

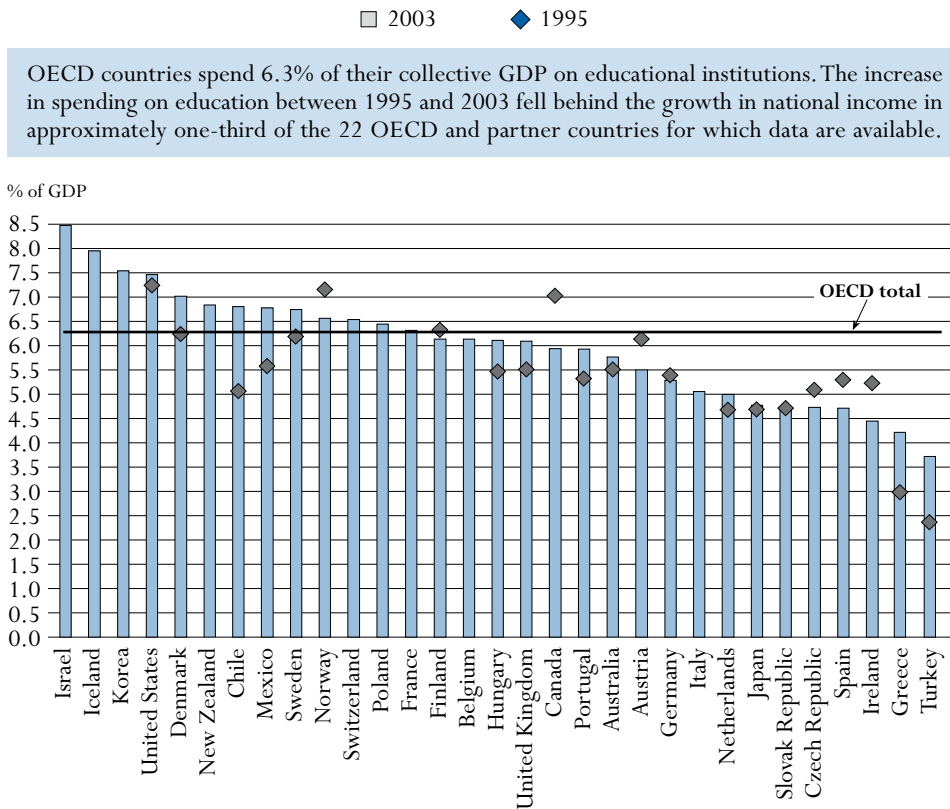
EXPENDITURE ON EDUCATIONAL INSTITUTIONS RELATIVE TO GROSS DOMESTIC PRODUCT

Education expenditure as a percentage of GDP shows how a country prioritises 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 strong impact on differences in the overall amount of financial resources that OECD 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, 2003)

This chart measures educational investment through the share of national income that each country devotes to spending on educational institutions. It captures both direct and indirect expenditure on educational institutions from both public and private sources of funds.



Countries are ranked in descending order of total expenditure from both public and private sources on educational institutions in 2003.

Source: OECD, Table B2.1a. See Annex 3 for notes (www.oecd.org/edu/eq2006).

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Other highlights of this indicator

- Around two-thirds of expenditure on educational institutions, or 3.9% of the combined GDP in the OECD area, is devoted to primary, secondary and post-secondary non-tertiary education.
- Tertiary education accounts for more than one-quarter of the combined OECD expenditure on educational institutions (1.9% of the combined GDP).
- Canada, Korea and the United States spend 2.4, 2.6 and 2.9% of their GDP respectively on tertiary institutions. These three countries, along with the partner country Chile, show the highest proportions of private expenditure at the tertiary level of education.
- More people are completing upper secondary and tertiary education than ever before, and in many countries the expansion has been accompanied by massive financial investments. In total, expenditure on educational institutions increased in all countries between 1995 and 2003. The increase is usually larger for tertiary education than for the combined primary to post-secondary non-tertiary level of education.
- At the tertiary level of education, over the period 1995-2003, the increase of expenditure is more pronounced from 2000 than before 2000 in half of the countries. Between 2000 and 2003, expenditure increased by more than 30 percentage points in the Czech Republic, Greece, Hungary, Mexico, Poland, the Slovak Republic and Switzerland.
- The size of the school-age population shapes the potential demand for initial education and training and therefore affects expenditure on educational institutions. If the structure of the population in each country were adjusted to the OECD average level, total educational expenditure as a percentage of GDP would be expected to be more than 15% higher in Germany, Italy and Japan, while it would be lower by approximately 30% in Mexico and Turkey. Expenditure at the tertiary level as a percentage of GDP would decrease by 25% in Turkey and increase by up to 18% in Sweden.

Policy context

This indicator provides a measure of the relative proportion of a nation's wealth that is invested in educational institutions. Expenditure on education is an investment that can help foster economic growth, enhance productivity, contribute to personal and social development, and reduce social inequality. Relative to gross domestic product, expenditure on education shows the priority given to education by each country in terms of allocating its overall resources. The proportion of total financial resources devoted to education is one of the key choices made in each OECD country; this is an aggregate choice made by government, enterprise and individual students and their families. If the social and private returns on investment in education are sufficiently large, there is an incentive for enrolment to expand and total investment to increase.

The indicator also includes a comparative review of changes in educational investment over time. In deciding how much is allocated 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 the size of 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. Expenditure on institutions is not limited to expenditure on instructional services but also includes public and private expenditure on ancillary services for students and families, where these services are provided through educational institutions. At the tertiary level, spending on research and development can also be significant 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, student living costs and forgone earnings can also account for a significant proportion of the costs of education. All such 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 national resources in education. Taking into account both public and private sources of funds, OECD countries as a whole spend 6.3% of their collective GDP on educational institutions at the pre-primary, primary, secondary and tertiary levels. Under current conditions of tight constraints on public budgets, such a large spending item is subject to close scrutiny by governments looking for ways to reduce or limit the growth of expenditure.

The highest spending on educational institutions can be observed in Denmark, Iceland, Korea and the United States, and the partner country Israel, with at least 7.0% of GDP accounted for

by public and private spending on educational institutions, followed by Mexico, New Zealand, Norway, Sweden and Switzerland, and the partner country Chile with more than 6.5%. Seven out of 29 OECD countries for which data are available, however, spend less than 5% of GDP on educational institutions, and in Greece, Ireland and Turkey this figure is only between 3.7 and 4.5% (Table B2.1a).

