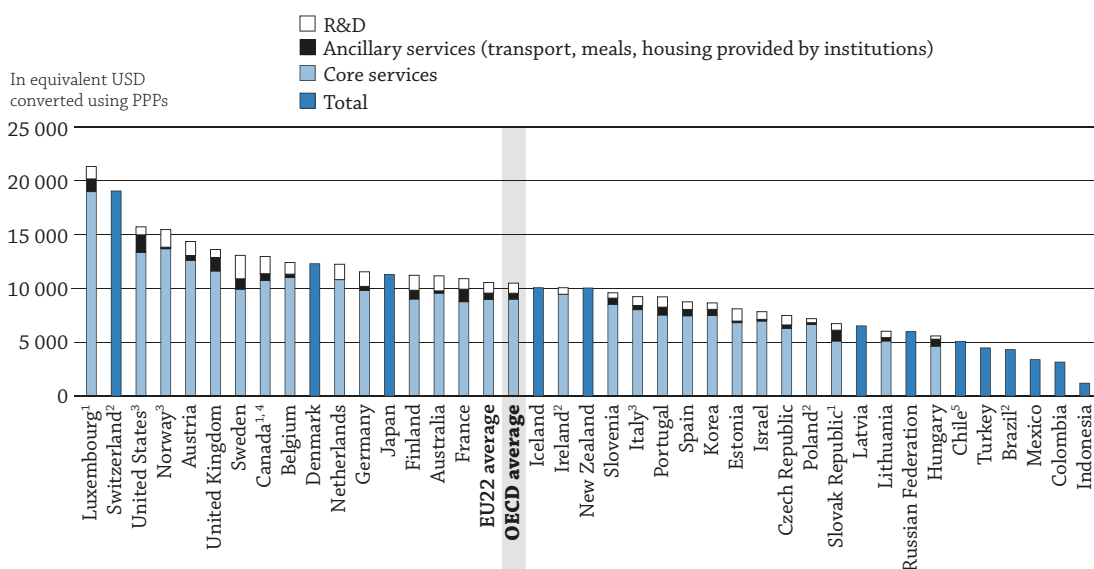


HOW MUCH IS SPENT PER STUDENT?

- On average, OECD countries spend USD 10 493 per student per year on primary through tertiary educational institutions: USD 8 477 per primary student, USD 9 980 per lower secondary student, USD 9 990 per upper secondary student and USD 15 772 per tertiary student.
- In primary, secondary and post-secondary non-tertiary education, USD 8 736 per student is devoted to core educational services, while expenditure on ancillary services accounts for only USD 522. At the tertiary level, a much lower share of expenditure goes to core services, although roughly one-third of total expenditure per student (USD 4 837) is spent in research and development.
- From 2008 to 2013, expenditure on primary, secondary and post-secondary non-tertiary educational institutions increased by 6%, on average across OECD countries, while the number of students decreased by 1%, resulting in an increase of 8% in expenditure per student over the same period.

Figure B1.1. Annual expenditure by educational institutions per student, by types of service (2013)

In equivalent USD converted using PPPs, based on full-time equivalents, for primary through tertiary education



Note: Public expenditure figures presented here exclude undistributed programme.

1. Public institutions only for tertiary level.

2. Public institutions only.

3. Public institutions only except in tertiary education. Primary to tertiary education excludes post-secondary non-tertiary education.

4. Year of reference 2012.

5. Year of reference 2014.

Countries are ranked in descending order of total expenditure per student by educational institutions.

Source: OECD, Table B1.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397583>

Context

The provision of high-quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall tax burden. Policy makers must also balance the importance of improving the quality of education services with the desirability of expanding access to education opportunities, notably at the tertiary level. A comparative review of trends in expenditure per student by educational institutions shows that, in many OECD countries, expenditure has not kept up with expanding enrolments at the tertiary level. On the other hand, at primary, secondary and post-secondary non-tertiary levels, the number of students has remained stable or even decreased in some countries, while expenditure surged.

Expenditure per student by educational institutions is largely influenced by teachers' salaries (see Indicators B7 and D3), pension systems, instructional and teaching hours (see Indicator B7), the cost of teaching materials and facilities, the programme provided (e.g. general or vocational) and the number of students enrolled in the education system (see Indicator C1). Policies to attract new teachers, to reduce average class size or to change staffing patterns (see Indicator D2) have also contributed to changes in expenditure per student by educational institutions over time. Ancillary and research and development (R&D) services can also influence the level of expenditure per student.

■ Other findings

- Across their lifetime, students are expected to spend six years in primary education, leading to a total cost of USD 50 680 during this period. The sum is even higher for secondary education, where students are expected to spend seven years at a total cost of USD 71 219. At the end of their primary and secondary studies, the total expenditure adds up to USD 121 899 per student.
- In almost all countries, expenditure per student increases for higher educational levels, with the exception of post-secondary non-tertiary education, where expenditure per student is, on average, lower than in other levels.
- Excluding activities peripheral to instruction (R&D and ancillary services, such as welfare services to students), OECD countries annually spend USD 9 004 per student from primary through tertiary education, on average.
- At tertiary level, expenditure per student on R&D accounts for around one-third of total expenditure per student, averaging USD 4 837 on R&D versus total expenditure of USD 15 772 per student at that level.
- Expenditure per student at primary and secondary level varies from 22% to 26% of GDP per capita, on average across the OECD. This figure is much higher at tertiary level, where countries spend, on average, 41% of the equivalent GDP per capita on funding bachelor's, master's and doctoral degrees.

■ Trends

At primary, secondary and post-secondary non-tertiary levels, the period from 2005 to 2013 was one of relative stability in student enrolment in most countries. During that time, expenditure per student by educational institutions increased in most countries, by an average of 19% among countries with available data for all years. This is explained by an average increase in expenditure of 15% and a slight decrease in the number of students (3%), chiefly due to smaller cohorts reaching school age. Some East European countries, such as Estonia, Poland and the Slovak Republic, saw more than 20% fewer students in 2013 than in 2005. Unsurprisingly, those are also among the countries with the sharpest increase in expenditure per student over the same period.

Expenditure and enrolment at tertiary level showed the opposite pattern from early levels of education. Expenditure on tertiary education rose rapidly in most countries and is 29% higher in 2013 than it was in 2005. However, this increase was offset by a significant expansion of tertiary enrolment – 16% on average across the OECD. This rapid growth in enrolment is not caused by demographic factors, but by more accessible tertiary education in most countries. Emerging economies saw the number of students enrolled in tertiary education shoot up, as in Brazil (by 50%), Chile (by 78%), Mexico (39%) and Turkey (by 76%). As a result of increasing total expenditure and enrolment, expenditure per student increased by 12% between 2005 and 2013.

Analysis

B1

Expenditure per student by educational institutions

Expenditure per student by educational institutions rises with the level of education in almost all countries, but the size of the differentials varies markedly (Table B1.1 and Figure B1.3). Expenditure per student on secondary education is 1.2 times greater than expenditure per student on primary education, on average. This ratio exceeds 1.5 in the Czech Republic and in France, largely because of the concurrent increase in the number of instructional hours for students and significant decrease in the number of teachers' teaching hours between primary and secondary education, compared to the OECD average. The ratio may also be greater due to differentials in teachers' salaries (see Indicators B7, D1 and D4).

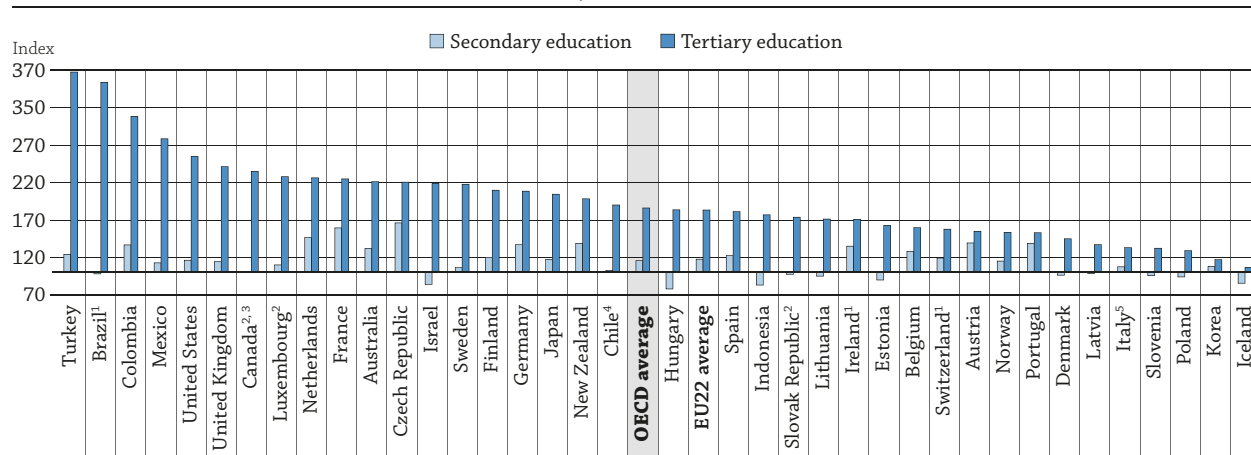
Educational institutions in OECD countries spend an average of 1.9 times more per tertiary student than per primary student, but spending patterns vary widely, mainly because education policies vary more at the tertiary level (see Indicator B5). For example, Denmark, Iceland, Italy, Korea, Latvia, Poland and Slovenia spend under 1.5 times more on a tertiary student than on a primary student, but Brazil, Colombia and Turkey spend 3 times as much (Table B1.1 and Figure B1.3).

