

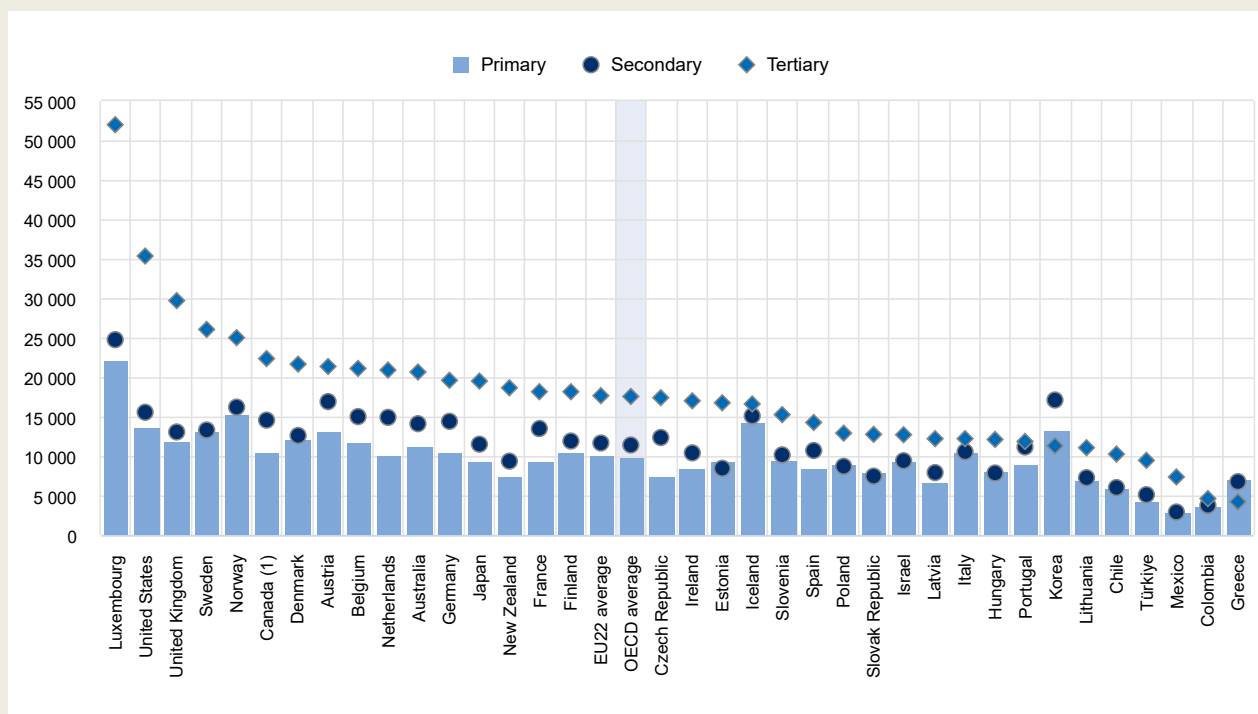
Indicator C1. How much is spent per student on educational institutions?

Highlights

- In 2019, OECD countries spent an average of USD 17 560 per student per year at the tertiary level. However, this average is driven up by high values in a few countries, reaching over USD 25 000 in Luxembourg, Norway, Sweden, the United Kingdom and the United States.
- On average across OECD countries, 63% of total expenditure on tertiary educational institutions goes to core services (e.g. teachers' salaries, school buildings, teaching materials and administration), 33% on research and development (R&D) activities, and 4% on ancillary services (e.g. meals and transport).
- Between 2012 and 2019, expenditure on tertiary educational institutions grew by an average of 1.4% per year in real terms across OECD countries, while the number of students increased only by 0.3% per year. This resulted in an average increase in expenditure per student in tertiary education of 1.0% per year.

Figure C1.1. Total expenditure per full-time equivalent student by level of education (2019)


In equivalent USD converted using PPPs for GDP; direct expenditure within educational institutions



1. Primary education includes pre-primary programmes.

Countries are ranked in descending order of total expenditure per full-time equivalent student for tertiary students.

Source: OECD/UIS/Eurostat (2022), Table C1.1. See Source section for more information and Annex 3 for notes https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf.

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Context

The willingness of policy makers to expand access to educational opportunities and to provide high-quality education can translate into higher costs and must be balanced against other demands on public expenditure and the overall tax burden. As a result, the question of whether the resources devoted to education yield adequate returns features prominently in public debate. Although it is difficult to assess the optimal resources needed to prepare each student for life and work in modern societies, international comparisons of spending on educational institutions per student can provide useful reference points.

This indicator provides an assessment of the investment in each student. Expenditure per student on educational institutions is influenced by teachers' salaries (see Indicator D3), pension systems, instructional and teaching hours (see Indicators D4), the cost of teaching materials and facilities (see Indicator C6), the programme provided (e.g. general or vocational), and the number of students enrolled in the education system (see Indicator B1). Policies to attract new teachers, reduce average class sizes or change staffing patterns have also affected per-student expenditure. In some countries expenditure for ancillary services and R&D can also have great influence on the expenditure per student.

