INDICATOR B2

WHAT PROPORTION OF NATIONAL WEALTH IS SPENT ON EDUCATION?

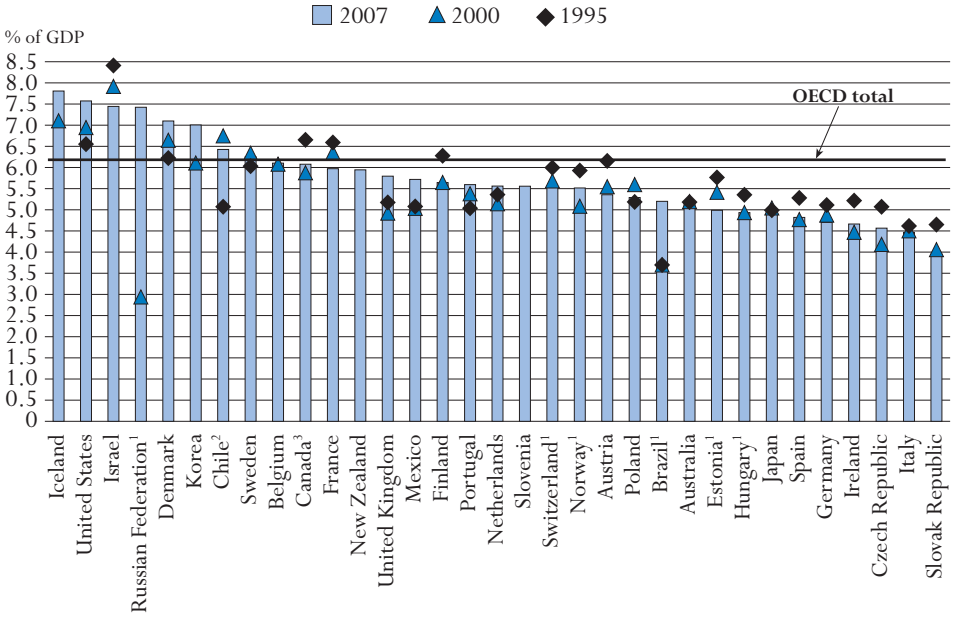
Expenditure on educational institutions as a percentage of GDP illustrates the priorities a country places on education in relation to its overall allocation of resources. Tuition fees and investment in education from private entities other than households (see Indicator B5) have a large impact on differences in the overall amount of financial resources that OECD and partner countries devote to their education systems, especially at the tertiary level.

Key results

Chart B2.1. Expenditure on educational institutions as a percentage of GDP, for all levels of education (1995, 2000, 2007)

This chart shows educational investment as the proportion of national income that countries devoted to spending on educational institutions in 1995, 2000 and 2007. It includes direct and indirect expenditure on educational institutions from both public and private sources of funds.

OECD countries spend 6.2% of their collective GDP on educational institutions. The increase in spending on educational institutions between 1995 and 2007 did not keep up with growth in national income in more than half of the 27 OECD and partner countries for which data are available.



1. Public expenditure only (for Switzerland, in tertiary education only).
2. Year of reference 2008 instead of 2007.
3. Year of reference 2006 instead of 2007.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in 2007.

Source: OECD. Table B2.1. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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Other highlights of this indicator

- About 59% of combined OECD expenditure on educational institutions, or 3.6% of the combined GDP in the OECD area, is devoted to primary, secondary and post-secondary non-tertiary education. Relative to its GDP, Iceland spends nearly twice as much as the Slovak Republic.
- Tertiary education accounts for nearly one-third of the combined OECD expenditure on educational institutions (2.0% of the combined GDP). In Canada and the United States expenditure at this level reaches 40% of expenditure on educational institutions.
- Canada, Chile, Korea and the United States spend between 2.0% and 3.1% of their GDP on tertiary institutions. Chile, Korea and the United States also show the highest proportions of private expenditure at the tertiary level (between 1.7% and 2.1% of GDP). Relative to GDP, the United States spend over three times more on tertiary education than Hungary, Italy, the Slovak Republic and the partner country Brazil.
- More people are completing upper secondary and tertiary education than ever before. In many countries this expansion has been accompanied by massive financial investments. For all levels of education combined, public and private investment in education increased in all countries by at least 8% between 1995 and 2007 in real terms, and increased on average by 49% in OECD countries. In three-quarters of these countries, the increase is greater for tertiary education than for primary to post-secondary non-tertiary levels combined.
- Expenditure for all levels of education combined increased at a faster rate than GDP only in 10 of the 27 countries for which data are available between 1995 and 2007. The increase exceeded 0.8 percentage point over the period in Chile (5.1% to 6.4%), Denmark (6.2% to 7.1%), the United States (6.6% to 7.6%) and the partner country Brazil (3.7% to 5.2%).
- Between 1995 and 2007, spending on the various levels of education evolved quite differently. From primary to post-secondary non-tertiary education, expenditure on educational institutions as a proportion of GDP decreased in 18 of the 27 OECD and partner countries for which data are available. In tertiary education, it significantly decreased from 1995 to 2007 only in Australia, Finland, Hungary, Ireland, the Netherlands and Norway.
- Ten of the fourteen countries with an above-average proportion of their population at the typical ages of primary and lower secondary education (Australia, Chile, Denmark, Iceland, Ireland, Korea, Mexico, New Zealand, Norway and the partner country Brazil) are also those with expenditure on educational institutions as a percentage of GDP that is above the OECD average.
- Projections of the size of the school-age population give an idea of the future demand for resources. Between 2000 and 2020, the size of the population aged 5-14 is set to decline in 27 out of 36 OECD and partner countries, by 8% on average in OECD countries, but by more than 30% in few countries.