The national resources devoted to education depend on a number of interrelated factors of supply and demand. For example, OECD countries with high spending levels may be enrolling larger numbers of students, while countries with low spending levels may either be limiting access to higher levels of education or delivering educational services in a particularly efficient manner. The distribution of enrolment 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 imply that similar percentages of GDP spent on education can translate into very different absolute amounts per student (see Indicator B1).

Expenditure on educational institutions by level of education

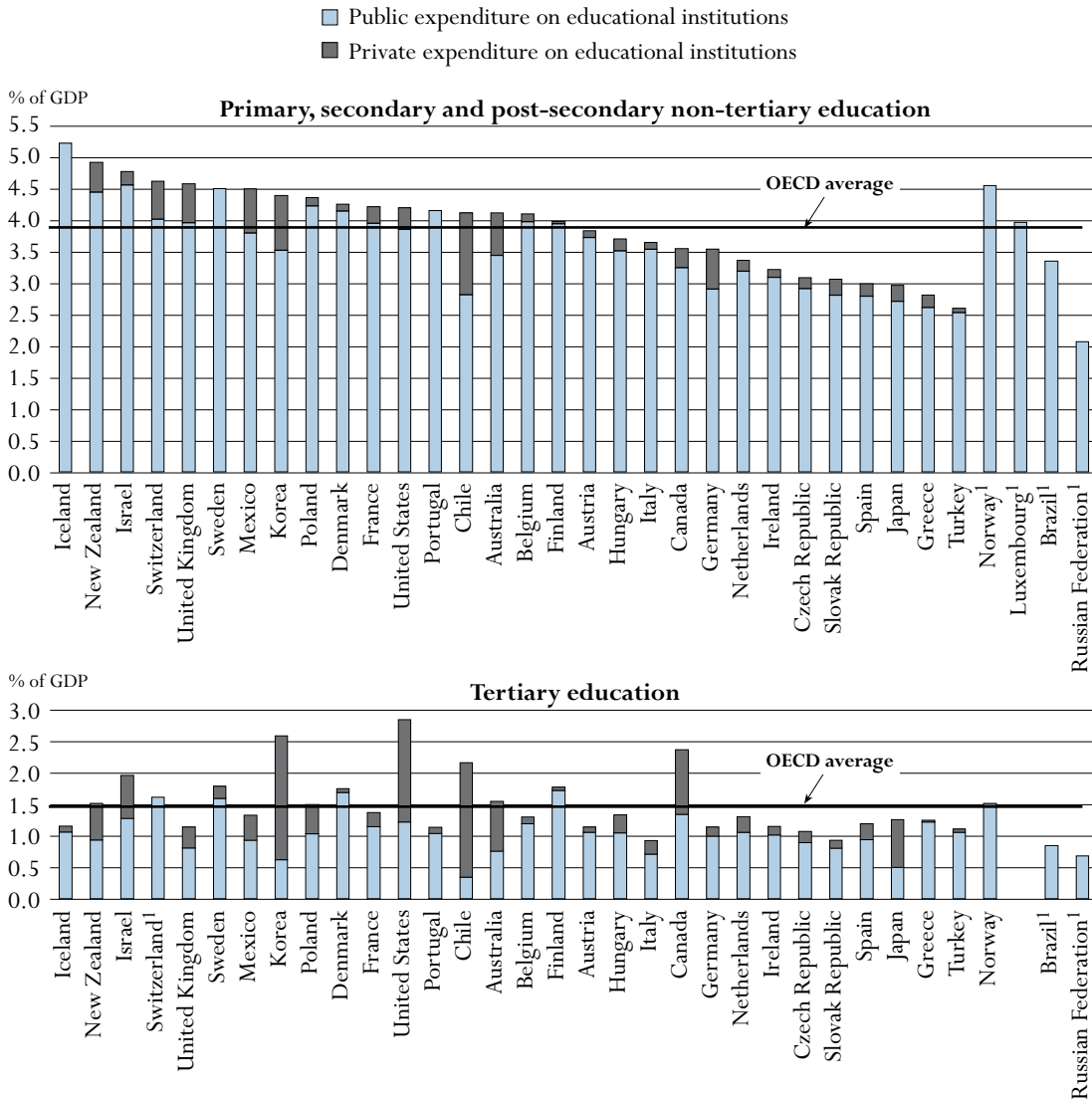
Differences in spending on educational institutions are most striking at the pre-primary level of education. Here, spending ranges from less than 0.1% of GDP in Australia to 0.8% or more in Denmark, Hungary, Iceland and Mexico, and the partner country Israel (Table B2.1c). Differences at the pre-primary level can be explained mainly by participation rates among younger children (see Indicator C1), but are also sometimes a result of the extent to which private early childhood education is covered by this indicator. In Ireland, for example, the majority of early childhood education is delivered in private institutions that are not yet covered in the Irish data collection. Moreover, high-quality early childhood education and care are not only provided by the educational institutions covered by this indicator but often 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, around two-thirds of expenditure on educational institutions is devoted to primary, secondary and post-secondary non-tertiary education. Because enrolment in primary and lower secondary education is almost universal in OECD countries, and participation rates in upper secondary education are high (see Indicators C1 and C2), these levels account for the bulk of expenditure on educational institutions: 3.9% of the combined OECD GDP (Chart B2.2). At the same time, significantly higher spending on education per student at the upper secondary and tertiary levels causes the overall investment in these levels to be higher than enrolment numbers alone would suggest.

More than one-quarter of combined OECD expenditure on educational institutions is accounted for by tertiary education. At this level of education, pathways available to students, programme durations and the organisation of teaching vary greatly among OECD countries, leading to greater differences in the level of expenditure allocated to tertiary education. On the one hand, Korea and the United States spend respectively 2.6 and 2.9% of their GDP on tertiary institutions and these two countries are also two of the three countries with the highest proportion of private expenditure on tertiary education. Canada, Denmark, Finland and Sweden, as well as the partner countries Chile and Israel, also show high levels of spending, with 1.8% or more of GDP devoted to tertiary institutions. On the other hand, the proportion of GDP spent on

Chart B2.2. Expenditure on educational institutions as a percentage of GDP (2003)

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



1. Public expenditure only.

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 B2.1b. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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tertiary institutions in Belgium, France, Iceland, Mexico, Portugal and the United Kingdom is below the OECD average; however, these countries are among the OECD countries where the proportion of GDP spent on primary, secondary and post-secondary non-tertiary education is above the OECD average (Chart B2.2). In Switzerland, a moderate proportion of GDP spent on tertiary institutions translates to one of the highest levels of spending per tertiary student, due to a comparatively low tertiary enrolment rate and a high GDP (Tables B2.1b and B1.2).