In general, at primary and secondary levels, educational expenditure is dominated by spending on teaching. At the tertiary level, other services, particularly those related to ancillary services or R&D activities, can account for a significant proportion of educational spending.

Other findings

- On average, the expenditure per student on short-cycle tertiary programmes each year is about two-thirds that of at bachelor's, master's and doctoral levels combined.
- The total resources devoted to private educational institutions are similar to those devoted to public institutions on average across all education levels. Across OECD countries, the average total expenditure on primary to tertiary public institutions amounts to about USD 11 900 per student, compared to just under USD 12 100 in private institutions.
- Expenditure on tertiary academic programmes is higher than on professional programmes for almost all of the eight countries with available data. In Chile, the Czech Republic, Germany and Greece, expenditure per student on academic programmes is at least twice as high as on professional programmes.
- On average across the OECD, countries spend a cumulative total of USD 105 500 to educate a student from the age of 6 to the age of 15. Austria, Luxembourg, and Norway spend over USD 150 000 per student over these years, while the figure is less than USD 50 000 in Colombia and Türkiye.

Analysis

Overall expenditure per student on educational institutions

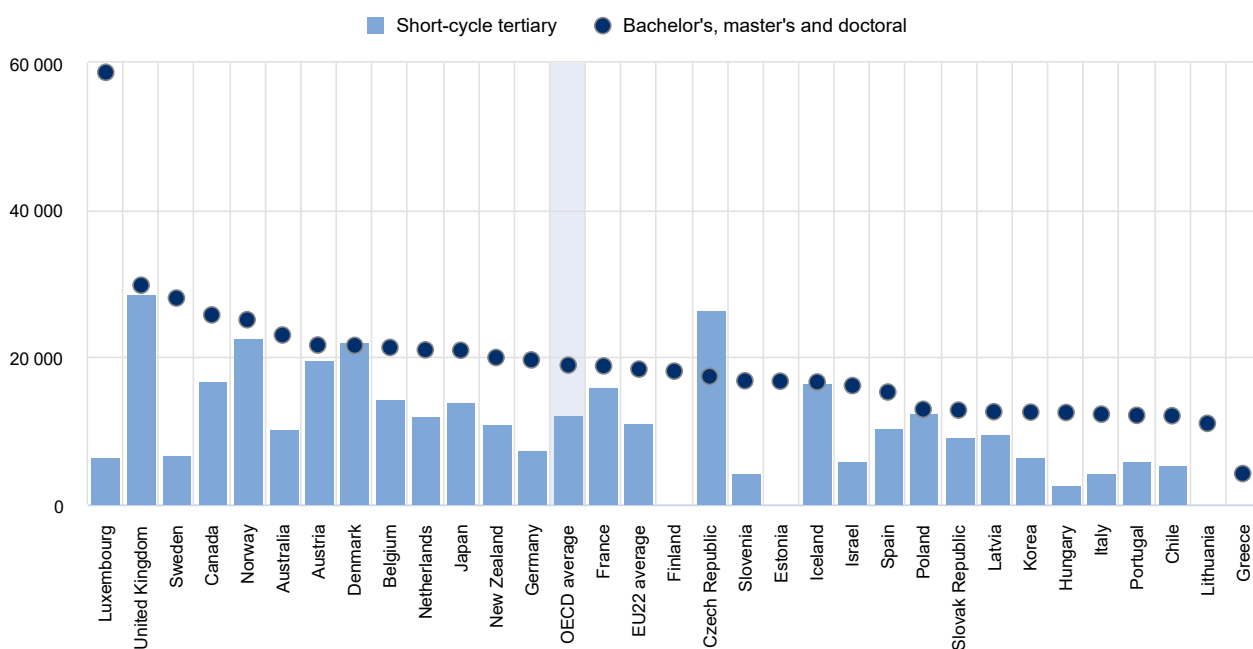
Annual expenditure per student on primary to tertiary educational institutions provides an assessment of the investment made in each student. In 2019, the average annual spending per student from primary to tertiary education in OECD countries as a whole was around USD 12 000. But this average masks a broad range of spending across OECD countries. Annual spending per student at these levels ranged from around USD 3 600 in Mexico to around USD 17 500 in Austria and Norway, around USD 19 500 in the United States and over USD 25 400 in Luxembourg (Table C1.1). The drivers of expenditure per student vary across countries and by level of education: in Luxembourg, for example high teachers' salaries at primary and secondary levels (see Indicator D3) are reflected in high levels of expenditure per student. In contrast, Colombia has one of the highest ratios of students to teaching staff (see Indicator D8 and Education at a Glance Database), which tends to drive costs down (OECD, 2021^[1]).