Policy context

This indicator provides a measure of the proportion of a nation's wealth that is invested in educational institutions. Expenditure on educational institutions is an investment that can help foster economic growth, enhance productivity, contribute to personal and social development, and reduce social inequality. Relative to GDP, expenditure on educational institutions shows the priority a country gives to education in terms of its available resources. The proportion of a country's total financial resources devoted to education results from choices made by government, enterprises, and individual students and their families, and is partially driven by enrolments in education.

The indicator also includes a comparative review of changes in educational investment over time. In deciding how much to allocate to education, governments must assess demands for increased spending in areas such as teachers' salaries and educational facilities. This indicator can provide a point of reference, as it shows how the volume of educational spending, relative to national wealth and in absolute terms, has evolved over time in various OECD countries.

Evidence and explanations

What this indicator does and does not cover

This indicator covers expenditure on schools, universities and other public and private institutions involved in delivering or supporting educational services (*e.g.* educational services delivered by enterprises, as part of dual programmes). Expenditure on institutions is not limited to expenditure on instructional services; it also includes public and private expenditure on ancillary services for students and families (such as housing and transport services) when these services are provided by educational institutions. Spending on research and development can be significant in tertiary education and is included in this indicator, to the extent that the research is performed by educational institutions.

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

Overall investment relative to GDP

All OECD countries invest a substantial proportion of their national resources in education. Taking into account both public and private sources of funds, OECD countries as a whole spend 6.2% of their collective GDP on educational institutions at the pre-primary, primary, secondary and tertiary levels. Given that it is largely public in nature (see Indicator B3), education expenditure is subject to close scrutiny by governments, particularly at a time of pressure on public budgets.

Denmark, Iceland, the United States and the partner countries Israel and the Russian Federation are the countries with the highest spending on educational institutions, with public and private spending representing more than 7% of GDP. Eight out of twenty-eight OECD countries for

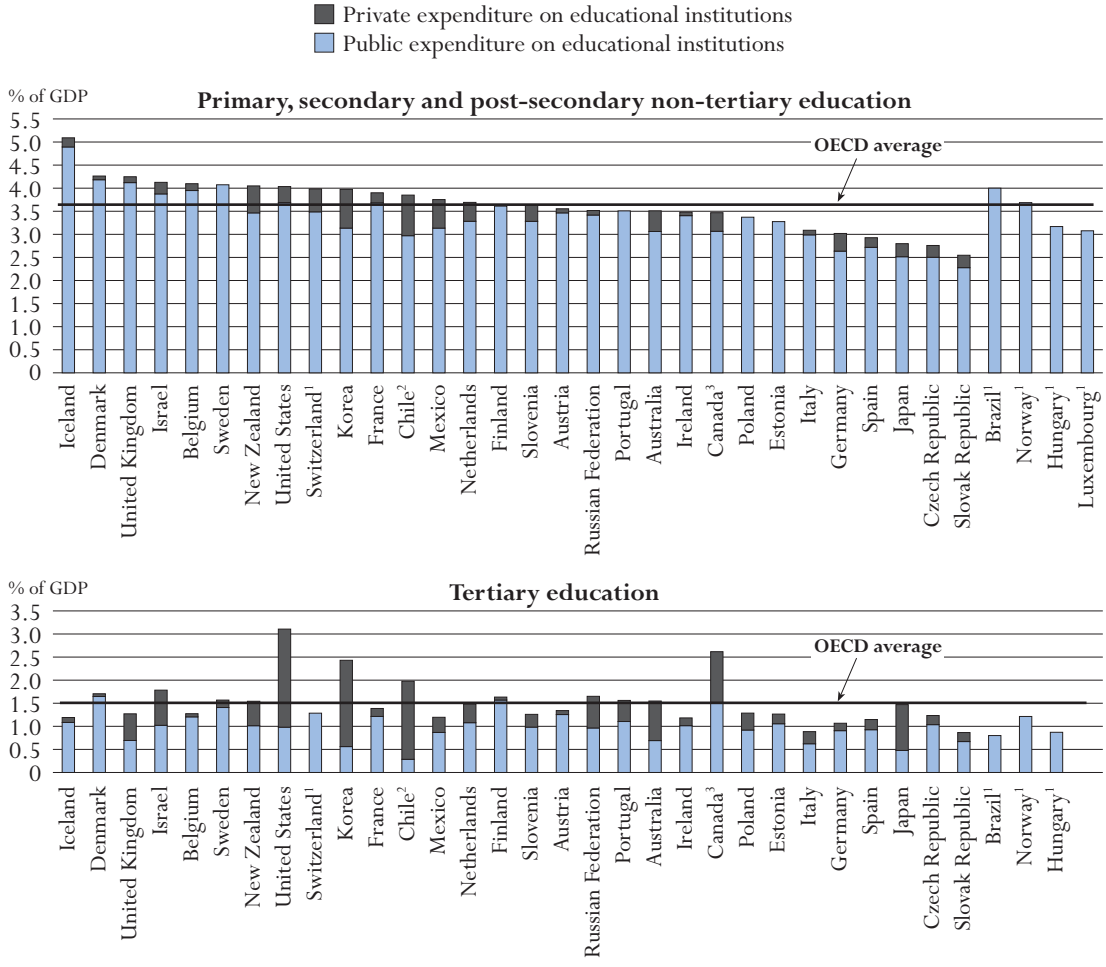
which data are available, as well as 1 out of 5 partner countries, spend 5% of GDP or less; Italy and the Slovak Republic spend the least, at 4.5% and 4.0%, respectively (Table B2.1).

Expenditure on educational institutions by level of education

Differences in spending on educational institutions are greatest at the pre-primary level. Less than 0.1% of GDP is spent on pre-primary education in Australia but 0.8% or more is spent in Iceland and the partner countries Israel and the Russian Federation (Table B2.2). These differences can be largely explained by participation rates (see Indicator C1) and starting age for primary education, but they are also sometimes a result of the extent to which this indicator covers private early childhood education.