Changes in overall educational spending between 1995 and 2003

More people are completing upper secondary and tertiary education than ever before (see Indicator A1), and in many countries, this expansion has been accompanied by massive financial investment. In the 18 OECD countries for which comparable trend data are available for all levels of education combined, public and private investment in education increased by 7% or more between 1995 and 2003 in real terms. Australia, Denmark, Finland, the Netherlands, the Slovak Republic, Sweden, the United Kingdom and the United States increased expenditure on education by 30 to 50% while Hungary, Ireland and Mexico increased spending by more than 50%. The trend is similar when public investment is considered separately: public expenditure on educational institutions rose by 6% or more in all the 24 OECD countries for which data are available between 1995 and 2003 for all levels of education combined. Of the OECD countries for which no data on private spending are available – Greece, Italy, New Zealand, Poland, Portugal, Switzerland and Turkey – all except Italy showed an increase in public spending on educational institutions of over 25% (Table B2.2).

Countries vary in the levels of education at which spending has increased over the period 1995 to 2003, but in most countries, expenditure in tertiary education increased in higher proportions compared to primary, secondary and post-secondary non-tertiary education. Denmark, Finland and the United States – OECD countries with a comparably high increase (about 30%) in absolute spending on educational institutions between 1995 and 2003 for all levels of education combined – as well as Austria, Germany, Ireland, Sweden and Turkey invested additional resources in similar proportions in primary, secondary and post-secondary non-tertiary and tertiary education combined (Table B2.2). Australia, the Netherlands, New Zealand, Norway and the United Kingdom invested most of the increases between 1995 and 2003 in primary, secondary and post-secondary non-tertiary education. Conversely, in Canada, the Czech Republic, Greece, Hungary, Japan, the Slovak Republic, Spain and Switzerland, increases in spending on tertiary education surpassed increases at the primary, secondary and post-secondary non-tertiary levels by more than 20 percentage points (Table B2.3).

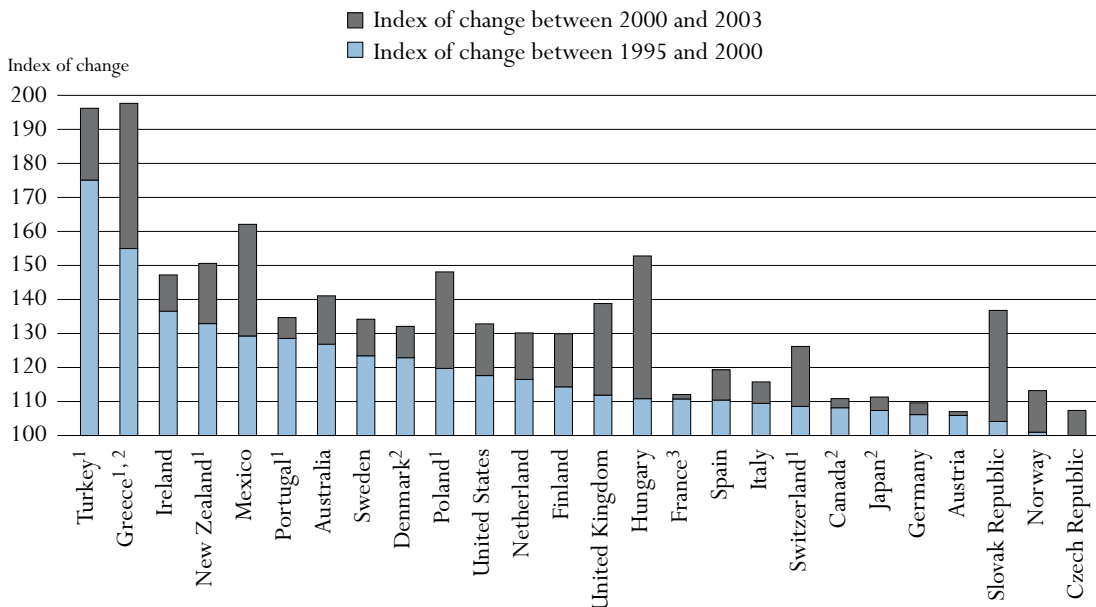
During the period 1995 to 2003, the variation of expenditure on educational institutions was not necessarily constant over time – whether for all levels of education combined or for each level of education considered separately. Across OECD countries, the increase of expenditure for all levels of education is greater before 2000 than from 2000 in nearly two-thirds of the countries with available data. This does not solely result from the difference in the length of time over which the variation is measured, as the average annual variation is larger over the period 1995 to 2000 than over the period 2000 to 2003 for more than one-third of the countries. This slower growth of expenditure for 2000 to 2003 is particularly marked in Denmark, Portugal, Sweden and Turkey. The reverse pattern is true for the Czech Republic, Hungary, Mexico, the Slovak Republic and the United Kingdom (Table B2.3 and Chart B2.3a).

Over the period 1995 to 2003, spending on the various levels of education evolved quite differently. Expenditure on primary to post-secondary non-tertiary education follow the same trends as for all levels of education combined. At the tertiary level, however, the increase is more pronounced from 2000 than before 2000 in more than half of the countries (and in two-thirds of the countries if based on the average annual variation). The increase of expenditure is more marked from 2000 than before 2000 particularly in the Czech Republic, Greece, New Zealand, Norway,

Poland, the Slovak Republic and Switzerland. On the contrary, the increase of expenditure from 2000 is significantly smaller than from before 2000 in Canada, Italy, Portugal, Spain and Turkey. Ireland has even shown a decrease in expenditure on tertiary education since 2000 (Table B2.3 and Chart B2.3b).

However, to make a sound interpretation, these variations over time should be viewed in light of the trends in national income. The increase in spending on education between 1995 and 2003 tended to fall behind the growth in national income in a third of the 22 OECD and partner countries for which data are available. The most notable differences are observed in Austria, Canada, Ireland, Norway and Spain, where the proportion of GDP spent on education decreased by 0.4 or more percentage points between 1995 and 2003 (Table B2.1a). In Ireland, the strong growth of GDP hides a significant increase in spending on educational institutions when spending on education is considered as a proportion of GDP, while education in the Czech Republic did not benefit significantly from growth in GDP. Both countries were already among the OECD countries spending a lower proportion of GDP on education in 1995 and have now fallen further behind (Table B2.1a, Table B2.3 and Annex 2, and Chart B2.5 available on the web). By contrast, the proportion of GDP spent on education increased by 0.8 percentage points or more between 1995 and 2003 in Denmark, Greece, Mexico and Turkey and the partner country Chile: five countries that significantly increased their investment at the tertiary level between 1995 and 2003 (Tables B2.1a, B2.1b and B2.3).