Expenditure per student on educational institutions by level of education

The way resources are allocated across the different levels of education varies widely from level to level and largely reflects the mode of educational provision. Education still essentially takes place in settings with generally similar organisations, curricula, teaching styles and management. These shared features have tended to result in similar patterns of expenditure per student from primary to post-secondary non-tertiary levels. OECD countries as a whole spend on average around USD 9 900 per student at the primary level and USD 11 400 per student at secondary level (Figure C1.1). At the secondary level, and particularly at upper secondary, the level of expenditure is strongly influenced by the programme orientation. Vocational education and training (VET) programmes, which may require specific equipment and infrastructure, typically cost more per student than general programmes (Table C1.1).


Figure C1.2. Total expenditure per full-time equivalent student, by level of tertiary education (2019)

In equivalent USD converted using PPPs; direct expenditure within educational institutions



Countries are ranked in descending order of total expenditure per full-time equivalent student for bachelor's, master's and doctoral students.

Source: OECD/UIS/Eurostat (2022), Table C1.1. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

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In 2019, expenditure per student averaged USD 17 560 at the tertiary level across OECD countries. However, this figure is driven up by high values in a few countries, reaching over USD 25 000 in Luxembourg, Norway, Sweden, the United Kingdom and the United States (Figure C1.1 and Table C1.1). The available data also show annual expenditure per student varies widely depending on the tertiary education level. On average, expenditure on short-cycle tertiary programmes is about two-thirds of combined bachelor's, master's and doctoral or equivalent levels (or long-cycle tertiary), but again, this masks wide variation across countries. Expenditure on short-cycle tertiary programmes ranges from less than 25% of bachelor's, master's and doctoral or equivalent levels in Hungary, Luxembourg and Sweden to roughly equal levels of spending in Denmark and Iceland, and greater expenditure per student at short-cycle tertiary level in the Czech Republic where, in 2019 expenditure at this level was 52% higher (Figure C1.2).

Annual expenditure per student can also vary substantially within countries, particularly in those where a large share of education expenditure is provided by local governments (Box C1.1).

Box C1.1. Subnational variation in annual expenditure per student on educational institutions

Decentralisation of government services in OECD countries often results in subnational governments being responsible for the delivery of key government services such as education (Dougherty and Phillips, 2019^[2]). Evidence shows that educational performance (Kim and Dougherty, 2018^[3]) and human capital levels (Blöchliger, Égert and Bonesmo Fredriksen, 2013^[4]) might increase as a result of fiscal decentralisation and increased budget devoted to education. Annual expenditure per student can be quite heterogeneous across countries with large differences between regions, due to their economic circumstances and geographic challenges. Among the eight countries with available data at subnational level, Canada and the United States have the highest variation in annual expenditure per student on educational institutions at primary and secondary levels combined: in the United States, the region with the highest value (around USD 28 200) spends over three times as much per student as the region with the lowest value (around USD 9 100). Smaller regional differences are found in Colombia and Germany, while in Belgium and Lithuania, expenditure per student on primary and secondary educational institutions is almost identical across the regions (OECD, 2022^[5]).

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

On average across OECD countries, expenditure on core education services (such as teaching costs and other expenditure related to education) represents 86% of total expenditure per student from primary to tertiary educational institutions, and this share reaches the highest values in Chile, Latvia, Luxembourg and Türkiye. In less than half of OECD countries with available data, annual expenditure on R&D and ancillary services per student accounts for around 15% or more at primary to tertiary level. In Denmark, Finland, and Sweden, this reaches 20% or more (Table C1.4).

However, this overall picture masks large variations across levels of education. At non-tertiary levels (primary, secondary and post-secondary non-tertiary education), expenditure is dominated by spending on core education services. On average, OECD countries spend about 95% of their total per-student expenditure (about USD 10 360) on core educational services at these levels. However, in Finland, France, the Slovak Republic, Sweden and the United Kingdom, ancillary services account for 10% or slightly more of the total (Table C1.4).

