	6.1	1.7	8.6	0.4	3.0	0.8	4.3
Japan ³	0.2	6.5	1.8	9.1	0.1	2.7	0.8	3.8
Korea	0.5	11.2	2.6	16.5	0.2	3.4	0.8	5.0
Luxembourg	1.8	7.6	m	m	0.8	3.2	m	m
Mexico	2.1	13.6	3.7	20.5	0.5	3.5	0.9	5.2
Netherlands	0.8	7.6	3.5	11.9	0.4	3.8	1.7	5.9
New Zealand	1.5	14.6	5.5	21.6	0.5	5.0	1.9	7.4
Norway	0.8	9.1	4.5	14.9	0.5	5.3	2.6	8.7
Poland	1.2	7.5	2.6	11.4	0.5	3.3	1.1	4.9
Portugal	0.8	7.6	2.1	10.7	0.4	3.8	1.0	5.3
Slovak Republic ³	1.1	6.8	2.5	10.6	0.4	2.6	0.9	4.1
Slovenia	1.3	7.2	2.7	11.2	0.6	3.7	1.4	5.7
Spain	1.5	6.6	2.5	10.5	0.7	3.0	1.1	4.8
Sweden	1.4	8.0	3.9	13.2	0.7	4.1	2.0	6.8
Switzerland	0.6	10.8	4.1	15.7	0.2	3.6	1.4	5.3
Turkey	0.4	6.3	4.1	10.9	0.2	2.4	1.5	4.1
United Kingdom	0.7	8.8	2.7	12.2	0.3	4.4	1.3	6.0
United States	0.9	9.2	3.5	13.6	0.3	3.4	1.3	5.1
OECD average	1.1	8.4	3.2	12.9	0.6	3.6	1.4	5.6
EU21 average	1.1	7.4	2.9	11.5	0.6	3.6	1.4	5.6
Partners								
Argentina	m	m	m	m	0.5	4.5	1.2	6.3
Brazil	1.7	14.3	3.2	19.2	0.5	4.5	1.0	6.1
China	m	m	m	m	m	m	m	m
Colombia ⁴	m	m	m	m	0.3	3.3	1.0	4.5
India	m	m	m	m	m	m	m	m
Indonesia ⁴	x(4)	x(4)	x(4)	20.5	m	m	m	m
Latvia	m	m	m	m	0.8	3.1	1.0	4.9
Russian Federation	2.0	5.5	2.4	10.9	0.7	2.0	0.9	3.9
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	n	m	m	m
G20 average	m	m	m	m	m	m	m	m

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. Therefore the figures presented here exceed those on public spending on institutions found in Table B2.4.

2. Year of reference 2010 instead of 2011.

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

4. Year of reference 2012 instead of 2011.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


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Table B4.2. Trends in total public expenditure on education (1995, 2000, 2005, 2008, 2009, 2010 and 2011)