Chart B2.2. Expenditure on educational institutions as a percentage of GDP (2007)

From public and private sources, by level of education and source of funds



1. Public expenditure only (for Switzerland, in tertiary education only).
2. Year of reference 2008.
3. Year of reference 2006.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in primary, secondary and post-secondary non-tertiary education.

Source: OECD. Table B2.4. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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In Ireland, for example, most early childhood education is delivered in private institutions that are not covered by the Irish data. Moreover, high-quality early childhood education is provided not only by the educational institutions covered by this indicator but also in more informal settings. Inferences on access to and quality of early childhood education and care should therefore be made with caution.

On average, among OECD countries, 64% of expenditure on educational institutions (or 59% of the combined expenditure for the OECD area) goes to primary, secondary and post-secondary non-tertiary levels. As enrolment in primary and lower secondary education is almost universal in OECD countries, and participation rates in upper secondary education are high (see Indicator C1), these levels account for the bulk of expenditure on educational institutions: 3.6% of the combined OECD GDP. At the same time, significantly higher spending per student on upper secondary and tertiary educational institutions means that overall investment at these levels is greater than enrolment numbers alone would suggest.

Nearly one-third of the combined OECD expenditure on educational institutions is devoted to tertiary education. At this level, the pathways available to students, the duration of programmes and the organisation of teaching vary greatly among OECD countries, resulting in significant differences in expenditures. On the one hand, Canada, Chile, Korea and the United States spend between 2.0% and 3.1% of their GDP on tertiary institutions; with the exception of Canada those countries are also those with the highest proportion of private expenditure on tertiary education. On the other hand, the proportion of GDP spent on tertiary institutions in Belgium, France, Iceland, Mexico, Norway, Switzerland, the United Kingdom and the partner country Brazil is below the OECD average, while the proportion of GDP spent on primary, secondary and post-secondary non-tertiary education in these countries is above the OECD average (Table B2.1 and Chart B2.2).

Changes in overall educational spending on educational institutions between 1995, 2000 and 2007

More people are completing upper secondary and tertiary education than ever before (see Indicator A1). In many countries, this growth has been accompanied by massive financial investment. For all levels of education combined, public and private investment in educational institutions increased in all countries by at least 8% between 1995 and 2007 in real terms, and increased on average by 49% in OECD countries (see Table B2.5 available on line).

Differences among countries are partly related to variations in the size of the school-age population, as well as to trends in national income. For example, in Ireland, while spending on all levels of education combined doubled between 1995 and 2007, GDP more than doubled over the same period, leading to a decrease in expenditure as a proportion of GDP (see Table B2.5 available on line).

Expenditure for all levels of education combined increased at a greater rate than GDP only in 10 of the 27 countries for which data are available for 1995 and 2007. The increase exceeded 0.8 percentage point over the period in Chile (5.1% to 6.4%), Denmark (6.2% to 7.1%), the United States (6.6% to 7.6%) and the partner country Brazil (3.7% to 5.2%). However, the increase in spending on educational institutions tended to lag behind growth in GDP in the remaining countries (17 out of the 27 OECD and partner countries for which data are available). The most notable differences are found in Austria, Finland, France, the Slovak Republic and

the partner countries Estonia and Israel, where the proportion of GDP spent on educational institutions decreased by 0.6 percentage point or more between 1995 and 2007 (Table B2.1), mainly as a result of the decrease in expenditure as a percentage of GDP at the primary, secondary and post-secondary non-tertiary levels.

Between 1995 and 2007, spending on the various levels of education evolved quite differently. From primary to post-secondary non-tertiary education, expenditure on educational institutions as a proportion of GDP decreased in 18 of the 27 OECD and partner countries for which data are available. In tertiary education, it decreased significantly from 1995 to 2007 only in Australia, Finland, Hungary, Ireland, the Netherlands and Norway.

Between 1995 and 2007, in 21 out of the 27 OECD and partner countries for which data are available, expenditure on educational institutions (as a proportion of GDP) for tertiary education increased at a greater rate than for primary, secondary and post-secondary non-tertiary education. This is due to increase in students at tertiary level of education and stability in student numbers at lower levels (see Table B1.5). The exceptions to this pattern are Australia, Chile, Denmark, the Netherlands, the United Kingdom and the partner country Brazil (Table B2.1).

Relationship between national expenditure on educational institutions and demographic patterns

The level of national resources devoted to education depends on a number of interrelated factors, such as the demographic structure of the population, enrolment rates, income per capita, level of teachers' salaries, and the organisation and delivery of instruction. For example, countries with high levels of expenditure may enrol larger numbers of students, while countries with low levels may limit access to higher levels of education or deliver educational services in a particularly efficient manner. The distribution of enrolments among sectors and fields of study may also differ, as may the duration of studies and the scale and organisation of related educational research. Finally, large differences in GDP among OECD countries mean that similar percentages of GDP spent on educational institutions can result in very different levels of expenditure per student (see Indicator B1).

The size of a country's school-age population determines the potential demand for initial education and training: the larger this population, the greater the potential demand for educational services. Other things being equal, a country in which this population is relatively large will spend a higher percentage of GDP on educational institutions than a country in which the population is relatively small.

Expenditure on primary and lower secondary educational institutions as a percentage of GDP can be compared with the size of the population aged 5-14 (broadly the age of the primary and lower secondary school population). Among countries with data available on both measures, 10 of the 14 countries with an above-average proportion of their population in this age group (Australia, Chile, Denmark, Iceland, Ireland, Korea, Mexico, New Zealand, Norway and the partner country Brazil) also have above-average expenditure on educational institutions as a percentage of GDP (Chart B2.3). In contrast, the Czech Republic, Germany, Italy, Japan, Spain and the partner countries Estonia and Slovenia, which have the lowest proportions of the population aged 5-14 (less than 10%), have, with the exception of Slovenia, below-average expenditure on educational institutions (Table B2.3 and Chart B2.3).