Chart B2.3a. Change in expenditure on educational institutions between 1995 and 2003 for all levels of education combined (1995=100, 2003 constant prices)



1. Public expenditure only.

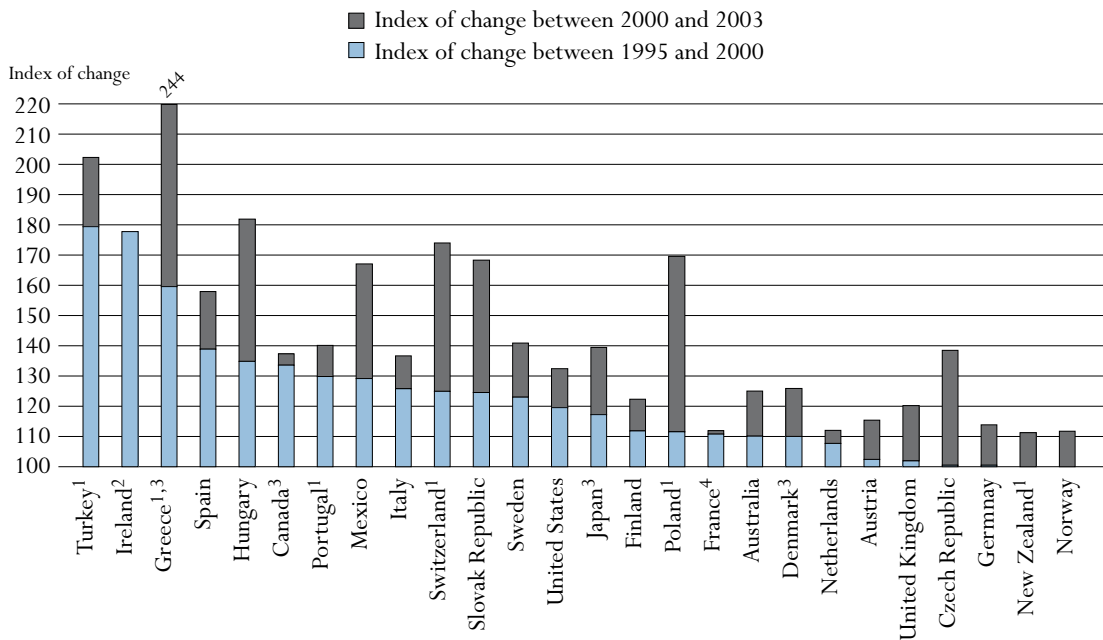
2. Some levels of education are included with others. Refer to “x” code in Table B1.1a for details.

3. Data refer to 1995-2002.

Countries are ranked in descending order of change between 1995 and 2000 in total expenditure from both public and private sources on educational institutions.

Source: OECD, Table B2.3. See Annex 3 for notes (www.oecd.org/edu/eqq2006).

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Chart B2.3b. Change in expenditure on educational institutions between 1995 and 2003 for tertiary education (1995=100, 2003 constant prices)

1. Public expenditure only.

2. Expenditure on educational institutions decreased by 15 percentage points between 2000 and 2003.

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

4. Data refer to 1995-2002.

Countries are ranked in descending order of change between 1995 and 2000 in total expenditure from both public and private sources on educational institutions.

Source: OECD, Table B2.3. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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Important factors influencing national expenditure on education

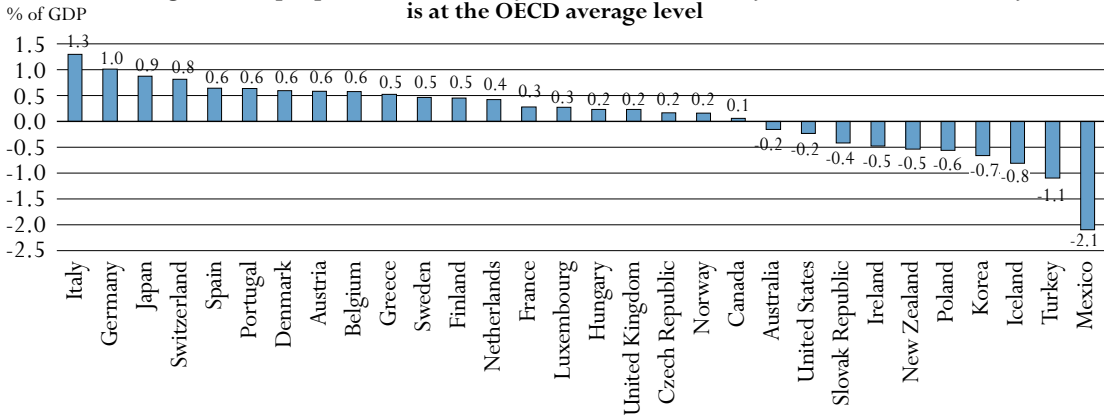
The amount of national resources devoted to education depends on a number of interrelated factors of supply and demand, such as the demographic structure of the population, enrolment rates, income per capita, national levels of teachers' salaries, and the organisation and delivery of instruction.

The size of the school-age population in a particular country shapes the potential demand for initial education and training. The larger the number of young people, the greater the potential demand for educational services. Among OECD countries of comparable national income, a country with a relatively large youth population will have to spend a higher percentage of its GDP on education so that each young person in that country has the opportunity to receive the same quantity of education as young people in other OECD countries. Conversely, if the youth population is relatively small, the same country will be required to spend less of its wealth on education in order to achieve similar results. Denmark, Mexico and New Zealand, for example, spend a comparable proportion of their GDP on educational institutions (7.0, 6.8 and 6.8% respectively), but 5-to-29-year-olds make up a large proportion of the population in New Zealand and Mexico compared to Denmark. As a consequence, if demographic patterns were the same in these three countries (Table B2.1a and Chart B2.4), Denmark would have to increase the proportion of its wealth devoted to educational institutions.