Overall, annual spending per student from primary through tertiary education in 2013 ranged from USD 5 000 or less per student in Brazil, Colombia, Indonesia, Latvia, Mexico and Turkey to more than USD 15 000 in Luxembourg, Norway and Switzerland (Figure B1.1 and Table B1.1).

Even when spending per student from primary through tertiary education is similar among some OECD countries, the ways in which resources are allocated to the different levels of education vary widely. Spending per student by educational institutions in a typical OECD country (as represented by the simple mean among all OECD countries) amounts to USD 8 477 at the primary level, USD 9 811 at the secondary level and USD 15 772 at the tertiary level (Table B1.1 and Figure B1.2). The average spending per tertiary student is affected by high expenditure – more than USD 20 000 – in a few OECD countries, notably Canada, Luxembourg, Norway, Sweden, Switzerland, the United Kingdom and the United States.

Figure B1.2. Expenditure per student by educational institutions for all services, at secondary and tertiary levels of education relative to primary education (2013)

Primary education = 100



Note: A ratio of 300 for tertiary education means that expenditure per tertiary student by educational institutions is three times the expenditure per primary student by educational institutions.

A ratio of 50 for secondary education means that expenditure per secondary student by educational institutions is half the expenditure per primary student by educational institutions.

1. Public institutions only.

2. Public institutions only for tertiary level.

3. Year of reference 2012.

4. Year of reference 2014.

5. Public institutions only except in tertiary education. Primary to tertiary education excludes post-secondary non-tertiary education.

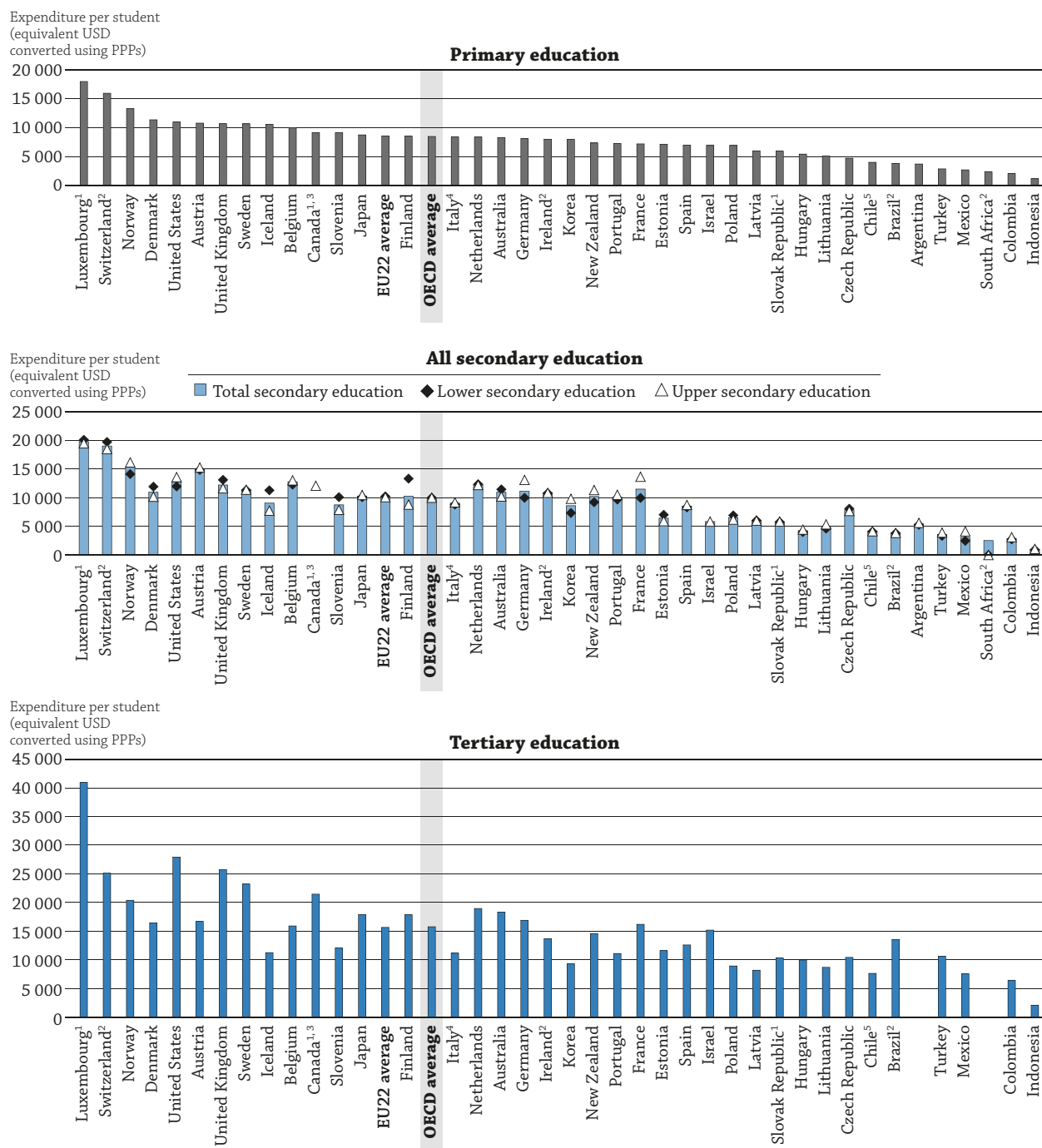
Countries are ranked in descending order of expenditure per student by educational institutions in tertiary education relative to primary education.

Source: OECD, Table B1.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397598>

Figure B1.3. Annual expenditure per student by educational institutions for all services, by level of education (2013)

Expenditure on core educational services, ancillary services and R&D, in equivalent USD converted using PPPs, based on full-time equivalents



1. Public institutions only for tertiary level.

2. Public institutions only.


3. Year of reference 2012.

4. Public institutions only except in tertiary education. Primary to tertiary education excludes post-secondary non-tertiary education.

5. Year of reference 2014.

Countries are ranked in descending order of expenditure by educational institutions per student in primary education.

Source: OECD, Table B1.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397604>

These averages mask a large variation of expenditure per student by educational institutions across OECD countries. At the primary level, expenditures range from USD 2 500 or less per student in Colombia, Indonesia and South Africa, to roughly USD 18 000 in Luxembourg. At the secondary level, expenditure ranges from USD 3 100 or less per student in Colombia, Indonesia, Mexico and South Africa to almost USD 20 000 in Luxembourg (Table B1.1 and Figure B1.2). These differences in annual expenditure per student at each level of education can also lead to large differences in the cumulative expenditure per student over the duration of studies (Table B1.3).

These comparisons are based on purchasing power parities (PPPs) for GDP, not on market exchange rates. Therefore, they reflect the amount of a national currency required to produce the same basket of goods and services in a given country as produced by the United States in USD.

Differences in expenditure per student between general and vocational programmes at upper secondary level

On average across the 26 OECD countries for which data are available, USD 889 more is spent per student in vocational than in general programmes at upper secondary level, but this masks large differences in expenditure per student within countries. In 8 of the 26 countries, expenditure per student in institutions is higher for general programmes than vocational programmes. In the case of the United Kingdom, for example, USD 3 981 more is spent per student on institutions for general programmes than for vocational programmes. Underestimation of the expenditure by private enterprises on dual vocational programmes can partly explain these differences (see Table C1.3 and Box B3.1).

On the other hand, countries like Germany and Sweden spend over USD 4 000 more per student on institutions for vocational programmes. Although Luxembourg and Switzerland are the countries that spend the most on upper secondary vocational education (USD 18 571 in Luxembourg and USD 18 855 in Switzerland), the sum is not very different from that spent on general training at the same level (USD 20 742 in Luxembourg and USD 17 530 in Switzerland).

Expenditure per student on core educational services, ancillary services and R&D

At the primary, secondary and post-secondary non-tertiary levels, expenditure is dominated by spending on core educational services. On average, OECD countries for which data are available spend 94% of the total expenditure per student (or USD 8 736) on core educational services. However, in Finland, France, Hungary, the Slovak Republic and Sweden, ancillary services (which are peripheral services including student welfare services, transport, meals and housing provided by educational institutions) account for over 10% of the expenditure per student (Table B1.2).

Core educational services also form the largest expenditure of all countries at tertiary level, and ancillary services are even less important at tertiary than at lower levels. On average, a mere 5% of expenditure on tertiary institutions targets ancillary services, and in Estonia, Finland, Ireland and Sweden the sum is negligible. The United Kingdom and the United States stand out as countries spending over USD 3 500 on ancillary services per student on tertiary institutions.

However, research and development takes up a large part of the budget at tertiary level, accounting for 31% of expenditure per student on average. R&D accounts for over half of the total expenditure per student at tertiary level in Denmark (USD 9 144), Sweden (USD 12 405) and Switzerland (USD 14 121). In the OECD countries in which most R&D is performed in tertiary educational institutions (e.g. Portugal and Switzerland, and Sweden for publicly funded R&D), expenditure per student in these activities is higher. Other countries may have lower R&D expenditure per student because a large proportion of research is performed outside the academic environment.

Cumulative expenditure over the expected duration of studies

In order to compare how costly education is across countries, it is important to consider not only the yearly expenditure per student, but also the cumulative expenditure students incur over the total period of time they are expected to spend at that educational level. High expenditure per student, for example, can be offset by short programmes or weaker access to education in certain levels. On the contrary, a seemingly inexpensive education system can prove to be costly if enrolment is high and students spend more time in school.