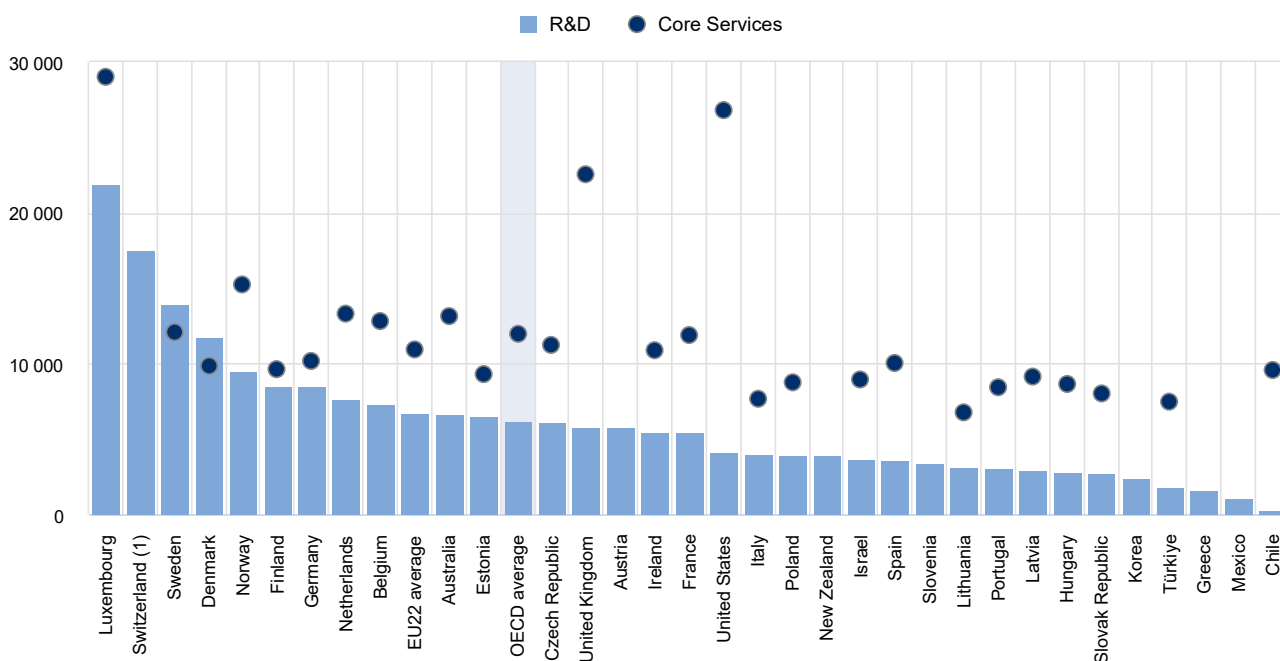
The breakdown of total expenditure on educational institutions per student devoted to core services differs more widely at tertiary level, as R&D expenditure can account for a significant proportion of educational spending. OECD countries in which R&D is mostly conducted in tertiary educational institutions tend to report higher levels of expenditure per student than those where a large proportion of R&D is performed in other public institutions or in research institutes. On average across OECD countries, 63% of total expenditure on educational institutions at tertiary level goes to core services while expenditure on R&D and ancillary services together average 37%, with ancillary services accounting for less than 5%. In six of the OECD countries for which data are available, expenditure on R&D and ancillary services in tertiary institutions is at least 40% of total expenditure on educational institutions per student, with Denmark and Sweden recording the highest shares, at 50% or more (Table C1.4).

Expenditure per student on core services across OECD countries averages about USD 12 000, ranging from less than USD 7 000 in Lithuania to over USD 26 000 in Luxembourg and the United States. Expenditure per student on R&D activities averages around USD 6 200 across the OECD and ranges from less than USD 1 000 in Chile to around USD 11 800 in Denmark, around USD 14 000 in Sweden and over USD 17 000 in Luxembourg and Switzerland (Figure C1.3). Expenditure

on ancillary services is negligible (below USD 100 per student) in the Czech Republic, Denmark, Finland, Israel and Sweden. The United States spends the most in ancillary services per student at tertiary level among OECD countries, at over USD 4 400 per student (Table C1.4).

Figure C1.3. Total expenditure per full-time equivalent student on tertiary educational institutions for R&D and core educational services (2019)


In equivalent USD converted using PPPs for GDP; direct expenditure within educational institutions



1. Year of reference differs from 2019. Refer to the source table for more details.

Countries are ranked in descending order of total expenditure per full-time equivalent student on educational institutions for R&D.

Source: OECD/UIS/Eurostat (2022), Table C1.4. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

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Expenditure per student varies less between different tertiary programme categories, but is generally higher for academic programmes than for professional programmes. This is probably due to a higher incidence of R&D funding in academic programmes. However, only a few countries collect the data needed to carry out this type of analysis (Box C1.2).

Box C1.2. Expenditure on tertiary educational institutions for academic and professional programmes

Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation and includes programmes with very different design features and functions. Tertiary education has not just expanded over the last decades, it has also diversified. Programmes are now offered by a wider range of institutions and it is now common in many countries to have universities of applied sciences alongside more traditional universities (OECD, 2022^[6]). Therefore, tertiary education is not just what is commonly understood as academic education but also includes advanced vocational or professional education (UNESCO-UIS, 2012^[7]).