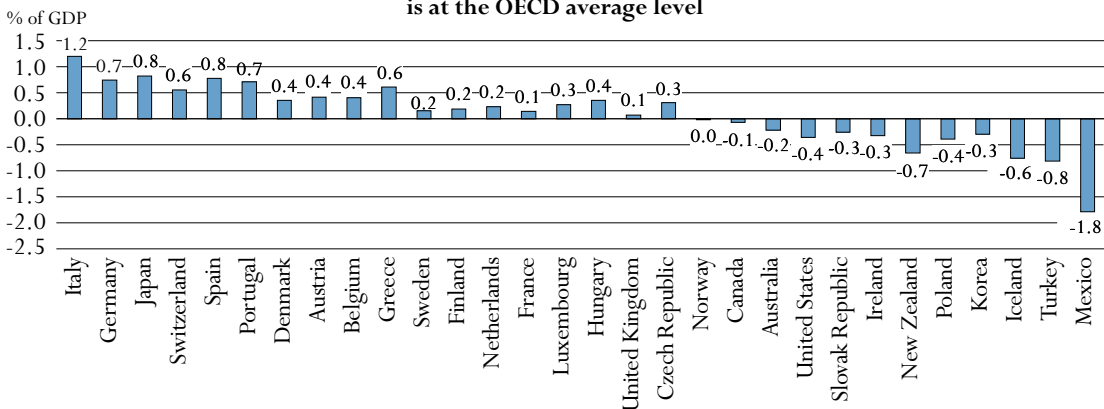
Chart B2.4. Impact of demography on expenditure on educational institutions as a percentage of GDP (2003)

B2

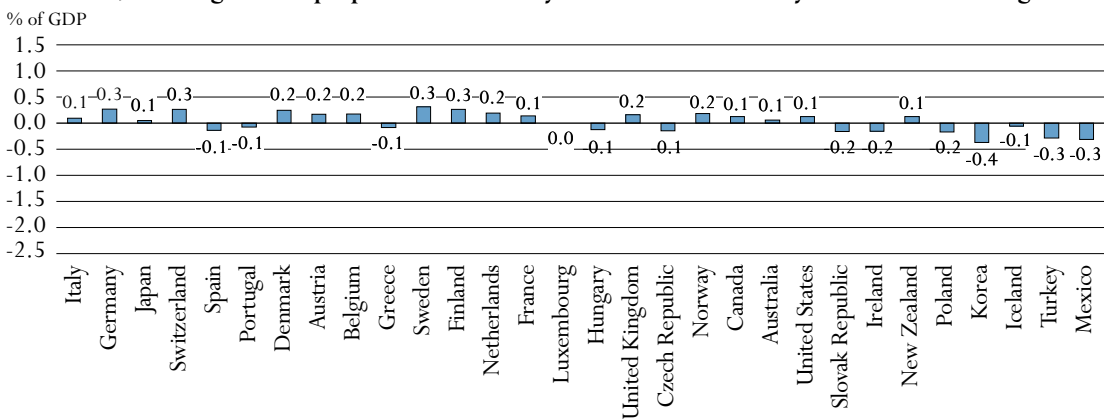
A. Estimated increase/decrease in expenditure on educational institutions as a percentage of GDP, assuming that the proportion of 5-to-19-year-olds and 20-to29-year-olds in each country is at the OECD average level



B. Estimated increase/decrease in expenditure on educational institutions as a percentage of GDP in primary and secondary education, assuming that the proportion of 5-to-19-year-olds in each country is at the OECD average level



C. Estimated increase/decrease in expenditure on educational institutions as a percentage of GDP in tertiary education, assuming that the proportion of 20-to29-year-olds in each country is at the OECD average level



Countries are ranked in descending order of the estimated increase/decrease in expenditure as a percentage of GDP, assuming that demographic patterns in each country (all levels of education combined) are at the OECD average.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqg2006).

StatLink: <http://dx.doi.org/10.1787/633760656440>

In order to show the effect of demography on educational expenditure, Chart B2.4 presents the variation in expenditure as a percentage of GDP if the structure of the population in each country were adjusted to the OECD average level. The impact of such a demographic change on educational expenditure varies according to the extent of the difference in the proportion of youth in the population between a specific country and the OECD average level.

In Germany, Italy and Japan, countries among those with the lowest proportion of 5-to-29-year-olds in the total population, educational expenditure as a percentage of GDP would be expected to rise by more than 15% (increases of 1.0, 1.3 and 0.9 percentage points of GDP respectively) if the relative size of the youth population were at the level of the OECD average. In Mexico and Turkey, by contrast, expenditure on education would be expected to decrease by about 30% (decrease of 2.1 and 1.1 percentage points of GDP) if the proportion of 5-to-29-year-olds were at the level of the OECD average. In countries with a proportion of youth population close to the OECD average level, the expenditure on educational institutions would change very slightly. This is the case of Canada and Australia for example (Chart B2.4).

As the proportion of the population enrolled in tertiary education is smaller than the proportion of the population enrolled in primary, secondary and post-secondary non-tertiary education (and is quite small whatever the country) the demographic change depicted here would be expected to mainly affect expenditure at the primary to post-secondary non-tertiary level rather than expenditure at the tertiary level. Chart B2.4 confirms this pattern: expenditure on educational institutions in tertiary education as a percentage of GDP would increase or decrease by a maximum of 0.4 percentage points. However, these changes can still represent a decrease of as much as 25% of expenditure at the tertiary level (Turkey) or an increase of as much as 18% (Sweden).

Definitions and methodologies

Data refer to the financial year 2003 and are based on the UOE data collection on education statistics administered by the OECD in 2005 (for details see Annex 3 at www.oecd.org/edu/eag2006). Expenditure on educational institutions, as covered by this indicator, includes expenditure on both instructional and non-instructional educational institutions. Instructional educational institutions are educational institutions which directly provide instructional programmes (*i.e.* teaching) 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. Non-instructional educational institutions provide administrative, advisory or professional services to other educational institutions, although they 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 such education-related services as vocational or psychological counselling, placement, testing, financial aid to students, curriculum development, educational research, building operations and maintenance services, transportation of students, and student meals and housing.

This broad 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).

Tables B2.1a, B2.1b and B2.2 show expenditure on educational institutions for the financial year 1995. The data on expenditure for 1995 were obtained by a special survey in 2002 and updated in 2003; expenditure for 1995 was adjusted to methods and definitions used in the 2003 UOE data collection.

Data for 1995 are expressed in 2003 price levels. Charts B2.1, B2.3a and B2.3b and Tables B2.2 and B2.3 present an index of change in expenditure on institutions and GDP between 1995 and 2003. All expenditure, as well as 1995 GDP, is adjusted to 2003 prices using the GDP deflator.

For comparisons over time, the OECD average accounts only for those OECD countries for which data are available for all reported reference years.

Note that data appearing in earlier editions of this publication may not always be comparable to data shown in the 2006 edition due to changes in definitions and coverage that were made as a result of the OECD expenditure comparability study (for details on changes, see Annex 3 at www.oecd.org/edu/eag2006).