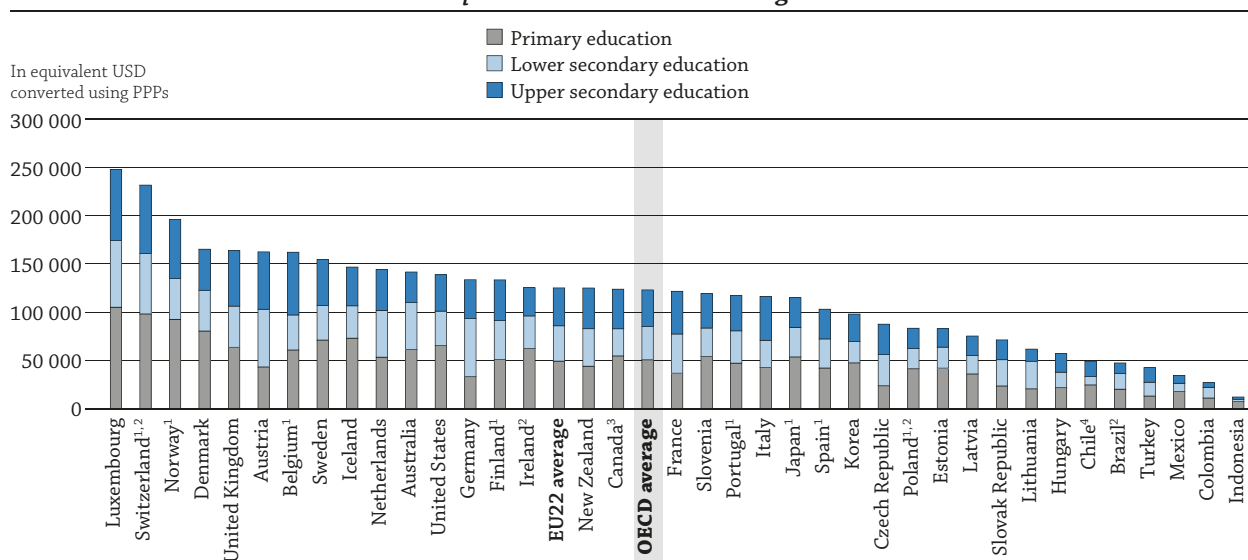
Across the OECD countries, students are expected to spend on average six years in primary education. This leads to a total of USD 50 680 expected to be spent per student during primary studies. Cumulative expenditure on primary education is USD 11 153 in Colombia and USD 7 345 in Indonesia, more as a result of low annual expenditure (Table B1.1) than of fewer years spent in education. In contrast, in other countries, cumulative expenditure is well below average mostly because primary students are not expected to spend many years in education, for example, in the Czech Republic (USD 23 814 over five years), Hungary (USD 21 818 over four years) and Lithuania (USD 20 650 over four years).

Lower secondary (on average 3.5 years) and upper secondary levels (on average 3.7 years) are shorter in duration. However, in Chile, Israel, Indonesia and Slovenia, students are expected to spend less than 3 years in lower secondary education, and in Colombia and the Russian Federation, students are expected to spend less than 2 years in upper secondary education.

Primary and secondary education are usually compulsory across the OECD, and the expected expenditure per student over these levels shows how much a student is expected to cost following the current patterns in enrolment and expenditure. On average across OECD countries, over the 13.1 years students are expected to be enrolled at primary or secondary level, expenditure adds up to USD 121 899. Luxembourg and Switzerland spend over USD 200 000 per student across those two levels, while in Colombia, Indonesia and Mexico, such expenditure is below USD 40 000.

Figure B1.4. Cumulative expenditure per student by educational institutions over the expected duration of primary and secondary studies (2013)

Annual expenditure by educational institutions per student multiplied by the theoretical duration of studies, in equivalent USD converted using PPPs



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

2. Public institutions only.

3. Year of reference 2012 for expenditure per student.

4. Year of reference 2014 for expenditure per student.

Countries are ranked in descending order of the total expenditure by educational institutions per student over the theoretical duration of primary and secondary studies.

Source: OECD. Table B1.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397619>

Box B1.1 Relation between expenditure on research and development activities and international mobility in tertiary education

Across OECD countries, there are very large differences in the amount of expenditure per student at the tertiary level, partly because R&D expenditure can account for a significant proportion of spending on education. On average across OECD countries, expenditure on R&D at the tertiary level represents 30% of all expenditure per student by tertiary institutions. In 8 of the 32 countries for which data on R&D are available separately from total expenditure (Australia, Denmark, Finland, Germany, Norway, Portugal, Sweden and Switzerland), expenditure on R&D activities represents at least 39% of total expenditure per student by tertiary educational institutions. This can translate into significant amounts: in Denmark, Norway, Sweden and Switzerland, expenditure for R&D and ancillary services amounts to more than USD 8 000 per student.

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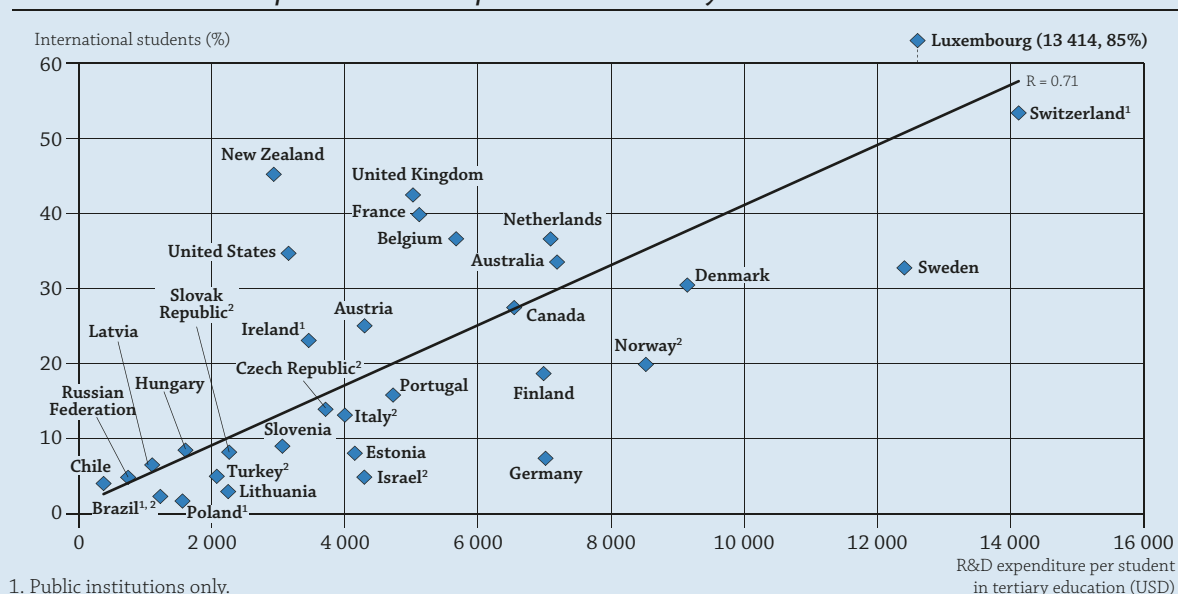
There are marked differences across OECD countries in the way R&D activities are funded. Several countries rely significantly on general government funding, which tertiary educational institutions can choose to allocate to R&D. On average, public funding represents 80% of total expenditure on R&D activities. Funds from abroad, especially from international organisations but also from the business sector, also represent a significant source of financing in many countries. The involvement of domestic businesses and private non-profit organisations is largest in Canada, the Czech Republic, Lithuania, New Zealand, the Russian Federation and Slovenia, but at least 30% of R&D activities are funded by international organisations or businesses. These figures may understate the full extent of the overall contribution of business to R&D, which can also involve payments for the use of facilities or the outcomes of R&D carried out within universities, in the form of licences or investment in spinoffs.

Interestingly, there is a strong relation between the investment on R&D activities and international mobility in tertiary education. Doctoral students tend to study in countries investing substantial resources in R&D in tertiary educational institutions. For example, Switzerland, the country with the highest level of expenditure on R&D per student in tertiary educational institutions (around USD 14 121), is also the country with the second highest proportion of international students at the doctoral level (after Luxembourg). Australia, Belgium, France, Luxembourg, the Netherlands, Sweden and the United Kingdom spend more than USD 5 000 in R&D per student in tertiary educational institutions and have a high proportion of international students (more than 30%). In contrast, Brazil, Chile, Poland and the Russian Federation have 5% or less of international students at the doctoral level and spend less than USD 2 000 per student on R&D in tertiary educational institutions (see Figure B1.a).

The correlation of expenditure on R&D per student in tertiary educational institutions with the proportion of international doctoral students is 0.71. R&D expenditure on tertiary educational institutions could attract international doctoral students to countries by enhancing the quality of research training in their universities, as well as their research capacity and visibility. Alternatively, it could be a proxy for other factors attracting international students, such as the general innovativeness of the economy (where students might stay to work after their degree) or other social and cultural factors, such as the presence of a thriving knowledge society.

Figure B1.a. Relationship between share of international doctoral students and countries' R&D investment in tertiary educational institutions (academic year 2013/14)

International or foreign students as a percentage of total enrolment at the doctoral or equivalent level, and expenditure on R&D per student in tertiary educational institutions



1. Public institutions only.

2. Foreign students instead of international students.

Sources: OECD. Tables B1.2 and C4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397646>

**Box B1.2 Cumulative expenditure per student by educational institutions
for all services over the average duration of tertiary studies (2013)**

Table B1.3 shows the cumulative expenditure per student over the expected years in education for primary through secondary education. The measure of “expected years in education” is a sum of the age-specific probabilities of enrolment of the total population of a given country. Therefore, it provides a realistic approximation of the number of years spent in school for levels of education in which the majority of the population at the typical age is enrolled. However, the same is not true at the tertiary level, which is usually attended by a smaller share of the population.