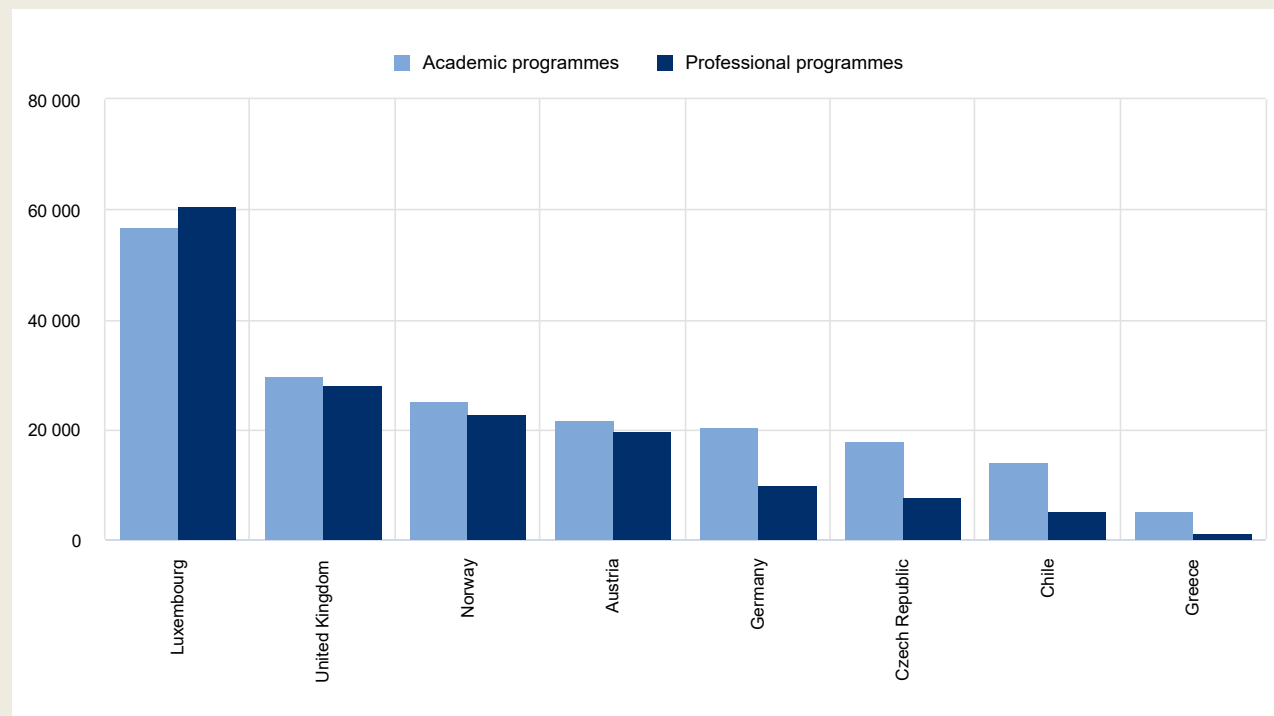
Tertiary professional programmes can range from free-standing professional examinations designed to upskill existing practitioners to full professional bachelor's degrees. In general, they are designed to give learners the knowledge, skills

and competencies specific to a particular occupation, trade, or class of occupations or trades. Programmes may have work-based components (e.g. apprenticeships, traineeship and dual-system education programmes) and their successful completion may lead to specific labour market-relevant qualifications. Academic programmes are designed to develop learners' general knowledge, skills and competencies to prepare participants for more advanced education programmes. Academic education does not normally prepare for employment in a particular occupation, trade or class of occupations or trades, nor lead directly to a labour market-relevant qualification (UNESCO-UIS, 2012^[7]). In some cases the scale of enrolment in professional tertiary education rivals that of regular universities, in other cases practically oriented programmes are taught in multi-purpose institutions alongside programmes like history or physics. For example, France applies a broad definition of "professional" and includes five-year business schools and long first degree programmes in law, medicine, pharmacy and odontology in this category (OECD, 2022^[6]).

At tertiary education levels, the terms "academic" and "professional" are used in place of general and vocational respectively. ISCED 2011 does not define academic and professional more precisely for higher ISCED levels, but allows programme orientations to be distinguished based on national definitions and criteria. Among the countries that report data by orientation in this way, expenditure per student on academic tertiary programmes is higher than on professional ones for almost all the countries with available data. In Chile, the Czech Republic, Germany and Greece, expenditure per student for academic programmes is at least twice as high as for professional programmes. This could generally be explained by the greater focus on research and development in traditional universities where academic programmes are delivered. However, this explanation may not hold in all instances, in particular in Austria, Norway and the United Kingdom, where the difference is relatively low, and in Luxembourg, where expenditure per student is slightly higher for professional programmes (Figure C1.4).


Figure C1.4. Total expenditure on tertiary educational institutions per full-time equivalent student, by programme orientation (2019)

In equivalent USD converted using PPPs for GDP; direct expenditure within educational institutions



Countries are ranked in descending order of total expenditure on educational institutions per full-time equivalent tertiary student in academic programmes.

Source: OECD/UIS/Eurostat (2022), Education at a Glance Database. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

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Cumulative expenditure over the expected duration of studies

Policy makers are interested in the relationship between the resources devoted to education and the outcomes of education systems (OECD, 2017^[8]). In order to compare the cost of education across countries, it is important to consider not only the annual expenditure per student, but also cumulative expenditure over the total period students are expected to spend at a given educational level. High expenditure per student, for example, might be offset by short programmes or fewer students accessing education at certain levels. On the other hand, a seemingly inexpensive education system per student might prove more costly overall if enrolment is high and students spend longer in school.