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					Index of change between 2008 and 2011 in: (2008=100, 2011 constant prices)		
	2000	2005	2008	2010	2011	2000	2005	2008	2010	2011	Public expenditure on education	Public expenditure for all services	Total public expenditure on education as a percentage of total public expenditure
	(2)	(3)	(4)	(6)	(7)	(9)	(10)	(11)	(13)	(14)	(15)	(16)	(17)
OECD													
Australia	14.3	14.6	13.5	15.2	14.4	4.6	4.5	4.3	5.1	4.8	120	112	107
Austria	10.7	10.9	11.1	11.2	11.4	5.6	5.4	5.5	5.9	5.8	107	104	103
Belgium	12.0	11.4	12.9	12.5	12.2	5.9	5.9	6.4	6.6	6.5	103	109	95
Canada ^{2, 3}	12.4	11.8	12.3	13.2	13.3	5.1	4.6	4.7	5.2	5.1	111	103	108
Chile ⁴	15.0	16.2	17.2	17.7	m	3.8	3.0	4.2	4.1	4.5	126	m	m
Czech Republic	9.2	9.5	9.5	9.7	10.4	3.8	4.1	3.9	4.2	4.5	115	105	110
Denmark ³	15.4	15.7	14.9	15.3	15.2	8.3	8.3	7.7	8.8	8.7	110	108	102
Estonia	14.9	14.5	14.2	14.0	13.7	5.4	4.9	5.6	5.7	5.2	89	92	97
Finland	12.5	12.5	12.4	12.3	12.2	6.0	6.3	6.1	6.8	6.8	108	109	99
France	11.6	10.6	10.5	10.4	10.2	6.0	5.7	5.6	5.9	5.7	102	105	96
Germany	10.2	10.1	10.4	10.6	11.0	4.6	4.8	4.6	5.1	5.0	111	104	106
Greece	7.2	m	m	m	m	3.4	m	m	m	m	m	88	m
Hungary	10.4	10.9	10.4	9.8	9.4	5.0	5.5	5.1	4.9	4.7	88	97	91
Iceland	15.9	18.0	13.1	14.7	15.5	6.7	7.6	7.6	7.6	7.4	90	76	119
Ireland	13.6	13.9	13.3	9.8	13.1	4.2	4.7	5.7	6.4	6.2	103	104	99
Israel	12.3	11.3	12.9	13.2	14.2	6.3	5.6	5.6	5.6	5.6	112	101	110
Italy	9.9	9.2	9.4	8.9	8.6	4.5	4.4	4.6	4.5	4.3	91	99	92
Japan ³	9.5	9.6	9.4	9.3	9.1	3.6	3.5	3.5	3.8	3.8	108	111	97
Korea	16.6	15.6	15.8	16.2	16.5	3.7	4.1	4.8	4.9	5.0	115	110	105
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	109	m
Mexico	23.4	23.4	20.6	20.6	20.5	4.4	5.0	4.9	5.3	5.2	110	110	100
Netherlands	11.3	12.3	11.9	11.6	11.9	5.0	5.5	5.5	6.0	5.9	106	107	100
New Zealand	m	15.5	18.6	20.0	21.6	6.6	6.0	6.4	7.1	7.4	120	103	116
Norway	14.0	16.7	16.1	15.2	15.2	7.8	9.3	8.8	8.8	8.8	103	109	94
Poland	12.7	12.6	11.8	11.4	11.4	5.0	5.5	5.1	5.2	4.9	107	111	97
Portugal	12.5	11.2	10.9	10.9	10.7	5.2	5.2	4.9	5.6	5.3	105	108	98
Slovak Republic ³	7.5	10.1	10.3	10.6	10.6	3.9	3.8	3.6	4.2	4.1	115	112	102
Slovenia	m	12.7	11.7	11.3	11.2	m	5.7	5.2	5.7	5.7	102	107	95
Spain	10.9	11.0	11.1	10.7	10.5	4.3	4.2	4.6	5.0	4.8	100	106	m
Sweden	13.0	12.8	13.1	13.3	13.2	7.2	6.9	6.8	7.0	6.8	105	104	101
Switzerland	14.4	15.0	14.9	15.8	15.7	5.1	5.5	4.9	5.2	5.3	110	105	105
Turkey	m	m	m	m	10.9	m	m	m	m	3.8	m	116	m
United Kingdom	11.7	11.8	11.0	11.9	12.2	4.2	5.1	5.2	5.9	5.8	110	99	110
United States	13.8	13.9	13.5	12.7	13.6	4.5	4.9	5.1	5.2	5.0	100	99	101
OECD average	12.6	13.1	12.9	12.9	12.9	5.2	5.3	5.4	5.7	5.6	106	104	102
EU21 average	11.4	11.8	11.6	11.4	11.5	5.1	5.4	5.3	5.8	5.6	104	104	99
OECD average (countries with available data for all years)	12.5	12.6	12.4	12.3	12.5	5.2	5.3	5.3	5.6	5.6	~	~	~
Partners													
Argentina	m	m	m	m	m	m	m	m	m	6.3	m	m	m
Brazil	10.5	14.5	17.4	18.1	19.2	3.5	4.5	5.4	5.8	6.1	123	112	110
China	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia ⁴	m	m	m	m	m	m	m	m	m	4.5	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	20.5	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m	m	4.9	m	m	m
Russian Federation	10.6	11.0	m	m	10.9	2.9	3.8	4.1	4.0	3.9	m	m	m
Saudi Arabia	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Years 1995 and 2009 (columns 1, 5, 8 and 12) are available for consultation on line (see *Statlink* below).

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 2010 instead of 2011.