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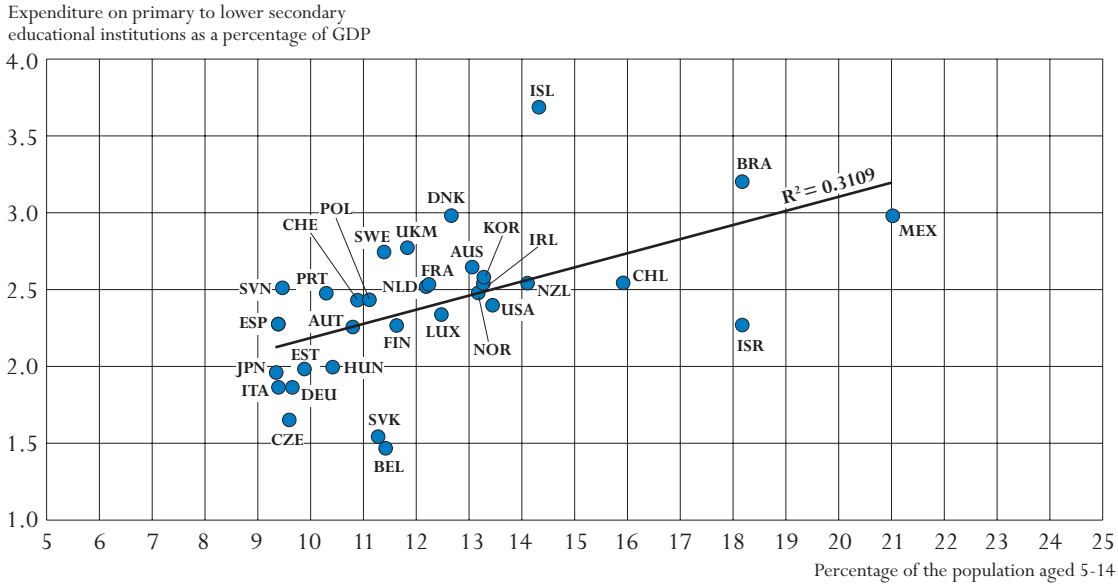
Chart B2.3. Expenditure on primary and lower secondary educational institutions as a percentage of GDP and proportion of the population aged 5-14 (2007)



Please refer to the Reader's Guide for the list of country codes used in this chart.
Source: OECD. Tables B2.2 and B2.3. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.
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For the population aged 15-19 and 20-29 (broadly the ages of the upper secondary and tertiary school populations) the relationship between expenditure and the proportion of the population is less clear. This may be because the age of students at these levels varies much more than at lower levels. Moreover, the proportion of the population in a given age group does not, in and of itself, determine the level of expenditure. Countries with similar proportions of the population in education may spend different shares of their GDP on educational institutions, according to the priority they accord to education or to how they distribute education expenditure among levels of education (Table B2.3 and Chart B2.3). For example, the proportion of the population at the typical ages for primary and lower secondary education is quite similar in Poland and in the Slovak Republic (11.1% and 11.3%, respectively), but Poland spends more of its GDP on educational institutions at these levels of education than the Slovak Republic (2.4% and 1.5%, respectively).

Projections of the size of the school-age population give some idea of the possible evolution of expenditure on education. The size of the population aged 5-14 is set to decline in 27 out of 36 OECD and partner countries between 2000 and 2020. These trends may create difficult challenges, such as the need to manage surplus school capacity, to reorganise schools and even to close some. The greatest challenges over the next decades (from 2000 to 2020) are likely to be found in the Czech Republic, Japan, Korea, Mexico, Poland, the Slovak Republic and the partner country the Russian Federation, where student numbers in primary and lower secondary education are expected to fall by 20% or more (Table B2.3). However, countries such as Australia, Ireland, Spain and the partner country Israel may face challenges arising

from an increase in the school-age population, as their population aged 5-14 is expected to increase by more than 10% up to 2020. The challenge may be particularly acute for the partner country Israel, which, in 2007 was one of the three OECD and partner countries that spend the largest proportion of their GDP on primary, secondary and post-secondary non-tertiary education (4.1% of GDP).

Among 15-19 and 20-29 year-olds, the age groups broadly corresponding to upper secondary and tertiary education, population trends are more varied, although projections show declines of 8% and 5%, respectively, between 2000 and 2020. However, at these levels, the average relationship between the size of the population and the level of expenditure is less pronounced. While enrolment rates are close to 100% at lower levels of education (primary and lower secondary) in OECD countries (see Indicator C1) so that the student numbers are closely related to demographics, this is less so for upper secondary and tertiary education (Table B2.3).

Expenditure on educational institutions by source of funding

Increased expenditure on educational institutions in response to growth in enrolments implies a heavier financial burden for society as a whole, one which does not however fall entirely on public funding. On average, of the 6.2% of the combined OECD area GDP devoted to education, around three-quarters comes from public sources (Table B2.4). These are the major funding sources in all countries and account for more than 97% in Finland and Sweden. However, differences among countries in the breakdown of educational expenditure by source of funding and by level of education are greater (see Indicator B3).

Definitions and methodologies

Data refer to the financial year 2007 and are based on the UOE data collection on education statistics administered by the OECD in 2009 (for details see Annex 3 at *www.oecd.org/edu/eag2010*).

Expenditure on educational institutions, as covered by this indicator, includes expenditure on both instructional and non-instructional educational institutions. Instructional educational institutions are those that provide instructional programmes (*i.e.* teaching) directly to individuals in an organised group setting or through distance education. Business enterprises or other institutions providing short-term courses of training or instruction to individuals on a one-to-one basis are not included. However, expenditures of business enterprises that provide training or instruction to students as part of dual educational programmes are included. Non-instructional educational institutions provide administrative, advisory or professional services to other educational institutions but do not enrol students themselves. Examples include national, state and provincial ministries or departments of education; other bodies that administer education at various levels of government or analogous bodies in the private sector; and organisations that provide education-related services, such as vocational or psychological counselling, placement, testing, financial aid to students, curriculum development, educational research, building operations and maintenance services, transport of students, and student meals and housing.