Primary and secondary education are usually compulsory across the OECD, and adding up the expenditure per student for the years between 6 and 15 at these levels gives the theoretical cumulative expenditure per student for compulsory education. On average across OECD countries, the cumulative spending on each student between the age of 6 and the age of 15 adds up to a total of around USD 105 500. This total varies considerably across countries: Austria, Luxembourg and Norway spend over USD 150 000 per student over these years, while the figure is less than USD 50 000 in Colombia and Türkiye (Table C1.7, available on line).

Total and public expenditure on educational institutions per student, by type of institution

The way resources are allocated to public and private institutions varies widely across educational levels, although both types of institutions have similar average levels of expenditure per student. On average across OECD countries, total expenditure on primary to tertiary public institutions amounts to about USD 11 900 per student, compared to just under USD 12 100 in private ones. However, the differences are more substantial in countries such as Israel, the Netherlands, and Türkiye, where expenditure per student on private institutions is at least 70% higher than expenditure on public ones. In contrast, in countries such as the Czech Republic, Luxembourg, and New Zealand, expenditure on private institutions is at least 40% lower than on public institutions (Table C1.2).

Government funding for education is generally spent on public institutions but some countries spend a large part of the public budget on private educational institutions. On average across OECD countries, public expenditure per student on primary to tertiary public educational institutions (about USD 11 000) is nearly twice the public expenditure per student on private institutions (about USD 5 900). However, the gap varies at different levels of education. At non-tertiary levels, average public expenditure per student on public institutions is about USD 10 300, about 50% more than public expenditure on private institutions (about USD 6 500), whereas at tertiary level it averages about USD 14 100 on public institutions, more than three times the expenditure on private institutions (USD 4 500) (Table C1.2).

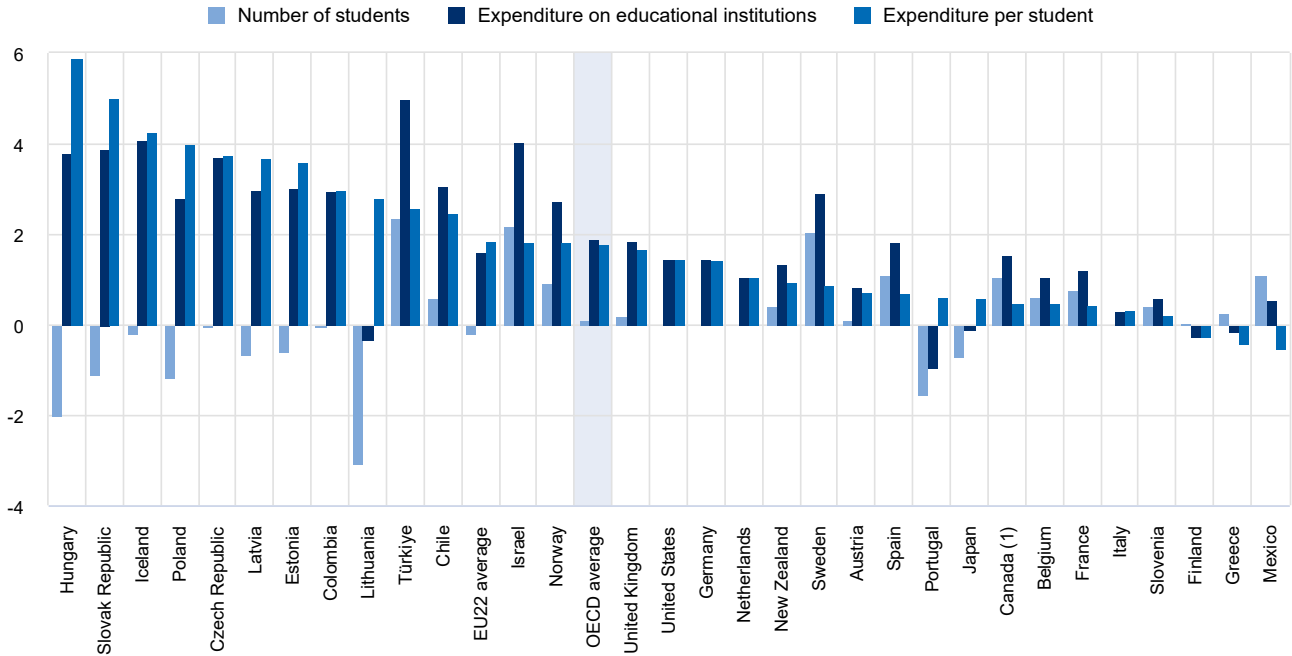
Change in expenditure per student on educational institutions between 2012 and 2019

Changes in expenditure on educational institutions largely reflect changes in the size of the school-age population and the expenditure allocated to teachers' compensation, one of the main drivers of education expenditure. 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. Changes in expenditure per student over the years may also vary between levels of education within countries, as both enrolment and expenditure may follow different trends at different levels of education.