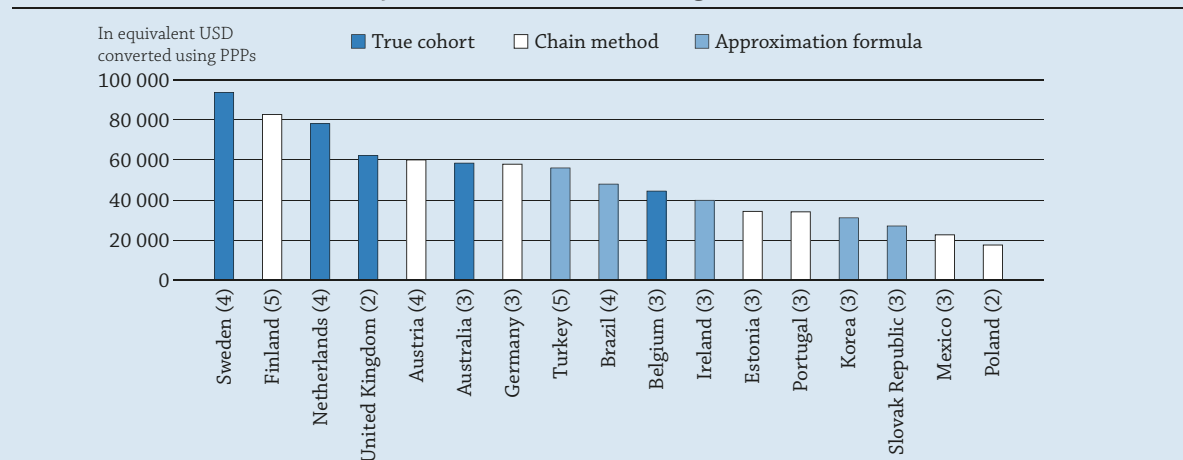
At the tertiary level, a calculation of the average duration of studies better reflects the amount of time spent in school by tertiary students. The average duration of studies uses conditional probabilities (conditional on enrolment in previous years of study), thus restraining the calculation of duration to students who have already entered tertiary education. This is very different from expected years in education, which measures the amount of time an individual in the population is expected to spend in tertiary education given current enrolment rates.

The calculation of the average duration presented in this indicator is based on full-time equivalent enrolments. That is, it measures the average amount of time a new entrant to a tertiary level spends at that level, regardless of whether he or she actually completes it. As a result, the average duration will decrease as the number of part-time students and dropouts increases.

Figure B1.b shows the cumulative expenditure per student by tertiary educational institutions over the average duration of tertiary studies of full-time equivalent students. The values vary from more than USD 90 000 in Sweden to less than USD 20 000 in Poland and can be highly influenced by expenditure on R&D, but also by the different average duration across countries. Australia, for example, spends USD 1 642 more per year per student in tertiary education than Austria, but because students spend on average less time in tertiary education, the cumulative expenditure over the average duration is higher in Austria than in Australia.

**Figure B1.b. Cumulative expenditure per student by educational institutions
for all services over the average duration of tertiary studies (2013)**

In equivalent USD converted using PPPs for GDP



Notes: The average duration of tertiary studies is indicated in parenthesis besides each country. For Belgium, average duration refers to Flemish community only. For Brazil and Ireland, expenditure refers to public institutions only. For Germany, average duration does not include international students.

The average duration of studies is calculated using the chain method, approximation formula or true cohort. Please see Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for more information on the methods and on which method was used by each country.

Countries are ranked in descending order of cumulative expenditure on tertiary education over the average duration of tertiary studies.

Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397655>

A corrigendum has been issued for this page. See:
<http://www.oecd.org/about/publishing/Corrigendum-Education-at-a-Glance2016.pdf>

B1

Expenditure per student by educational institutions relative to per capita GDP

Since access to education is universal (and usually compulsory) at the lower levels of schooling in most OECD countries, spending per student by educational institutions at those levels can be interpreted as the resources spent on the school-age population relative to a country's ability to pay. At higher levels of education, this measure is more difficult to interpret because student enrolments vary sharply among countries. At the tertiary level, for example, OECD countries may rank relatively high on this measure if a large proportion of their wealth is spent on educating a relatively small number of students.

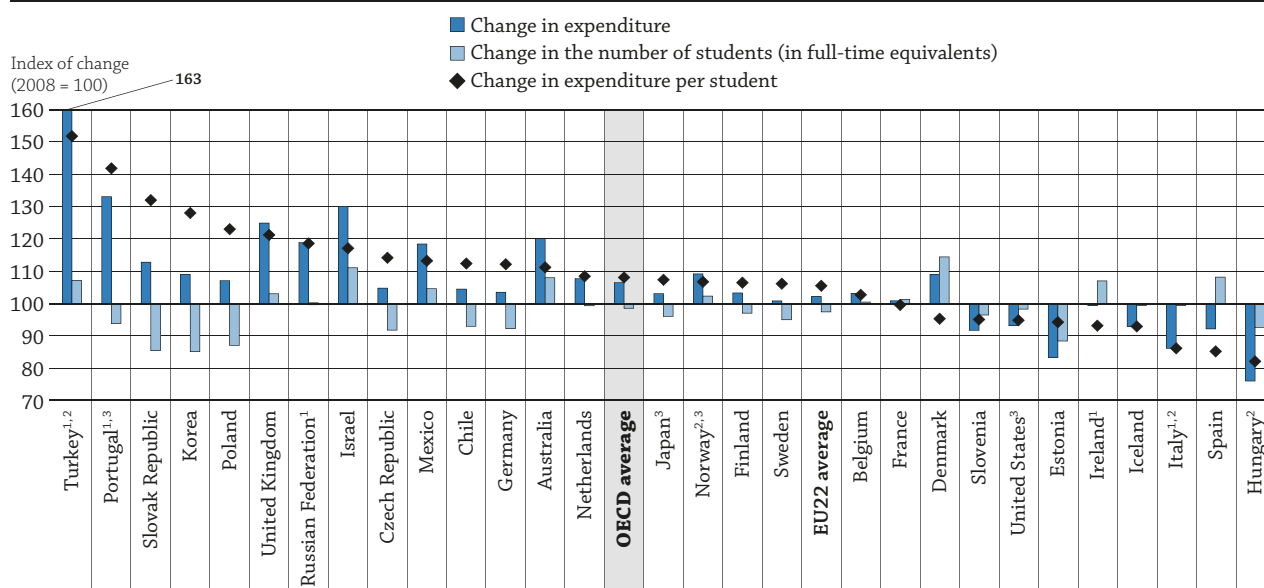
In OECD countries, expenditure per student by educational institutions averages 22% of per capita GDP at the primary level, 26% at the lower secondary level, 26% at the upper secondary level and 41% at the tertiary level. Overall, from primary to tertiary levels of education, expenditure per student averages 29% of per capita GDP in OECD countries (Table B1.4).

Countries with low levels of expenditure per student may nonetheless show distributions of investment relative to per capita GDP that are similar to those of countries with a high level of spending per student. For example, Slovenia's level of expenditure per student by educational institutions at the secondary level and per capita GDP are below the OECD average, yet it spends more per student relative to per capita GDP than the OECD average.

The relationship between per capita GDP and expenditure per student by educational institutions is difficult to interpret. However, there is a clear positive relationship between the two at both the primary and secondary levels of education – in other words, poorer countries tend to spend less per student than richer ones. Although the relationship is generally positive at these levels, there are variations, even among countries with similar levels of per capita GDP, and especially in those in which per capita GDP exceeds USD 30 000. Ireland and Austria, for example, have similar levels of per capita GDP (see Table X2.1 in Annex 2) but spend very different proportions of it on primary and secondary education. In Ireland, the proportions are 17% at the primary level (below the OECD average of 22%) and 23% at the lower secondary level (close to the OECD average of 26%), while in Austria, the proportions are 23% at the primary level and 31% at the lower secondary level (Table B1.4).