This definition of institutions ensures that expenditure on services, which are provided in some OECD countries by schools and universities and in others by agencies other than schools, are covered on a comparable basis.

The distinction by source of funds is based on the initial source of funds and does not reflect subsequent public-to-private or private-to-public transfers. For this reason, subsidies to households and other entities, such as subsidies for tuition fees and other payments to educational institutions, are included in public expenditure in this indicator. Payments from households and other private entities to educational institutions include tuition and other fees, net of offsetting public subsidies. A detailed discussion of public subsidies can be found in Indicator B5.

The OECD average is calculated as the simple average of all OECD countries for which data are available. The OECD total reflects the value of the indicator if the OECD region is considered as a whole (see the Reader's Guide for details).

Table B2.1 shows expenditure on educational institutions for the financial years 1995, 2000 and 2007. The data on expenditure for 1995 and 2000 were obtained by a special survey updated in 2009; expenditure for 1995 was adjusted to reflect the methods and definitions used in the 2009 UOE data collection. For comparisons over time, the OECD average accounts only for those OECD countries for which data are available for all reported reference years.

The population projections are taken from the *UN Population Database*. Changes in the sizes of the respective populations between 2000 and 2020 are expressed as percentages relative to the size of the population in 2000 (index = 100). The statistics cover residents in the country, regardless of citizenship and of educational or labour market status.

The projected change in student numbers is estimated from the projected population changes as follows: 5-14 year-olds for primary and lower secondary, 15-19 year-olds for upper secondary, 20-29 year-olds for tertiary education.

Further references

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

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- ***Table B2.5. Change in expenditure on educational institutions and in GDP (1995, 2000, 2007)***

Table B2.1.

Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2007)

From public and private sources, by year

		2007			2000			1995		
		Primary, secondary and post-secondary non-tertiary education	Tertiary education	Total all levels of education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	Total all levels of education	Primary, secondary and post-secondary non-tertiary education	Tertiary education	Total all levels of education
OECD countries	**Australia**	3.5	1.5	**5.2**	3.6	1.5	**5.2**	3.5	1.6	**5.2**
	Austria	3.6	1.3	**5.4**	3.9	1.1	**5.5**	4.3	1.2	**6.2**
	Belgium	4.1	1.3	**6.1**	4.1	1.3	**6.1**	m	m	**m**
	Canada[1, 2]	3.5	2.6	**6.1**	3.3	2.3	**5.9**	4.3	2.1	**6.7**
	Chile[3]	3.9	2.0	**6.4**	4.4	2.0	**6.7**	3.2	1.7	**5.1**
	Czech Republic	2.8	1.2	**4.6**	2.8	0.8	**4.2**	3.5	0.9	**5.1**
	Denmark[2]	4.3	1.7	**7.1**	4.1	1.6	**6.6**	4.0	1.6	**6.2**
	Finland	3.6	1.6	**5.6**	3.6	1.7	**5.6**	4.0	1.9	**6.3**
	France	3.9	1.4	**6.0**	4.3	1.3	**6.4**	4.5	1.4	**6.6**
	Germany	3.0	1.1	**4.7**	3.3	1.1	**4.9**	3.4	1.1	**5.1**
	Greece[2]	m	m	**m**	2.7	0.8	**3.6**	2.0	0.6	**2.6**
	Hungary[4]	3.2	0.9	**4.9**	2.9	1.1	**4.9**	3.5	1.0	**5.4**
	Iceland[2]	5.1	1.2	**7.8**	4.8	1.1	**7.1**	m	m	**m**
	Ireland	3.5	1.2	**4.7**	2.9	1.5	**4.5**	3.8	1.3	**5.2**
	Italy	3.1	0.9	**4.5**	3.2	0.9	**4.5**	3.5	0.7	**4.6**
	Japan[2]	2.8	1.5	**4.9**	3.0	1.4	**5.0**	3.1	1.3	**5.0**
	Korea	4.0	2.4	**7.0**	3.5	2.2	**6.1**	m	m	**m**
	Luxembourg[2, 4]	3.1	m	**m**	m	m	**m**	m	m	**m**
	Mexico	3.8	1.2	**5.7**	3.5	1.0	**5.0**	3.7	1.0	**5.1**
	Netherlands	3.7	1.5	**5.6**	3.4	1.4	**5.1**	3.4	1.6	**5.4**
	New Zealand	4.0	1.5	**5.9**	m	m	**m**	m	m	**m**
	Norway[4]	3.7	1.3	**5.5**	3.8	1.2	**5.1**	4.3	1.6	**5.9**
	Poland	3.4	1.3	**5.3**	3.9	1.1	**5.6**	3.6	0.8	**5.2**
	Portugal	3.5	1.6	**5.6**	3.9	1.0	**5.4**	3.6	0.9	**5.0**
	Slovak Republic[2]	2.5	0.9	**4.0**	2.7	0.8	**4.1**	3.1	0.7	**4.7**
	Spain	2.9	1.1	**4.8**	3.2	1.1	**4.8**	3.8	1.0	**5.3**
	Sweden	4.1	1.6	**6.3**	4.3	1.6	**6.3**	4.1	1.5	**6.0**
	Switzerland[4]	4.0	1.2	**5.5**	4.2	1.1	**5.7**	4.6	0.9	**6.0**
	Turkey[4]	m	m	**m**	1.8	0.8	**2.5**	1.2	0.5	**1.7**
	United Kingdom	4.2	1.3	**5.8**	3.5	1.0	**4.9**	3.6	1.1	**5.2**
	United States	4.0	3.1	**7.6**	3.9	2.7	**6.9**	3.8	2.3	**6.6**
	OECD average	***3.6***	***1.5***	***5.7***	~	~	~	~	~	~
	OECD total	***3.6***	***2.0***	***6.2***	~	~	~	~	~	~
	EU19 average	***3.5***	***1.3***	***5.3***	~	~	~	~	~	~
	OECD mean for countries with 1995, 2000 and 2007 data (24 countries)	***3.5***	***1.5***	***5.5***	***3.6***	***1.3***	***5.4***	***3.8***	***1.3***	***5.5***
Partner countries	**Brazil**[4]	4.0	0.8	**5.2**	2.6	0.7	**3.7**	2.6	0.7	**3.7**
	Estonia[4]	3.3	1.3	**5.0**	3.9	1.0	**5.4**	4.2	1.0	**5.8**
	Israel	4.1	1.8	**7.4**	4.5	1.9	**7.9**	4.9	1.8	**8.4**
	Russian Federation[4]	3.5	1.7	**7.4**	1.7	0.5	**2.9**	m	m	**m**
	Slovenia	3.6	1.3	**5.6**	m	m	**m**	m	m	**m**