Further references

The following additional information relevant to this indicator is available on the Web at <http://dx.doi.org/10.1787/633760656440>:

- *Chart B2.5. Changes in expenditure on educational institutions from public and private sources and changes in GDP (1995, 2003)*

Table B2.1a.
Expenditure on educational institutions as a percentage of GDP, for all levels of education (1995, 2000, 2003)
From public and private sources, by source of fund and year

	2003			2000			1995		
	Public ¹	Private ²	Total	Public ¹	Private ²	Total	Public ¹	Private ²	Total
OECD countries									
Australia	4.3	1.5	5.8	4.4	1.4	5.8	4.5	1.0	5.5
Austria	5.2	0.3	5.5	5.3	0.3	5.6	5.8	0.3	6.1
Belgium	5.9	0.2	6.1	m	m	m	m	m	m
Canada ³	4.6	1.3	5.9	5.1	1.2	6.4	6.2	0.8	7.0
Czech Republic	4.3	0.4	4.7	3.8	0.4	4.3	4.8	0.3	5.1
Denmark	6.7	0.3	7.0	6.4	0.3	6.6	6.0	0.2	6.2
Finland	6.0	0.1	6.1	5.6	0.1	5.7	6.2	x	6.3
France	5.8	0.5	6.3	m	m	m	m	m	m
Germany	4.4	0.9	5.3	4.2	1.0	5.2	4.4	0.9	5.4
Greece	4.0	0.2	4.2	3.7	0.2	4.0	2.9	n	3.0
Hungary	5.5	0.6	6.1	4.4	0.6	5.0	4.8	0.6	5.4
Iceland	7.5	0.5	8.0	5.6	0.5	6.1	m	m	m
Ireland	4.1	0.3	4.4	4.1	0.4	4.5	4.7	0.5	5.2
Italy	4.6	0.4	5.1	4.5	0.4	4.9	4.8	m	m
Japan	3.5	1.2	4.8	3.5	1.2	4.7	3.5	1.1	4.7
Korea	4.6	2.9	7.5	3.9	2.5	6.4	m	m	m
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	5.6	1.2	6.8	4.7	0.8	5.5	4.6	1.0	5.6
Netherlands	4.6	0.4	5.0	4.2	0.4	4.5	4.4	0.2	4.7
New Zealand	5.7	1.2	6.8	5.6	m	m	4.8	m	m
Norway	6.5	0.1	6.6	m	m	m	6.8	0.4	7.1
Poland	5.8	0.7	6.4	4.9	n	5.1	5.3	m	m
Portugal	5.8	0.1	5.9	5.6	0.1	5.7	5.3	n	5.3
Slovak Republic	4.3	0.5	4.7	3.9	0.1	4.1	4.6	0.1	4.7
Spain	4.2	0.5	4.7	4.2	0.6	4.8	4.5	0.8	5.3
Sweden	6.5	0.2	6.7	6.2	0.2	6.4	6.1	0.1	6.2
Switzerland	6.0	0.6	6.5	5.2	0.4	5.6	5.3	m	m
Turkey ³	3.6	0.1	3.7	3.4	0.0	3.4	2.3	n	2.3
United Kingdom	5.1	1.0	6.1	4.5	0.7	5.2	4.8	0.7	5.5
United States	5.4	2.1	7.5	4.8	2.2	7.0	5.0	2.2	7.2
<i>OECD average</i>	5.2	0.7	5.9	~	~	~	~	~	~
<i>OECD total</i>	4.9	1.3	6.3	~	~	~	~	~	~
<i>EU19 average</i>	5.2	0.4	5.6	~	~	~	~	~	~
<i>OECD average for countries with 1995, 2000 and 2003 data (24 countries)</i>	5.0	0.7	5.7	4.7	0.6	5.3	4.8	0.6	5.4
Partner countries									
Brazil ³	4.4	m	m	4.1	m	m	3.7	m	m
Chile ⁴	3.5	3.3	6.8	3.2	1.4	4.6	2.9	2.2	5.1
Israel	7.0	1.5	8.5	6.6	1.6	8.2	7.0	1.5	8.5
Russian Federation	3.7	m	m	3.0	m	m	m	m	m

1. Including public subsidies to households attributable for educational institutions, as well as direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.

3. Year of reference 2002.

4. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/633760656440>

Table B2.1b.
Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2003)

From public and private sources, by source of fund and year

	Primary, secondary and post-secondary non-tertiary education					Tertiary education				
	2003			2000	1995	2003			2000	1995
	Public ¹	Private ²	Total	Total	Total	Public ¹	Private ²	Total	Total	Total
OECD countries										
Australia	3.4	0.7	4.1	4.1	3.7	0.8	0.8	1.5	1.5	1.7
Austria	3.7	0.1	3.8	4.0	4.2	1.1	0.1	1.1	1.0	1.2
Belgium	4.0	0.1	4.1	m	m	1.2	0.1	1.3	m	m
Canada ^{3,4}	3.2	0.3	3.6	3.6	4.5	1.3	1.0	2.4	2.5	2.3
Czech Republic	2.9	0.2	3.1	2.8	3.7	0.9	0.2	1.1	0.8	1.0
Denmark ³	4.1	0.1	4.3	4.1	4.0	1.7	0.1	1.8	1.6	1.6
Finland	3.9	n	4.0	3.6	4.0	1.7	0.1	1.8	1.7	1.9
France	4.0	0.3	4.2	m	m	1.1	0.2	1.4	m	m
Germany	2.9	0.6	3.5	3.5	3.7	1.0	0.1	1.1	1.0	1.1
Greece ³	2.6	0.2	2.8	3.0	2.3	1.2	n	1.3	0.9	0.8
Hungary	3.5	0.2	3.7	2.9	3.6	1.0	0.3	1.3	1.1	1.0
Iceland ³	5.2	n	5.2	4.7	m	1.1	0.1	1.2	0.9	m
Ireland	3.1	0.1	3.2	2.9	3.8	1.0	0.1	1.2	1.5	1.3
Italy	3.5	0.1	3.6	3.3	m	0.7	0.2	0.9	0.9	0.8
Japan ³	2.7	0.3	3.0	2.9	3.0	0.5	0.8	1.3	1.1	1.0
Korea	3.5	0.9	4.4	3.6	m	0.6	2.0	2.6	2.3	m
Luxembourg ³	4.0	m	m	m	m	m	m	m	m	m
Mexico	3.8	0.7	4.5	3.8	4.0	0.9	0.4	1.3	1.0	1.1
Netherlands	3.2	0.2	3.4	3.0	2.9	1.1	0.3	1.3	1.2	1.4
New Zealand	4.5	0.5	4.9	m	m	0.9	0.6	1.5	m	m
Norway	4.6	m	m	3.8	4.3	1.5	0.1	1.5	1.3	1.7
Poland	4.2	0.1	4.4	3.6	3.6	1.0	0.5	1.5	0.9	0.8
Portugal	4.2	n	4.2	4.1	3.8	1.0	0.1	1.1	1.1	0.9
Slovak Republic ³	2.8	0.3	3.1	2.7	3.1	0.8	0.1	0.9	0.8	0.8
Spain	2.8	0.2	3.0	3.2	3.8	0.9	0.3	1.2	1.1	1.0
Sweden	4.5	n	4.5	4.3	4.2	1.6	0.2	1.8	1.6	1.6
Switzerland	4.0	0.6	4.6	4.3	m	1.6	m	m	1.1	m
Turkey ⁴	2.5	0.1	2.6	2.4	1.7	1.1	0.1	1.1	1.0	0.7
United Kingdom	4.0	0.6	4.6	3.8	3.9	0.8	0.3	1.1	1.0	1.2
United States	3.9	0.3	4.2	3.9	3.9	1.2	1.6	2.9	2.7	2.7
<i>OECD average</i>	3.6	0.3	3.9	~	~	1.1	0.4	1.4	~	~
<i>OECD total</i>	3.5	0.4	3.9	~	~	1.0	0.9	1.9	~	~
<i>EU19 average</i>	3.6	0.2	3.7	~	~	1.1	0.2	1.3	~	~
<i>OECD average for countries with 1995, 2000 and 2003 data</i>	~	~	3.7	3.5	3.6	~	~	1.4	1.3	1.3
Partner countries										
Brazil ⁴	3.4	m	m	3.0	2.6	0.8	m	m	0.8	0.7
Chile ⁵	2.8	1.3	4.1	4.6	3.1	0.3	1.8	2.2	2.3	1.7
Israel	4.6	0.2	4.8	4.7	5.0	1.3	0.7	2.0	1.9	1.9
Russian Federation	2.1	m	m	1.7	m	0.7	m	m	0.9	m