Figure B1.5a. Changes in the number of students, expenditure on educational institutions and expenditure per student in primary, secondary and post-tertiary non-tertiary education (2008, 2013)

Index of change between 2008 and 2013 (2008 = 100, 2013 constant prices)



1. Public institutions only.

2. Public expenditure only.

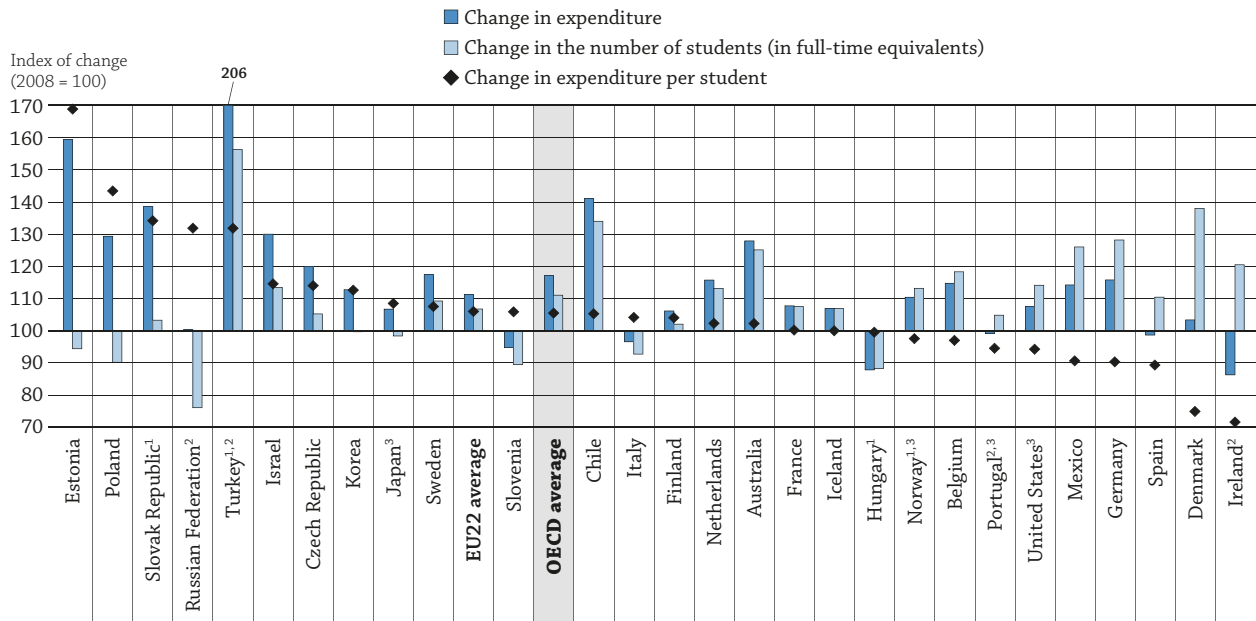
3. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

Countries are ranked in descending order of the change in expenditure per student by educational institutions.

Source: OECD, Table B5.1a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397628>

Figure B1.5b. Changes in the number of students, expenditure on educational institutions and expenditure per student in tertiary education (2008, 2013)
Index of change between 2008 and 2013 (2008 = 100, 2013 constant prices)



1. Public expenditure only.

2. Public institutions only.

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

Countries are ranked in descending order of change in expenditure per student by educational institutions.

Source: OECD. Table B1.5b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397633>

There is more variation in spending on the tertiary level institutions, and the relationship between countries' relative wealth and their expenditure levels varies as well. Canada, Sweden, Turkey, the United Kingdom and the United States spend more than 50% of per capita GDP on tertiary level institutions per student – among the largest proportions after Brazil (Table B1.4). In the case of Sweden, for example, this is clearly explained by extremely high expenditure on research and development, which take up over half of total expenditure per student (Table B1.2).

Change in expenditure per student by educational institutions between 2005 and 2013

Changes in expenditure by educational institutions largely reflect changes in the size of the school-age population and in teachers' salaries. These tend to rise over time in real terms. Teachers' salaries, the main component of costs, have increased in the majority of countries during the past decade (see Indicator D3). The size of the school-age population influences both enrolment levels and the amount of resources and organisational effort a country must invest in its education system. The larger this population, the greater the potential demand for education services. Change in expenditure per student over years may also vary between levels of education within countries, as both enrolment and expenditure may follow different trends at different levels of education.

Expenditure by primary, secondary and post-secondary non-tertiary educational institutions increased in most countries by an average of 7% between 2005 and 2008, followed by a 5% increase between 2008 and 2013, despite the economic crisis. Over the same period, enrolment at those levels decreased slowly, with a total decline of 4% over the eight-year period. Falling enrolment together with increasing expenditure resulted in greater expenditure per student at those levels – 19% higher in 2013 than in 2005. Most countries were spending more per student in 2013 than they did at the start of the crisis in 2008, with the exception of European countries hit hard by the economic turmoil: Denmark, Estonia, Hungary, Iceland, Ireland, Italy, Slovenia and Spain. In some countries, this fall in expenditure coincided with policy-making decisions. In Italy, for example, national public expenditure on education decreased following the Law 133 of 2008, which allowed, among other measures, for an increase in the pupil-teacher ratio and hence lower educational expenditure. On the contrary, in Turkey and the Slovak Republic,

B1

expenditure per student increased between 2005 and 2013, by 80% in Turkey and 69% in the Slovak Republic. In the case of the Slovak Republic, this is partially explained by a steep decline (about 25%) in the number of students enrolled at primary, secondary and post-secondary non-tertiary level, the strongest decline in enrolment across OECD countries.

At tertiary level, expenditure increased much faster than in lower levels of education, rising on average by 10% between 2005 and 2008 and another 17% between 2008 and 2013. This results, in part, from enrolment that increased by a total of 16% between 2005 and 2013. Emerging economies like Brazil, Chile and Turkey saw an increase of more than 50% in their total tertiary enrolment over that period. As a result, Turkey more than doubled its expenditure on tertiary education, while expenditure per student expanded by only 33%. Yet, despite the recent advances, Brazil, Chile and Turkey still remain among the countries with the lowest expenditure per student (Table B1.1).

On average, across the OECD, expenditure per student at tertiary level increased by 5% since 2008, which is due to a large increase in expenditure that more than compensates for the increase in number of students. This differs from the picture of recent trends in primary, secondary and post-secondary non-tertiary education, where a decrease in the number of students was an important factor in explaining the increase in expenditure per student.

Definitions

Ancillary services are services provided by educational institutions that are peripheral to their main educational mission. The main component of ancillary services is student welfare services. In primary, secondary and post-secondary non-tertiary education, student welfare services include meals, school health services and transportation to and from school. At the tertiary level, they include residence halls (dormitories), dining halls and health care.

Core educational services are directly related to instruction in educational institutions, including teachers' salaries, construction and maintenance of school buildings, teaching materials, books and administration of schools.

Research and development (R&D) includes research performed at universities and other tertiary educational institutions, regardless of whether the research is financed from general institutional funds or through separate grants or contracts from public or private sponsors.

Methodology

Data refer to the financial year 2013 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

Tables B1.5a and B1.5b show the changes in expenditure per student by educational institutions between the financial years 2008, 2010, 2011, 2012 and 2013. OECD countries were asked to collect 2005, 2008, 2010, 2011 and 2012 data according to the definitions and coverage of UOE 2015 data collection. All expenditure data and GDP information for 2005, 2008, 2010, 2011 and 2012 are adjusted to 2013 prices using the GDP price deflator.

The indicator shows direct public and private expenditure by educational institutions in relation to the number of full-time equivalent students enrolled. Public subsidies for students' living expenses outside educational institutions have been excluded to ensure international comparability.

Core educational services are estimated as the residual of all expenditure, that is, total expenditure on educational institutions net of expenditure on R&D and ancillary services. The classification of R&D expenditure is based on data collected from the institutions carrying out R&D, rather than on the sources of funds.

Expenditure per student by educational institutions at a particular level of education is calculated by dividing total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programmes for which both enrolment and expenditure data are available are taken into account. Expenditure in national currency is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The PPP exchange rate is used because the market exchange rate is affected by many factors (interest rates, trade policies, expectations of economic growth, etc.) that have little to do with current relative domestic purchasing power in different OECD countries (see Annex 2 for further details).

Expenditure data for students in private educational institutions are not available for certain countries, and some other countries provide incomplete data on independent private institutions. Where this is the case, only expenditure on public and government-dependent private institutions has been taken into account.

Expenditure per student by educational institutions relative to per capita GDP is calculated by expressing expenditure per student by educational institutions in units of national currency as a percentage of per capita GDP, also in national currency. In cases where the educational expenditure data and the GDP data pertain to different reference periods, the expenditure data are adjusted to the same reference period as the GDP data, using inflation rates for the OECD country in question (see Annex 2).

Full-time equivalent student: The ranking of OECD countries by annual expenditure on educational services per student is affected by differences in how countries define full-time, part-time and full-time equivalent enrolment. Some OECD countries count every participant at the tertiary level as a full-time student, while others determine a student's intensity of participation by the credits that he/she obtains for successful completion of specific course units during a specified reference period. OECD countries that can accurately account for part-time enrolment have higher apparent expenditure per full-time equivalent student by educational institutions than OECD countries that cannot differentiate among the different types of student attendance.

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.

Indicator B1 Tables


StatLink  <http://dx.doi.org/10.1787/888933397510>

Table B1.1	Annual expenditure per student by educational institutions for all services (2013)
Table B1.2	Annual expenditure per student by educational institutions for core educational services, ancillary services and R&D (2013)
Table B1.3	Cumulative expenditure per student by educational institutions over the expected duration of primary and secondary studies (2013)
Table B1.4	Annual expenditure per student by educational institutions for all services, relative to per capita GDP (2013)
Table B1.5a	Change in expenditure per student by educational institutions for all services, relative to different factors, at the primary, secondary and post-secondary non-tertiary levels of education (2005, 2008, 2010, 2011, 2012, 2013)
Table B1.5b	Change in expenditure per student by tertiary educational institutions for all services, relative to different factors (2005, 2008, 2010, 2011, 2012, 2013)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table B1.1. Annual expenditure per student by educational institutions for all services (2013)
In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents

		Secondary						Post-secondary non-tertiary	Tertiary (including R&D activities)			Primary to tertiary
		Primary	Lower secondary	Upper secondary			All secondary		Short-cycle tertiary	Bachelor's, master's and doctoral degrees	All tertiary	
				General programmes	Vocational programmes	All programmes						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		
OECD	Australia	8 289	11 431	12 113	6 631	10 203	10 932	6 631	10 008	19 916	18 337	11 169
	Austria	10 780	14 831	13 260	16 554	15 255	15 024	5 322	16 453	16 742	16 695	14 361
	Belgium	9 957	12 267	13 158 ^d	12 927 ^d	13 020 ^d	12 763 ^d	x(5)	9 366	16 148	15 911	12 407
	Canada ^{1, 2}	9 130 ^d	x(1)	x(5)	x(5)	12 086	m	m	14 764	25 083	21 458	12 967
	Chile ³	4 021	4 099	4 128	4 171	4 141	4 127	a	4 079	9 084	7 642	5 092
	Czech Republic	4 730	8 061	6 560	8 073	7 682	7 861	2 221	16 478	10 417	10 432	7 493
	Denmark	11 355	11 906	x(5)	x(5)	10 165	10 933	a	x(10)	x(10)	16 460	12 294
	Estonia	7 138	7 009	4 778	7 987	5 909	6 417	7 039	a	11 607	11 607	8 107
	Finland	8 519	13 312	7 788	9 172 ^d	8 786 ^d	10 237 ^d	x(4)	a	17 868	17 868	11 221
	France	7 201	9 947	13 120	14 504	13 643	11 482	9 549	13 784	16 998	16 194	10 907
	Germany	8 103	9 967	10 854	15 343	13 093	11 106	10 465	9 626	16 896	16 895	11 545
	Greece	m	m	m	m	m	m	m	m	m	m	m
	Hungary	5 435	3 994	4 513	4 233	4 439	4 236	4 154	7 795	10 221	9 980	5 591
	Iceland	10 569	11 276	6 548	10 458	7 743	9 041	13 029	8 494	11 314	11 256	10 067
	Ireland ⁴	8 002	10 773	10 840	a	10 840	10 804	12 630	x(10)	x(10)	13 663	10 065
	Israel	6 941	x(5)	5 067	8 727	5 831 ^d	5 831	2 672	5 904	17 446	15 185	7 840
	Italy ⁵	8 392	8 797	x(5)	x(5)	9 174	9 023	m	7 962	11 177	11 172	9 238
	Japan	8 748	10 084	x(5)	x(5)	10 459 ^d	10 273 ^d	x(5, 10)	11 339 ^d	19 641 ^d	17 883 ^d	11 309
	Korea	7 957	7 324	x(5)	x(5)	9 801	8 592	m	5 370	10 491	9 323	8 658
	Latvia	5 974	6 016	6 280	5 608	6 005	6 010	6 135	8 814	8 088	8 193	6 526
	Luxembourg ²	17 959	20 076	20 742	18 571	19 473	19 762	1 403	22 173	42 435	40 933	21 320
	Mexico	2 717	2 473	4 669	3 273	4 126	3 065	a	x(10)	x(10)	7 568	3 387
	Netherlands	8 371	12 334	10 244	13 118	12 200	12 269	11 016	11 381	18 987	18 947	12 247
	New Zealand	7 354	9 191	10 709	13 152	11 328	10 198	9 852	10 960	15 419	14 585	10 045
	Norway	13 274	14 103	x(5)	x(5)	16 153 ^d	15 283 ^d	x(5)	x(5)	20 379	20 379	15 466
	Poland	6 919	6 900	5 381	6 865 ^d	6 178 ^d	6 505	4 699	11 800	8 918	8 929	7 195
	Portugal	7 258	9 667	x(5)	x(5)	10 503 ^d	10 074 ^d	x(5, 10)	a	11 106	11 106	9 218
	Slovak Republic ²	5 942	5 755	4 693	6 464	5 839	5 795	6 453	6 254	10 370	10 321	6 735
	Slovenia	9 121	10 085	8 832	7 342	7 872	8 739	a	4 092	13 360	12 064	9 597
	Spain	6 956	8 303	8 348	9 467 ^d	8 729 ^d	8 520 ^d	x(4)	9 085	13 511	12 604	8 755
	Sweden	10 664	11 306	8 949	14 126	11 389	11 354	4 117	6 478	24 818	23 219	13 072
	Switzerland ⁴	15 930	19 698	17 530 ^d	18 855 ^d	18 479 ^d	18 994 ^d	x(5)	x(5)	25 126	25 126	19 052
	Turkey	2 894	3 337	3 580	4 217	3 914	3 590	a	x(10)	x(10)	10 637	4 482
	United Kingdom	10 669	13 092	13 022	9 041	11 627	12 200	a	x(10)	x(10)	25 744	13 613
	United States	10 959	11 947	x(5)	x(5)	13 587	12 740	x(10)	x(10)	x(10)	27 924 ^d	15 720
	OECD average	8 477	9 980	9 066	9 955	9 990	9 811	6 905	10 107	16 199	15 772	10 493
	EU22 average	8 545	10 210	9 520	10 553	10 087	10 053	6 554	10 769	15 537	15 664	10 548
Partners	Argentina	3 729	5 266	m	m	5 608	5 399	a	m	m	m	m
	Brazil ⁴	3 826	3 802	x(5)	x(5)	3 852	3 822	a	x(10)	x(10)	13 540	4 318
	China	m	m	m	m	m	m	m	m	m	m	m
	Colombia	2 074	2 728	x(5)	x(5)	3 117	2 835	a	3 318	7 879	6 391	3 165
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	1 184	918	1 453	581	1 070	984	a	x(10)	x(10)	2 094	1 209
	Lithuania	5 079	4 596	4 509	7 493	5 345	4 826	9 609	a	8 697	8 697	6 027
	Russian Federation	x(3)	x(3)	5 236 ^d	3 923	5 100 ^d	5 100 ^d	x(5)	5 083	9 291	8 483	5 999
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
	South Africa ³	2 366	x(6)	x(6)	x(6)	x(6)	2 513	5 607	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m

Notes: Data on early childhood education are available in Indicator C2.

Public expenditure figures presented here exclude undistributed programme.

1. Year of reference 2012.

2. Public institutions only for tertiary level.

3. Year of reference 2014.

4. Public institutions only.

5. Public institutions only except in tertiary education. Primary to tertiary education excludes post-secondary non-tertiary education.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933397529>

Table B1.2. **Annual expenditure per student by educational institutions for core educational services, ancillary services and R&D (2013)***In equivalent USD converted using PPPs for GDP, by level of education and type of service, based on full-time equivalents*

B1

	Primary, secondary and post-secondary non-tertiary			Tertiary				Primary to tertiary			
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	R&D	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	R&D	Total
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD											
Australia	9 315	131	9 446	10 588	561	7 188	18 337	9 562	214	1 393	11 169
Austria	12 735	611	13 346	12 245	153	4 297	16 695	12 587	472	1 303	14 361
Belgium	11 280	305	11 585	9 877	362	5 672	15 911	11 013	316	1 078	12 407
Canada ^{1, 2}	9 740	484	10 224	13 790	1 124	6 544	21 458	10 729	640	1 598	12 967
Chile ³	m	m	4 076	m	m	366	7 642	m	m	104	5 092
Czech Republic	6 160	417	6 578	6 644	77	3 711	10 432	6 275	336	882	7 493
Denmark	m	m	11 127	m	m	9 144	16 460	m	m	2 001	12 294
Estonia	6 687	99	6 786	7 456	1	4 150	11 607	6 897	72	1 137	8 107
Finland	8 551	1 028	9 579	10 883	0	6 986	17 868	9 013	824	1 384	11 221
France	8 419	1 251	9 670	10 217	860	5 118	16 194	8 760	1 177	970	10 907
Germany	9 994	273	10 267	9 085	795	7 015	16 895	9 819	373	1 353	11 545
Greece	m	m	m	m	m	m	m	m	m	m	m
Hungary	4 077	512	4 589	7 108	1 265	1 607	9 980	4 641	652	299	5 591
Iceland	m	m	9 773	m	m	m	11 256	m	m	m	10 067
Ireland ⁴	9 302	0	9 302	10 206	0	3 458	13 663	9 460	0	605	10 065
Israel	6 216	166	6 382	10 841	50	4 293	15 185	6 982	147	711	7 840
Italy ⁵	8 386	398	8 784	6 766	404	4 001	11 172	8 023	397	817	9 238
Japan ⁶	m	m	9 537	m	m	m	17 883^d	m	m	m	11 309^d
Korea	7 489	831	8 320	7 472	81	1 770	9 323	7 483	578	596	8 658
Latvia	m	m	5 995	m	m	1 575	8 193	m	m	381	6 526
Luxembourg ²	18 260	1 219	19 479	26 657	862	13 414	40 933	18 981	1 188	1 151	21 320
Mexico	m	m	2 877	m	m	1 640	7 568	m	m	178	3 387
Netherlands	10 552	a	10 552	11 856	a	7 091	18 947	10 815	a	1 431	12 247
New Zealand	m	m	8 986	m	m	2 956	14 585	m	m	555	10 045
Norway ⁶	14 300 ^d	0 ^d	14 300^d	11 683	173	8 522	20 379	13 798	33	1 636	15 466
Poland ⁴	6 474	170	6 644	7 159	208	1 562	8 929	6 639	179	376	7 195
Portugal ⁶	7 976	766	8 741	5 747	634	4 725	11 106	7 526	739	953	9 218
Slovak Republic ²	4 987	866	5 852	5 633	1 625	3 062	10 321	5 115	1 012	607	6 735
Slovenia	8 252	657	8 910	9 494	307	2 263	12 064	8 523	581	494	9 597
Spain	7 151	612	7 764	8 623	568	3 412	12 604	7 453	603	699	8 755
Sweden	9 741	1 173	10 914	10 814	0	12 405	23 219	9 929	968	2 176	13 072
Switzerland ⁴	m	m	17 679	m	m	14 121	25 126	m	m	2 604	19 052
Turkey	m	m	3 327	m	m	2 077	10 637	m	m	328	4 482
United Kingdom	10 897	646	11 545	15 825	4 895	5 024	25 744	11 615	1 265	733	13 613
United States ⁶	10 842	1 001	11 843	21 170 ^d	3 679 ^d	3 075 ^d	27 924^d	13 332	1 646	741	15 720
OECD average	8 736	522	9 258	10 222	713	4 837	15 772	9 004	552	936	10 493
EU22 average	8 855	574	9 429	9 890	669	5 104	15 664	8 990	579	979	10 548
Partners											
Argentina	m	m	m	m	m	m	m	m	m	m	m
Brazil ⁴	m	m	3 824	m	m	1 229	13 540	m	m	63	4 318
China	m	m	m	m	m	m	m	m	m	m	m
Colombia	2 355	104	2 459	m	m	m	6 391	m	m	m	3 165
Costa Rica	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	1 099	2 094	m	m	2 094	m	m	m	1 209
Lithuania	4 863	206	5 069	5 833	616	2 248	8 697	5 119	315	594	6 027
Russian Federation	m	m	5 100	m	m	745	8 483	m	m	198	5 999
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m

Note: Public expenditure figures presented here exclude undistributed programme.