Between 2012 and 2019, expenditure on primary to tertiary educational institutions in OECD countries grew by an average of 1.6% per year in real terms, while the number of students remained relatively stable. This meant expenditure per student grew at an average annual rate of 1.7%. Spending per student grew in all countries with available data in the period 2012-19, with the exception of Finland, Greece and Mexico, where spending per student fell by 0.3-0.5% per year on average. Expenditure per student fell in Finland and Greece due to the combination of stagnating funding for educational institutions and a slight increase in the number of students, whereas in Mexico the fall was due to student numbers growing faster than educational expenditure. In some countries in the European Union, such as Estonia, Hungary, Latvia, Poland and the Slovak Republic, the strong annual growth rates in expenditure per student (over 3%) can be explained by a large increase in expenditure accompanied by a reduction in the number of students during the period under analysis. Outside the European Union, Colombia, Iceland and Türkiye also report increases in spending per student of around or above 2.5% per year in real terms since 2012 (Figure C1.5).

Figure C1.5. Average annual growth in total expenditure on primary to tertiary educational institutions per full-time equivalent student (2012 to 2019)

In per cent, constant prices



1. Primary education includes pre-primary programmes.

Countries are ranked in descending order of the average annual growth in total expenditure on primary to tertiary educational institutions per full-time equivalent student.

Source: OECD/UIS/Eurostat (2022), Table C1.3 and Education at a Glance Database. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

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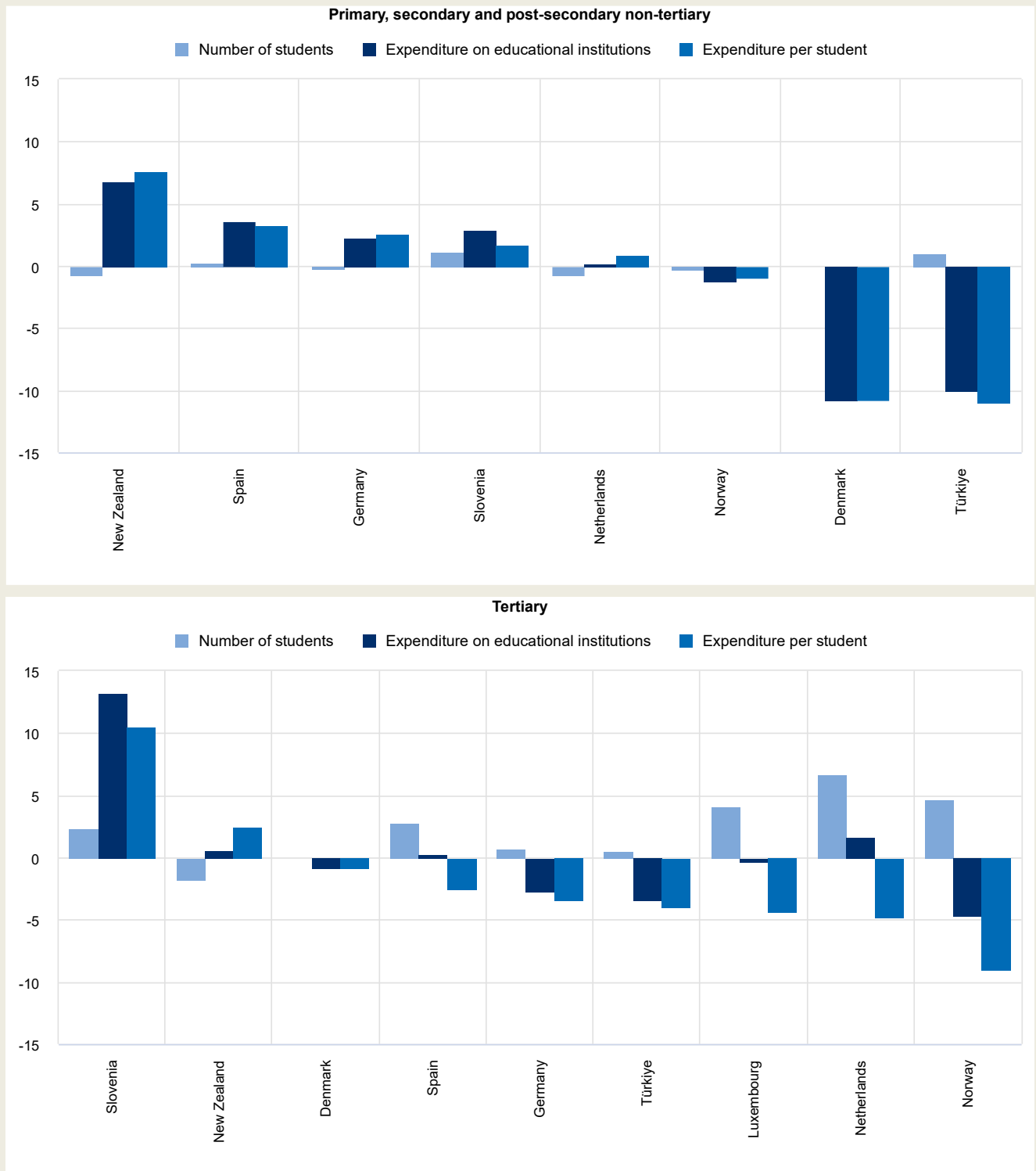
Box C1.3. Provisional data on the change in expenditure per student in 2020