1. Including public subsidies to households attributable for educational institutions, as well as direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.

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

4. Year of reference 2002.

5. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table B2.1c.

Expenditure on educational institutions as a percentage of GDP, by level of education (2003)

From public and private sources¹

B2

	Pre-primary education (for children 3 years 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	4.1	3.1	0.9	0.1	1.5	0.2	1.4	5.8
	Austria	0.5	3.8	2.5	1.3	n	1.1	0.1	1.1	5.5
	Belgium ²	0.6	4.1	1.5	2.6	x(4)	1.3	x(6)	x(6)	6.1
	Canada ³	x(2)	3.6	x(2)	x(2)	x(7)	2.4	0.9	1.4	5.9
	Czech Republic	0.4	3.1	1.8	1.2	0.1	1.1	0.1	1.0	4.7
	Denmark	0.8	4.3	3.0	1.2	x(4, 6)	1.8	x(6)	x(6)	7.0
	Finland	0.4	4.0	2.6	1.4	x(4)	1.8	n	1.8	6.1
	France	0.7	4.2	2.6	1.6	n	1.4	0.3	1.1	6.3
	Germany	0.5	3.5	2.1	1.3	0.2	1.1	0.1	1.1	5.3
	Greece ²	x(2)	2.8	1.2	1.5	0.1	1.3	0.2	1.0	4.2
	Hungary	0.8	3.7	2.1	1.6	x	1.3	0.1	1.3	6.1
	Iceland	0.9	5.2	x(2)	x(2)	x(4, 6)	1.2	m	1.2	8.0
	Ireland	m	3.2	2.4	0.7	0.2	1.2	x(6)	x(6)	4.4
	Italy	0.5	3.6	2.2	1.4	0.1	0.9	n	0.9	5.1
	Japan	0.2	3.0	2.1	0.9	x(4, 6)	1.3	0.2	1.0	4.8
	Korea	0.2	4.4	3.0	1.4	a	2.6	0.6	2.0	7.5
	Luxembourg	x(2)	4.0	2.9	1.0	x(2)	m	m	m	m
	Mexico	0.8	4.5	3.5	0.9	a	1.3	x(6)	x(6)	6.8
	Netherlands	0.4	3.4	2.6	0.7	n	1.3	m	1.3	5.0
	New Zealand	0.3	4.9	3.1	1.6	0.2	1.5	0.3	1.3	6.8
	Norway	0.3	4.6	3.0	1.5	x(4)	1.5	x(6)	x(6)	6.6
	Poland	0.6	4.4	2.9	1.3	n	1.5	x(6)	x(6)	6.4
	Portugal	0.4	4.2	3.0	1.2	m	1.1	x(6)	x(6)	5.9
Slovak Republic	0.6	3.1	1.8	1.2	x(4)	0.9	x(4)	0.9	4.7	
Spain	0.5	3.0	3.0	x(3)	x(3)	1.2	0.2	1.0	4.7	
Sweden	0.5	4.5	3.2	1.3	n	1.8	x(6)	x(6)	6.7	
Switzerland	0.2	4.6	2.8	1.7	0.1	1.6	n	1.6	6.5	
Turkey ³	m	2.6	1.8	0.8	a	1.1	x(6)	x(6)	3.7	
United Kingdom ²	0.4	4.6	1.5	3.1	x(4)	1.1	x(6)	x(6)	6.1	
United States	0.4	4.2	3.1	1.1	m	2.9	x(6)	x(6)	7.5	
<i>OECD average</i>	<i>0.5</i>	<i>3.9</i>	<i>2.5</i>	<i>1.4</i>	<i>0.1</i>	<i>1.4</i>	<i>0.2</i>	<i>1.2</i>	<i>5.9</i>	
<i>OECD total</i>	<i>0.4</i>	<i>3.9</i>	<i>2.6</i>	<i>1.3</i>	<i>0.1</i>	<i>1.9</i>	<i>x(6)</i>	<i>x(6)</i>	<i>6.3</i>	
<i>EU19 average</i>	<i>0.5</i>	<i>3.8</i>	<i>2.4</i>	<i>1.4</i>	<i>0.1</i>	<i>1.3</i>	<i>0.1</i>	<i>1.1</i>	<i>5.6</i>	
Partner countries	Brazil ³	0.3	3.2	2.5	0.7	a	0.8	x(6)	x(6)	4.4
	Chile ⁴	0.5	4.1	2.8	1.4	a	2.2	0.3	1.9	6.8
	Israel	0.9	4.8	2.5	2.2	n	2.0	0.4	1.5	8.5
	Russian Federation	0.5	2.1	x(2)	x(2)	x(2)	0.7	0.1	0.5	3.7