1. Year of reference 2012.

2. Public institutions only for tertiary level.

3. Year of reference 2014.

4. Public institutions only.

5. Public institutions only except in tertiary education. Primary to tertiary education excludes post-secondary non-tertiary education.

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

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933397538>

Table B1.3. **Cumulative expenditure per student by educational institutions over the expected duration of primary and secondary studies (2013)***In equivalent USD converted using PPPs for GDP, by level of education*

		Expected years in education			Cumulative expenditure per student over the expected duration of studies (in USD)				
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary	All secondary	Total primary and secondary
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	Australia	7.4	4.2	3.1	61 382	48 489	31 685	80 174	141 556
	Austria	4.0	4.0	3.9	43 301	59 709	59 389	119 098	162 399
	Belgium ¹	6.1	3.0	5.0	60 871	36 217	64 956 ^d	101 173	162 045
	Canada ²	6.0	3.1	3.4	54 721	28 080	40 987	69 067	123 788
	Chile ³	6.2	2.1	3.9	24 719	8 553	16 029	24 582	49 301
	Czech Republic	5.0	4.0	4.1	23 814	32 400	31 362	63 762	87 576
	Denmark	7.1	3.5	4.2	80 485	42 174	42 507	84 682	165 166
	Estonia	5.9	3.1	3.2	42 060	21 738	19 063	40 801	82 860
	Finland ¹	6.0	3.0	4.8	50 952	40 382	42 064 ^d	82 446	133 398
	France	5.1	4.1	3.2	36 841	40 563	44 217	84 781	121 621
	Germany	4.1	6.0	3.1	33 188	60 102	40 265	100 367	133 555
	Greece	m	m	m	m	m	m	m	m
	Hungary	4.0	4.0	4.3	21 818	16 042	19 233	35 275	57 093
	Iceland	6.9	3.0	5.2	73 088	33 475	40 109	73 584	146 672
	Ireland ⁴	7.8	3.1	2.7	62 273	33 815	29 239	63 054	125 328
	Israel	5.9	2.9	2.9	40 773	x(7)	x(7)	33 843	74 616
	Italy ⁴	5.1	3.2	4.9	42 655	28 239	45 329	73 568	116 223
	Japan ¹	6.1	3.0	2.9	53 682	30 627	30 841 ^d	61 468	115 150
	Korea	6.0	3.0	2.9	47 519	22 017	28 483	50 499	98 018
	Latvia	6.0	3.1	3.4	36 067	18 934	20 298	39 232	75 299
	Luxembourg	5.9	3.4	3.8	105 115	69 217	73 490	142 707	247 822
	Mexico	6.6	3.4	2.0	17 880	8 522	8 203	16 725	34 605
	Netherlands	6.4	3.9	3.5	53 410	48 399	42 377	90 776	144 186
	New Zealand	6.0	4.2	3.7	44 066	38 783	42 149	80 933	124 998
	Norway ¹	7.0	3.0	3.8	92 586	42 353	61 087 ^d	103 440	196 026
	Poland ^{1, 4}	6.0	3.0	3.4	41 417	20 794	21 162 ^d	41 956	83 373
	Portugal ¹	6.5	3.5	3.5	47 251	33 406	36 537 ^d	69 943	117 195
	Slovak Republic	4.0	4.7	3.5	23 628	27 125	20 538	47 664	71 292
	Slovenia	5.9	2.9	4.5	53 948	29 631	35 728	65 359	119 307
	Spain ¹	6.1	3.6	3.5	42 195	30 086	30 776 ^d	60 862	103 057
	Sweden	6.7	3.2	4.2	71 129	35 740	47 637	83 377	154 506
	Switzerland ^{1, 4}	6.2	3.2	3.8	98 157	62 588	70 753 ^d	133 341	231 497
	Turkey	4.6	4.3	3.9	13 212	14 271	15 070	29 341	42 553
	United Kingdom	6.0	3.3	4.9	63 611	38 070	44 915	82 986	146 597
	United States	6.0	3.0	2.8	65 302	35 755	37 635	73 390	138 692
	OECD average	5.9	3.5	3.7	50 680	34 571	37 780	71 219	121 899
	EU22 average	5.7	3.6	3.9	49 335	36 540	39 224	75 764	125 100
Partners	Argentina	m	m	m	m	m	m	m	m
	Brazil ⁴	5.3	4.3	2.8	20 292	16 326	10 815	27 141	47 432
	China	m	3.0	2.3	m	m	m	m	m
	Colombia	5.4	4.1	1.5	11 153	11 087	4 814	15 901	27 054
	Costa Rica	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	6.2	2.7	2.2	7 345	2 492	2 344	4 836	12 181
	Lithuania	4.1	6.2	2.4	20 650	28 540	12 571	41 111	61 760
	Russian Federation ¹	3.9	4.6	1.0	x(8)	x(8)	x(8)	x(8)	48 764
	Saudi Arabia	6.5	3.0	3.3	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
	G20 average	m	3.6	3.1	m	m	m	m	m

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

2. Year of reference 2012 for expenditure per student.

3. Year of reference 2014.

4. Public institutions only.

Source: OECD, Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933397540>

Table B1.4. **Annual expenditure per student by educational institutions for all services, relative to per capita GDP (2013)***By level of education, in percentage of per capita GDP*

B1

		Primary	Secondary				Post-secondary non-tertiary	Tertiary (including R&D activities)			All tertiary excluding R&D activities	
			Lower secondary	Upper secondary				All secondary	Short-cycle tertiary	Bachelor's, master's and doctoral degrees		All tertiary
				General programmes	Vocational programmes	All programmes						
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD	Australia	18	24	26	14	22	23	14	21	42	39	24
	Austria	23	31	28	35	32	32	11	35	35	35	26
	Belgium	23	28	30 ^d	30 ^d	30 ^d	30 ^d	x(5)	22	37	37	24
	Canada ^{1, 2}	22 ^d	x(1)	x(5)	x(5)	28	m	m	35	59	51	35
	Chile ³	18	19	19	19	19	19	a	19	41	35	33
	Czech Republic	16	27	22	27	26	26	7	55	35	35	22
	Denmark	25	26	x(5)	x(5)	22	24	a	x(10)	x(10)	36	16
	Estonia	26	26	18	29	22	24	26	a	43	43	28
	Finland	21	32	19	22 ^d	21 ^d	25 ^d	x(4)	a	44	44	27
	France	18	25	33	37	35	29	24	35	43	41	28
	Germany	18	23	25	35	30	25	24	22	38	38	22
	Greece	m	m	m	m	m	m	m	m	m	m	m
	Hungary	23	17	19	18	18	18	17	32	43	42	35
	Iceland	25	26	15	24	18	21	30	20	26	26	m
	Ireland ⁴	17	23	23	a	23	23	26	x(10)	x(10)	29	21
	Israel	21	x(5)	15 ^d	26 ^d	17 ^d	17	8	18	52	45	32
	Italy ⁵	23	24	x(5)	x(5)	25	25	m	22	31	31	20
	Japan	24	28	x(5)	x(5)	29 ^d	28 ^d	x(5, 10)	31 ^d	54 ^d	49 ^d	m
	Korea	24	22	x(5)	x(5)	30	26	m	16	32	29	23
	Latvia	27	27	28	25	27	27	27	39	36	37	29
	Luxembourg ²	19	21	21	19	20	20	1	23	44	42	28
	Mexico	16	14	27	19	24	18	a	x(10)	x(10)	44	35
	Netherlands	17	26	21	27	25	26	23	24	40	39	25
	New Zealand	20	25	29	36	31	28	27	30	42	40	32
	Norway	25	27	x(5)	x(5)	31 ^d	29 ^d	x(5)	x(5)	39	39	22
	Poland ⁶	28	28	22	28 ^d	25 ^d	27 ^d	19	48	36	36	30
	Portugal	26	35	x(5)	x(5)	38 ^d	36 ^d	x(5, 10)	a	40	40	23
	Slovak Republic ²	22	21	17	24	21	21	24	23	38	38	26
	Slovenia	31	35	30	25	27	30	a	14	46	41	34
	Spain	21	25	25	29 ^d	27 ^d	26 ^d	x(4)	28	41	38	28
	Sweden	24	25	20	31	25	25	9	14	55	52	24
	Switzerland ⁴	27	33	29 ^d	32 ^d	31 ^d	32 ^d	x(5)	x(5)	42	42	18
	Turkey	15	17	19	22	20	19	a	x(10)	x(10)	55	45
	United Kingdom	27	34	34	23	30	31	a	x(10)	x(10)	66	53
	United States	21	23	x(5)	x(5)	26	25	x(10)	x(10)	x(10)	54 ^d	48
	OECD average	22	26	24	26	26	25	19	27	41	41	29
	EU22 average	23	27	24	27	26	26	18	29	40	40	27
Partners	Argentina	16	23	m	m	25	24	a	m	m	m	m
	Brazil ⁴	24	24	x(5)	x(5)	24	24 ^d	a	x(10)	x(10)	85	77
	China	m	m	m	m	m	m	m	m	m	m	m
	Colombia	16	21	m	m	24	22	a	m	m	m	m
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	12	9	14	6	11	10	a	x(10)	x(10)	21	m
	Lithuania	19	17	17	28	20	18	36	a	33	33	24
	Russian Federation	x(3)	x(3)	23 ^d	17 ^d	23 ^d	23 ^d	x(5)	23	41	38	34
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
	South Africa ⁴	18	x(6)	x(6)	x(6)	x(6)	19	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m