1. Year of reference 2006 instead of 2007.
2. Some levels of education are included with others. Refer to "x" code in Table B1.1a. for details.
3. Year of reference 2008 instead of 2007.
4. Public expenditure only (for Switzerland, in tertiary education only).

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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

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Table B2.2.

Expenditure on educational institutions as a percentage of GDP, by level of education (2007)

From public and private sources of funds[1]

		Pre-primary education (for children aged 3 and older)	Primary, secondary and post-secondary non-tertiary education				Tertiary education			All levels of education combined (including undistributed programmes)
			All primary, secondary and post-secondary non-tertiary education	Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary-type B education	Tertiary-type A education and advanced research programmes	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries	Australia	0.1	3.5	2.6	0.8	0.1	1.5	0.1	1.4	**5.2**
	Austria	0.5	3.6	2.3	1.3	n	1.3	0.1	1.3	**5.4**
	Belgium[2]	0.6	4.1	1.5	2.6	x(4)	1.3	x(6)	x(6)	**6.1**
	Canada[3]	x(2)	3.5	x(2)	x(2)	x(7)	2.6	1.0	1.6	**6.1**
	Chile[4]	0.6	3.9	2.5	1.3	a	2.0	0.4	1.5	**6.4**
	Czech Republic	0.4	2.8	1.6	1.1	n	1.2	n	1.2	**4.6**
	Denmark	0.7	4.3	3.0	1.3	x(4, 6)	1.7	x(6)	x(6)	**7.1**
	Finland	0.4	3.6	2.3	1.4	x(4)	1.6	n	1.6	**5.6**
	France	0.7	3.9	2.5	1.3	n	1.4	0.3	1.1	**6.0**
	Germany	0.5	3.0	1.9	1.0	0.2	1.1	0.1	1.0	**4.7**
	Greece	m	m	m	m	m	m	m	m	**m**
	Hungary[5]	0.7	3.2	2.0	1.0	0.1	0.9	n	0.8	**4.9**
	Iceland	0.9	5.1	3.7	1.4	x(4)	1.2	x(6)	x(6)	**7.8**
	Ireland	n	3.5	2.5	0.7	0.2	1.2	x(6)	x(6)	**4.7**
	Italy	0.5	3.1	1.9	1.2	n	0.9	n	0.9	**4.5**
	Japan	0.2	2.8	2.0	0.8	x(4, 6)	1.5	0.2	1.2	**4.9**
	Korea	0.2	4.0	2.6	1.4	a	2.4	0.4	2.1	**7.0**
	Luxembourg[5]	x(2)	3.1	2.3	0.7	m	m	m	m	**m**
	Mexico	0.6	3.8	3.0	0.8	a	1.2	x(6)	x(6)	**5.7**
	Netherlands	0.4	3.7	2.5	1.2	n	1.5	a	1.5	**5.6**
	New Zealand	0.3	4.0	2.5	1.3	0.2	1.5	0.3	1.3	**5.9**
	Norway[5]	0.4	3.7	2.5	1.2	x(4)	1.3	x(6)	x(6)	**5.5**
	Poland	0.6	3.4	2.4	0.9	n	1.3	n	1.3	**5.3**
	Portugal	0.4	3.5	2.5	1.0	m	1.6	x(6)	x(6)	**5.6**
	Slovak Republic	0.4	2.5	1.5	1.0	x(4)	0.9	x(4)	0.9	**4.0**
	Spain	0.7	2.9	2.3	0.7	a	1.1	0.2	1.0	**4.8**
	Sweden	0.6	4.1	2.7	1.3	n	1.6	x(6)	x(6)	**6.3**
	Switzerland[5]	0.2	4.0	2.4	1.5	n	1.2	n	1.2	**5.5**
	Turkey	m	m	m	m	a	m	m	m	**m**
	United Kingdom	0.3	4.2	2.8	1.5	n	1.3	x(6)	x(6)	**5.8**
	United States	0.4	4.0	3.0	1.1	m	3.1	x(6)	x(6)	**7.6**
	OECD average	*0.5*	*3.6*	*2.4*	*1.2*	*n*	*1.5*	*0.2*	*1.3*	*5.7*
	OECD total	*0.4*	*3.6*	*2.5*	*1.1*	*n*	*2.0*	*0.2*	*1.2*	*6.2*
	EU19 average	*0.5*	*3.5*	*2.2*	*1.2*	*n*	*1.3*	*0.1*	*1.1*	*5.3*
Partner countries	Brazil[5]	0.4	4.0	3.2	0.7	a	0.8	x(6)	x(6)	**5.2**
	China[5]	m	m	m	m	m	m	m	m	**3.3**
	Estonia	0.4	3.3	2.0	1.1	0.2	1.3	0.4	0.9	**5.0**
	India[5, 6]	n	2.6	1.6	1.0	n	m	m	0.7	**3.3**
	Indonesia[5]	n	2.9	2.5	0.4	a	0.3	n	0.3	**3.2**
	Israel	0.8	4.1	2.3	1.8	n	1.8	0.3	1.4	**7.4**
	Russian Federation[5]	1.6	3.5	x(2)	x(2)	x(2)	1.7	0.3	1.3	**7.4**
	Slovenia	0.7	3.6	2.5	1.1	x(4)	1.3	x(6)	x(6)	**5.6**

1. Including international sources.
2. Column 3 only refers to primary education and Column 4 refers to all secondary education.
3. Year of reference 2006.
4. Year of reference 2008.
5. Public expenditure only (for Switzerland, in tertiary education only).
6. Year of reference 2005.