1. Including international sources.

2. Column 3 only refers to primary education and column 4 refers to all secondary education.

3. Year of reference 2002.

4. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table B2.2.
Change in expenditure on educational institutions (1995, 2003)

Index of change between 1995 and 2003 in expenditure on educational institutions from public and private sources, by level of education (GDP deflator (1995=100), 2003 constant prices)

	All levels of education			Primary, secondary and post-secondary non-tertiary education			Tertiary education		
	Public expenditure on educational institutions	Private expenditure on educational institutions	Total expenditure on educational institutions from both public and private sources	Public expenditure on educational institutions	Private expenditure on educational institutions	Total expenditure on educational institutions from both public and private sources	Public expenditure on educational institutions	Private expenditure on educational institutions	Total expenditure on educational institutions from both public and private sources
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries									
Australia	132	174	141	145	167	148	93	185	125
Austria	108	89	107	109	79	108	111	216	115
Belgium	m	m	m	m	m	m	m	m	m
Canada ^{1,2}	106	133	111	106	148	109	137	138	138
Czech Republic	113	68	108	106	62	102	160	81	139
Denmark ¹	131	173	132	126	140	127	122	698	126
Finland	130	x(3)	130	131	x(6)	132	121	x(9)	122
France	m	m	m	m	m	m	m	m	m
Germany	110	108	110	109	101	108	111	128	114
Greece ¹	198	m	m	160	m	m	244	m	m
Hungary	156	128	153	146	86	141	178	198	182
Iceland	m	m	m	m	m	m	m	m	m
Ireland	165	110	159	157	171	157	199	89	163
Italy	109	m	m	107	m	m	118	222	137
Japan ¹	109	117	111	106	111	106	132	145	139
Korea	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	160	174	162	149	151	149	149	228	167
Netherlands	131	127	130	139	133	139	109	124	112
New Zealand	151	m	m	158	m	m	111	m	m
Norway	m	m	113	m	m	130	m	m	112
Poland	148	m	m	159	m	m	170	m	m
Portugal	135	m	m	133	m	m	140	m	m
Slovak Republic ¹	126	484	137	125	1 296	135	151	426	167
Spain	126	86	119	111	55	104	163	142	158
Sweden	133	227	134	135	69	135	132	237	141
Switzerland	126	m	m	113	m	m	174	m	m
Turkey	196	m	m	194	m	m	202	m	m
United Kingdom	134	176	139	146	175	149	106	179	120
United States	139	120	133	135	167	137	167	115	133
OECD average	~	~	129	~	~	129	~	~	137
Partner countries									
Brazil ²	136	m	m	142	m	m	140	m	m
Chile ³	175	214	192	180	213	189	117	209	186
Israel	122	125	123	120	105	119	131	130	130
Russian Federation	m	m	m	m	m	m	m	m	m

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

2. Year of reference 2002.

3. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table B2.3.
Change in expenditure on educational institutions (1995, 2000, 2001, 2002, 2003)

Index of change between 1995 and 2003 in expenditure on educational institutions from public and private sources, by level of education (GDP deflator (1995=100), 2003 constant price)

OECD countries	All levels of education					Primary, secondary and post-secondary non-tertiary education					Tertiary education				
	1995	2000	2001	2002	2003	1995	2000	2001	2002	2003	1995	2000	2001	2002	2003
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Australia	100	127	133	137	141	100	134	141	143	148	100	110	113	121	125
Austria	100	106	108	109	107	100	108	105	107	108	100	102	117	111	115
Belgium	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Canada ¹	100	108	111	m	111	100	95	95	m	109	100	134	141	m	138
Czech Republic	100	90	95	98	108	100	88	91	93	102	100	101	109	118	139
Denmark ¹	100	123	131	133	132	100	119	125	124	127	100	110	129	136	126
Finland	100	114	117	123	130	100	113	118	124	132	100	112	113	117	122
France	100	111	111	112	m	100	111	111	112	m	100	111	111	112	m
Germany	100	106	107	109	110	100	106	107	108	108	100	101	102	106	114
Greece ^{1,2}	100	155	165	174	198	100	147	136	144	160	100	160	216	243	244
Hungary	100	111	120	134	153	100	100	107	120	141	100	135	145	162	182
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	100	137	142	147	159	100	122	133	140	157	100	178	167	167	163
Italy	100	110	121	112	116	100	97	112	107	111	100	126	135	139	137
Japan ¹	100	107	108	109	111	100	103	105	106	106	100	117	118	120	139
Korea	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	100	129	138	148	162	100	124	137	135	149	100	129	123	172	167
Netherlands	100	117	123	127	130	100	121	129	136	139	100	108	110	109	112
New Zealand ²	100	133	133	142	151	100	140	139	149	158	100	96	100	106	111
Norway	100	101	105	m	113	100	105	129	121	130	100	91	92	103	112
Poland ²	100	120	134	135	148	100	125	142	144	159	100	112	163	166	170
Portugal ²	100	129	135	134	135	100	131	137	137	133	100	130	139	128	140
Slovak Republic	100	104	109	117	137	100	104	107	117	135	100	125	148	150	167
Spain	100	110	113	115	119	100	101	101	102	104	100	139	147	151	158
Sweden	100	123	124	135	134	100	123	123	133	135	100	123	126	135	141
Switzerland ²	100	109	114	120	126	100	104	109	113	113	100	125	135	149	174
Turkey ²	100	175	167	176	196	100	174	166	171	194	100	179	170	191	202
United Kingdom	100	112	120	131	139	100	115	123	136	149	100	102	109	118	120
United States	100	118	125	126	133	100	120	127	131	137	100	120	122	119	133
<i>OECD average</i>	<i>100</i>	<i>119</i>	<i>123</i>	<i>129</i>	<i>136</i>	<i>100</i>	<i>117</i>	<i>121</i>	<i>126</i>	<i>133</i>	<i>100</i>	<i>122</i>	<i>131</i>	<i>138</i>	<i>146</i>
<i>EU19 average</i>	<i>100</i>	<i>116</i>	<i>122</i>	<i>126</i>	<i>135</i>	<i>100</i>	<i>114</i>	<i>118</i>	<i>123</i>	<i>131</i>	<i>100</i>	<i>122</i>	<i>135</i>	<i>139</i>	<i>147</i>

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

2. Public expenditure only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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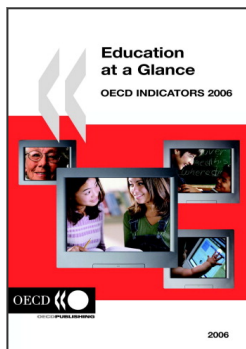
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