1. Year of reference 2012.

2. Public institutions only for tertiary level.

3. Year of reference 2014.

4. Public institutions only.

5. Public institutions only except in tertiary education.

6. Upper secondary includes lower secondary vocational education.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933397556>

Table B1.5a. Change in expenditure per student by educational institutions for all services, relative to different factors, at the primary, secondary and post-secondary non-tertiary levels of education (2005, 2008, 2010, 2011, 2012, 2013)

Index of change (GDP deflator 2008 = 100, constant prices)

		Primary, secondary and post-secondary non-tertiary														
		Change in expenditure (2008 = 100)					Change in the number of students (2008 = 100)					Change in expenditure per student (2008 = 100)				
		2005	2010	2011	2012	2013	2005	2010	2011	2012	2013	2005	2010	2011	2012	2013
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	91	121	119	119	120	100	102	104	107	108	91	119	114	111	111
	Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Belgium	88	100	101	103	103	104	99	99	100	100	85	100	101	102	103
	Canada ¹	90	109	105	107	m	m	99	98	96	m	m	110	107	109	m
	Chile	84	97	112	m	104	104	96	94	m	93	81	100	119	m	112
	Czech Republic	95	104	107	108	105	108	96	94	92	92	88	109	114	118	114
	Denmark	101	109	101	110	109	101	107	112	114	114	100	103	90	97	95
	Estonia	81	88	82	83	83	111	94	92	89	88	73	94	89	93	94
	Finland	93	104	105	104	103	99	99	98	97	97	94	105	107	107	106
	France	97	103	102	102	101	100	100	100	101	101	97	103	102	100	100
	Germany	98	106	105	104	103	103	97	96	94	92	96	109	110	111	112
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary ²	105	88	83	79	76	104	98	96	95	93	100	90	86	83	82
	Iceland	93	88	91	90	93	99	100	99	100	100	94	89	92	90	93
	Ireland ³	75	107	105	106	100	96	103	104	104	107	78	104	101	102	93
	Israel	84	108	120	128	130	96	104	106	107	111	87	104	113	120	117
	Italy ^{2, 3}	96	93	89	86	86	100	100	101	99	100	96	93	88	87	86
	Japan ¹	98	102	103	104	103	103	99	98	97	96	95	104	105	107	107
	Korea	87	109	110	109	109	102	95	92	88	85	85	115	120	123	128
	Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Luxembourg	111	116	111	111	102	m	m	m	m	m	m	m	m	m	m
	Mexico	97	108	112	115	118	97	102	103	104	105	100	106	109	111	113
	Netherlands	95	108	107	107	108	99	100	100	100	99	96	107	107	107	108
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway ^{1, 2}	94	106	105	105	109	98	100	101	102	102	95	106	104	103	107
	Poland	87	105	103	107	107	113	94	92	89	87	77	112	113	120	123
	Portugal ^{1, 3}	105	113	106	128	133	100	99	97	98	94	104	114	109	131	142
	Slovak Republic	87	117	109	108	113	111	94	91	87	85	78	124	120	124	132
	Slovenia	96	99	97	94	92	108	97	97	96	96	89	102	100	97	95
	Spain	87	103	101	96	92	98	103	104	105	108	89	100	97	91	85
	Sweden	97	99	99	100	101	103	94	94	94	95	94	105	106	106	106
	Switzerland ³	97	104	106	108	110	m	m	m	m	m	m	m	m	m	m
	Turkey ^{2, 3}	82	121	123	136	163	98	104	103	104	107	84	116	119	130	152
	United Kingdom	101	107	110	113	125	101	101	103	105	103	100	106	107	108	109
	United States ¹	90	98	96	94	93	99	98	99	98	98	91	100	98	95	95
	OECD average	93	105	104	105	106	102	99	99	99	99	91	105	105	107	108
	EU22 average	94	104	101	103	102	103	99	98	98	97	91	104	103	105	105
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ^{2, 3}	70	114	118	m	m	104	95	92	90	88	67	120	128	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Costa Rica	m	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	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation ³	73	95	99	114	119	113	99	100	100	100	65	96	99	115	119
	Saudi Arabia	m	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	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

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

2. Public expenditure only.

3. Public institutions only.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table B1.5b. **Change in expenditure per student by tertiary educational institutions for all services, relative to different factors (2005, 2008, 2010, 2011, 2012, 2013)***Index of change (GDP deflator 2008 = 100, constant prices)*

B1

		Tertiary														
		Change in expenditure (2008 = 100)					Change in the number of students (2008 = 100)					Change in expenditure per student (2008 = 100)				
		2005	2010	2011	2012	2013	2005	2010	2011	2012	2013	2005	2010	2011	2012	2013
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	90	114	116	119	128	92	116	120	123	125	97	98	97	97	102
	Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Belgium	90	108	110	111	115	97	109	112	116	118	93	99	98	96	97
	Canada ¹	94	113	109	112	m	m	m	m	m	m	m	m	m	m	m
	Chile	85	133	141	m	141	75	121	125	m	134	112	109	113	m	105
	Czech Republic	76	105	124	130	120	85	111	113	110	105	89	94	110	119	114
	Denmark	98	109	112	m	103	100	108	101	134	138	98	101	110	m	75
	Estonia	80	107	122	123	159	101	101	101	97	94	79	106	121	126	169
	Finland	93	108	112	109	106	102	101	102	102	102	91	107	110	107	104
	France	89	105	106	105	108	101	103	104	106	108	87	101	102	100	100
	Germany	88	109	114	115	116	101	109	115	122	128	87	100	99	95	90
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary ²	95	91	106	74	88	100	88	94	93	88	94	103	112	80	100
	Iceland	86	90	87	106	107	91	106	110	107	107	95	84	79	99	100
	Ireland ³	73	102	98	98	86	99	108	108	113	120	74	95	90	87	72
	Israel	102	108	120	119	130	99	108	111	114	113	102	101	108	104	115
	Italy	89	99	101	96	97	100	98	97	95	93	89	101	104	101	104
	Japan ¹	91	101	105	104	107	103	99	99	98	98	89	102	106	106	108
	Korea	79	108	114	112	113	97	99	100	100	100	81	109	113	112	113
	Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	87	112	109	118	114	91	109	115	121	126	96	103	95	98	91
	Netherlands	92	109	113	114	116	91	108	111	111	113	101	101	102	103	102
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway ^{1, 2}	98	104	104	106	110	101	107	110	109	113	98	97	95	98	98
	Poland	110	128	119	123	129	104	98	96	92	90	106	131	124	134	143
	Portugal ^{1, 3}	94	107	100	97	99	99	105	108	107	105	95	101	92	91	95
	Slovak Republic ²	88	102	123	127	139	81	100	98	94	103	109	102	126	135	134
	Slovenia	97	105	109	100	95	98	102	100	93	90	99	103	109	108	106
	Spain	84	106	104	98	99	95	106	109	112	110	88	101	95	88	89
	Sweden	95	111	113	115	117	107	110	113	109	109	89	101	100	106	108
	Switzerland ³	109	112	117	122	124	m	m	m	m	m	m	m	m	m	m
	Turkey ^{2, 3}	88	127	147	170	206	89	118	135	140	156	99	107	109	121	132
United Kingdom	m	m	m	m	m	99	104	109	104	106	m	m	m	m	m	
United States ¹	89	104	107	111	108	94	116	118	122	114	95	90	91	91	94	
OECD average	91	108	112	112	117	96	106	108	109	111	94	102	104	103	105	
EU22 average	90	107	111	108	111	98	104	105	106	107	92	103	106	105	106	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ^{2, 3}	85	121	128	m	m	91	113	136	145	136	94	107	94	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Costa Rica	m	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	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation ³	43	101	94	98	100	57	89	85	81	76	76	114	111	120	132
	Saudi Arabia	m	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	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m


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

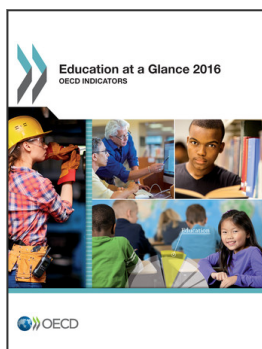
2. Public expenditure only.

3. Public institutions only.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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StatLink  <http://dx.doi.org/10.1787/888933397575>



From:

Education at a Glance 2016

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), “Indicator B1 How Much is Spent Per Student?”, in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-16-en>

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