Source: OECD. India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The national *Statistics Bulletin on Educational Expenditure 2007*. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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

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Table B2.3.

Expenditure on educational institutions as a percentage of GDP (2007), proportion of the population at basic ages of primary to tertiary education (school year 2006-07) and demographic trends (2000-20)

Expenditure on educational institutions from public and private sources; proportion in 2007 and index of change between 2000, 2010 and 2020 of the population aged 5-14, 15-19 and 20-29

		Expenditure on educational institutions as a percentage of GDP (2007)			Percentage of the total population (school year 2006-07)			Change in the size of the population (2000 = 100)					
								Ages 5-14		Ages 15-19		Ages 20-29	
		Primary and lower secondary education	Upper secondary education	Tertiary education	Ages 5-14	Ages 15-19	Ages 20-29	2010	2020	2010	2020	2010	2020
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD countries	Australia	2.6	0.8	1.5	13.0	6.9	14.0	104	116	110	112	121	132
	Austria	2.3	1.3	1.3	10.8	6.0	12.7	91	88	104	91	106	104
	Belgium[1]	1.5	2.6	1.3	11.4	6.1	12.4	96	93	104	97	99	98
	Canada[1]	x(2)	3.5	2.6	11.7	6.8	13.7	91	91	105	93	111	111
	Chile[1]	2.5	1.3	2.0	15.9	8.8	15.9	87	85	112	94	115	117
	Czech Republic	1.6	1.1	1.2	9.6	6.3	14.8	74	78	86	68	81	63
	Denmark	3.0	1.3	1.7	12.7	5.9	11.4	103	94	126	120	86	99
	Finland	2.3	1.4	1.6	11.6	6.2	12.6	91	95	100	89	105	103
	France	2.5	1.3	1.4	12.2	6.4	12.8	102	103	96	102	100	96
	Germany	1.9	1.0	1.1	9.6	5.8	11.9	87	82	93	84	104	93
	Greece	m	m	m	9.5	5.3	13.8	91	95	78	75	82	69
	Hungary[1]	2.0	1.0	0.9	10.4	6.2	14.4	81	83	88	74	83	70
	Iceland	3.7	1.4	1.2	14.3	7.5	14.5	96	97	108	100	101	104
	Ireland	2.5	0.7	1.2	13.3	6.8	16.9	106	115	82	94	103	91
	Italy	1.9	1.2	0.9	9.4	5.0	11.5	101	97	94	95	79	74
	Japan	2.0	0.8	1.5	9.3	5.0	12.0	92	73	81	75	77	68
	Korea	2.6	1.4	2.4	13.3	6.6	15.1	86	63	89	64	83	79
	Luxembourg[1]	2.3	0.7	m	12.5	5.9	12.6	107	108	122	123	105	121
	Mexico	3.0	0.8	1.2	21.0	10.0	17.6	94	80	104	94	100	101
	Netherlands	2.5	1.2	1.5	12.2	6.1	12.0	100	90	108	107	94	100
	New Zealand	2.5	1.3	1.5	14.1	7.6	13.2	99	95	117	113	106	112
	Norway[1]	2.5	1.2	1.3	13.2	6.6	12.1	102	98	120	116	98	111
	Poland	2.4	0.9	1.3	11.1	7.3	16.8	70	66	74	53	106	75
	Portugal	2.5	1.0	1.6	10.3	5.5	13.9	99	92	81	83	84	74
	Slovak republic	1.5	1.0	0.9	11.3	7.4	16.9	70	70	78	57	94	70
	Spain	2.3	0.7	1.1	9.4	5.1	14.6	106	111	84	89	81	67
	Sweden	2.7	1.3	1.6	11.4	6.8	12.0	84	94	122	104	104	106
	Switzerland[1]	2.4	1.5	1.2	10.9	6.0	12.2	93	89	108	96	107	106
	Turkey	m	m	m	19.2	8.7	18.4	105	100	102	99	98	105
	United Kingdom	2.8	1.5	1.3	11.8	6.6	13.2	92	103	107	97	115	113
	United States	2.4	1.1	3.1	13.4	7.1	14.0	100	110	108	111	113	117
	OECD average	***2.4***	***1.2***	***1.5***	***12.2***	***6.6***	***13.9***	***94***	***92***	***100***	***92***	***98***	***95***
	EU19 average	***2.2***	***1.2***	***1.3***	***12.8***	***6.9***	***14.6***	***92***	***91***	***97***	***89***	***98***	***93***
Partner countries	Brazil[1]	3.2	0.7	0.8	18.2	9.1	17.4	101	85	91	94	113	107
	Estonia	2.0	1.1	1.3	9.9	7.7	14.9	69	87	75	63	110	73
	Israel	2.3	1.8	1.8	18.2	8.1	15.6	119	127	108	130	110	122
	Russian Federation[1]	x(2)	3.5	1.7	9.6	7.8	16.8	66	76	67	58	113	68
	Slovenia	2.5	1.1	1.3	9.5	5.9	14.4	81	89	74	65	92	70

1. See notes on expenditure on educational institutions as a percentage of GDP in Table B2.2.

Source: OECD Main Economic Indicators Database. See Annex 3 for notes *(www.oecd.org/edu/eag2010).*

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

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Table B2.4.