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

4. Year of reference 2012 instead of 2011. Data refer to 2009-2012 instead of 2008-2011.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933117592>

Table B4.3 Sources of public funds for primary, secondary and post-secondary non-tertiary education (2011)*Before and after transfers***B4**

		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	35.1	64.9	m	100	4.5	95.5	m	100	
	Austria	74.9	15.2	9.9	100	43.5	46.2	10.3	100	
	Belgium	22.0	74.1	3.9	100	23.1	73.0	3.9	100	
	Canada ^{1, 2}	3.2	75.4	21.4	100	2.7	13.2	84.2	100	
	Chile ³	95.1	a	4.9	100	53.0	a	47.0	100	
	Czech Republic	13.7	62.3	25.8	100	11.9	62.3	25.8	100	
	Denmark ²	m	m	m	100	44.0	n	56.0	100	
	Estonia	69.4	a	30.6	100	28.7	a	71.3	100	
	Finland	41.2	a	58.8	100	10.5	a	89.5	100	
	France	69.8	17.7	12.5	100	69.7	17.6	12.7	100	
	Germany	10.7	72.3	17.0	100	7.7	69.1	23.2	100	
	Greece	m	m	m	m	m	m	m	m	
	Hungary	63.3	x(3)	36.7	100	21.8	x(7)	78.2	100	
	Iceland	26.3	a	73.7	100	25.8	a	74.2	100	
	Ireland	99.0	a	1.0	100	82.5	a	17.5	100	
	Israel	90.8	a	9.2	100	71.1	a	28.9	100	
	Italy	81.0	8.9	10.0	100	80.5	7.4	12.0	100	
	Japan ²	16.5	66.2	17.2	100	1.8	81.0	17.2	100	
	Korea	68.7	28.1	3.2	100	0.8	30.5	68.7	100	
	Luxembourg	80.6	a	19.4	100	75.1	a	24.9	100	
	Mexico	77.4	22.4	0.2	100	27.2	72.6	0.2	100	
	Netherlands	90.4	n	9.5	100	88.3	n	11.6	100	
	New Zealand	100.0	n	n	100	100.0	n	n	100	
	Norway	10.2	n	89.8	100	9.1	n	90.9	100	
	Poland	3.4	1.9	94.7	100	2.4	2.0	95.7	100	
	Portugal	m	m	m	m	m	m	m	m	
	Slovak Republic ²	79.1	a	20.9	100	22.2	a	77.8	100	
	Slovenia	90.4	a	9.6	100	90.0	a	10.0	100	
	Spain	14.8	79.2	6.0	100	13.9	80.1	6.0	100	
	Sweden	m	m	m	m	m	m	m	m	
	Switzerland	3.3	62.6	34.2	100	0.2	60.8	39.0	100	
	Turkey	100.0	a	m	100	96	4	m	100	
	United Kingdom	16.5	a	83.5	100	16.5	a	83.5	100	
	United States	13.7	35.0	51.3	100	0.5	1.6	97.9	100	
		OECD average	52.0	23.7	27.0	100	36.3	23.9	43.4	100
		EU21 average	54.1	20.7	26.5	100	40.7	21.0	39.4	100
Partners	Argentina	10.4	87.1	2.4	100	3.7	93.8	2.4	100	
	Brazil	18.2	48.7	33.1	100	11.2	48.4	40.4	100	
	China	m	m	m	m	m	m	m	m	
	Colombia ³	84.2	6.2	9.6	100	84.2	6.2	9.6	100	
	India	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	
	Latvia	64.5	a	35.5	100	20.9	a	79.1	100	
	Russian Federation	m	m	m	m	6.7	93.3	n	100	
	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	


1. Year of reference 2010.

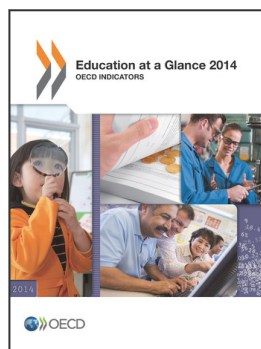
2. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.

3. Year of reference 2012.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933117611>



From:

Education at a Glance 2014

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2014-en>

Please cite this chapter as:

OECD (2014), "Indicator B4 What is the total public spending on education?", in *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2014-18-en>

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