Expenditure on educational institutions as a percentage of GDP, by source of fund and level of education (2007)

From public and private sources of funds

		Primary, secondary and post-secondary non-tertiary education			Tertiary education			Total all levels of education		
		Public[1]	Private[2]	Total	Public[1]	Private[2]	Total	Public[1]	Private[2]	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries	Australia	3.1	0.4	**3.5**	0.7	0.9	**1.5**	3.8	1.4	**5.2**
	Austria	3.5	0.1	**3.6**	1.3	0.1	**1.3**	5.1	0.2	**5.4**
	Belgium	3.9	0.1	**4.1**	1.2	0.1	**1.3**	5.9	0.2	**6.1**
	Canada[3,4]	3.1	0.4	**3.5**	1.5	1.1	**2.6**	4.6	1.5	**6.1**
	Chile[5]	3.0	0.9	**3.9**	0.3	1.7	**2.0**	3.7	2.7	**6.4**
	Czech Republic	2.5	0.3	**2.8**	1.0	0.2	**1.2**	4.1	0.5	**4.6**
	Denmark[4]	4.2	0.1	**4.3**	1.6	0.1	**1.7**	6.6	0.5	**7.1**
	Finland	3.6	n	**3.6**	1.6	0.1	**1.6**	5.5	0.1	**5.6**
	France	3.7	0.2	**3.9**	1.2	0.2	**1.4**	5.5	0.4	**6.0**
	Germany	2.6	0.4	**3.0**	0.9	0.2	**1.1**	4.0	0.7	**4.7**
	Greece	m	m	**m**	m	m	**m**	m	m	**m**
	Hungary	3.2	m	**m**	0.9	m	**m**	4.9	m	**m**
	Iceland	4.9	0.2	**5.1**	1.1	0.1	**1.2**	7.0	0.8	**7.8**
	Ireland	3.4	0.1	**3.5**	1.0	0.2	**1.2**	4.4	0.2	**4.7**
	Italy	3.0	0.1	**3.1**	0.6	0.3	**0.9**	4.1	0.4	**4.5**
	Japan[4]	2.5	0.3	**2.8**	0.5	1.0	**1.5**	3.3	1.6	**4.9**
	Korea	3.1	0.8	**4.0**	0.6	1.9	**2.4**	4.2	2.8	**7.0**
	Luxembourg[4]	3.1	m	**m**	m	m	**m**	m	m	**m**
	Mexico	3.1	0.6	**3.8**	0.9	0.3	**1.2**	4.7	1.1	**5.7**
	Netherlands	3.3	0.4	**3.7**	1.1	0.4	**1.5**	4.7	0.8	**5.6**
	New Zealand	3.5	0.6	**4.0**	1.0	0.5	**1.5**	4.8	1.2	**5.9**
	Norway	3.7	m	**m**	1.2	m	**m**	5.4	m	**m**
	Poland	3.4	n	**3.4**	0.9	0.4	**1.3**	4.8	0.5	**5.3**
	Portugal	3.5	n	**3.5**	1.1	0.5	**1.6**	5.1	0.5	**5.6**
	Slovak Republic[4]	2.3	0.3	**2.5**	0.7	0.2	**0.9**	3.4	0.5	**4.0**
	Spain	2.7	0.2	**2.9**	0.9	0.2	**1.1**	4.2	0.6	**4.8**
	Sweden	4.1	n	**4.1**	1.4	0.2	**1.6**	6.1	0.2	**6.3**
	Switzerland	3.5	0.5	**4.0**	1.3	m	**m**	5.1	m	**m**
	Turkey	m	m	**m**	m	m	**m**	m	m	**m**
	United Kingdom	4.1	0.1	**4.2**	0.7	0.6	**1.3**	5.2	0.6	**5.8**
	United States	3.7	0.3	**4.0**	1.0	2.1	**3.1**	5.0	2.6	**7.6**
	OECD average	***3.3***	***0.3***	***3.6***	***1.0***	***0.5***	***1.5***	***4.8***	***0.9***	***5.7***
	OECD total	***3.3***	***0.3***	***3.6***	***0.9***	***1.2***	***2.1***	***4.6***	***1.6***	***6.2***
	EU19 average	***3.3***	***0.1***	***3.5***	***1.1***	***0.2***	***1.3***	***4.9***	***0.4***	***5.4***
Partner countries	Brazil	4.0	m	**m**	0.8	m	**m**	5.2	m	**m**
	China	m	m	**m**	m	m	**m**	3.3	m	**m**
	Estonia	3.3	n	**3.3**	1.1	0.2	**1.3**	4.7	0.3	**5.0**
	India[6]	2.6	m	**m**	0.7	m	**m**	3.3	m	**m**
	Indonesia	2.9	m	**m**	0.3	m	**m**	3.2	m	**m**
	Israel	3.9	0.3	**4.1**	1.0	0.8	**1.8**	5.9	1.6	**7.4**
	Russian Federation	3.4	0.1	**3.5**	1.0	0.7	**1.7**	6.1	1.3	**7.4**
	Slovenia	3.3	0.4	**3.6**	1.0	0.3	**1.3**	4.8	0.7	**5.6**

1. Including public subsidies to households attributable for educational institutions, and direct expenditure on educational institutions from international sources.
2. Net of public subsidies attributable for educational institutions.
3. Year of reference 2006.
4. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.
5. Year of reference 2008.
6. Year of reference 2005.

Source: OECD. India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The national *Statistics Bulletin on Educational Expenditure 2007*. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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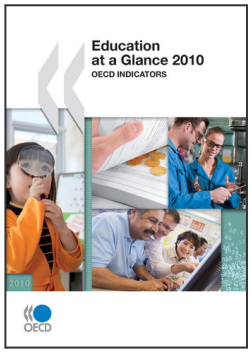

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