Prior to the COVID-19 pandemic, global education funding was growing steadily and low- and middle-income countries were experiencing the fastest growth rates. Since the beginning of the COVID-19 pandemic started, education budgets declined in the majority of these countries (UNESCO and World Bank, 2021^[9]). In contrast, while education budgets were growing at much more moderate pace before the pandemic among high-income countries, including many OECD countries, education budgets did not decrease and their share of total government expenditure did not change very much post-COVID (see Indicator C4). As schools were closed for extended periods in 2020, it was important to ensure that adequate resources were made available for remote learning and to maintain and expand student support programs; once schools reopened, it was critical to allocate additional funding to educational institutions (Al-Samarrai, Gangwar and Gala, 2020^[10]).

As the OECD reported in 2021, half of the OECD countries with available data increased funding for primary to post-secondary non-tertiary educational institutions between 2019 and 2020 (OECD, 2021^[11]). In five of the eight countries with provisional data available at this level, expenditure per student grew by 1-7.6% between 2019 and 2020 despite the number of students remaining rather stable ($\pm 1.1\%$). In the remaining three countries, a decrease in expenditure translated into a decline in expenditure per student, regardless of the small changes in the number of students. At the tertiary level, according to provisional data on educational finance, only in New Zealand and Slovenia did expenditure per student increase in 2020, while it decreased in all other countries and reached -4.8% in the Netherlands and -8.9% in Norway. In Luxembourg, the Netherlands and Norway, the fall in expenditure per student was due also to an increase in the number of students by 4% or more (Figure C1.6).

Figure C1.6. Provisional data on the change in total expenditure on educational institutions per full-time equivalent student between 2019 and 2020

In per cent, constant prices



Countries are ranked in descending order of the average annual growth in total expenditure on educational institutions per full-time equivalent student.
Source: OECD/Eurostat (2022). See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

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The number of students in non-tertiary education remained fairly stable on average across OECD countries between 2012 and 2019. During this period, expenditure on non-tertiary educational institutions grew by an annual average of 1.6%. As a result, expenditure per student at these levels increased by 1.7% per year on average between 2012 and 2019. Most OECD countries spent more per student in 2019 than they did in 2012, with the exception of Greece, Mexico, and Slovenia. Expenditure per student on non-tertiary institutions increased by at least 4% per year in Colombia, the Czech Republic, Hungary, Iceland, Lithuania, the Slovak Republic and Türkiye. This growth was due to stable or slight annual reductions in student numbers, combined with large annual increases (above 4%) in total spending (Table C1.3).

Expenditure at tertiary level increased slightly more slowly than at lower levels of education, growing by 1.4% per year on average between 2012 and 2019 in OECD countries. However, it grew faster than the number of students enrolled over this period (0.3% per year on average). This resulted in a 1.0% increase per year on average. There are stark differences across countries: among OECD countries with available data, there were reductions in expenditure per student on tertiary education in Canada, Colombia, Finland, France, Germany, Greece, Israel, Italy, Mexico, the Netherlands and Türkiye. In most of these countries, the decline was mainly the result of a rapid increase in the number of tertiary students. In contrast, expenditure per tertiary student increased by more than 4% in the Czech Republic, Estonia, Latvia, Poland and the Slovak Republic due to an increase in total expenditure and a reduction in the number of students (Table C1.3).

Provisional data on education expenditure in 2020 are available for a small number of countries. These figures are useful to take a first comparative look at the overall trends in expenditure per student during the first year of the COVID-19 health crisis (Box C1.3).

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. 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 include all expenditure that is directly related to instruction in educational institutions, including teachers' salaries, construction and maintenance of school buildings, teaching materials, books, and school administration.

Research and development 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

The annual average growth rate is calculated using the compound annual growth rate which shows the geometric progression ratio that provides a constant rate of return over the time period under analysis.

Expenditure per student on educational institutions at a particular level of education is calculated by dividing total expenditure on 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 currencies is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The PPP conversion factor 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).

Data on subnational regions on how much is spent per student are adjusted using national PPPs. Future work on the cost of living at subnational level would be required to fully adjust the expenditure per student used in this section.

Expenditure per student on educational institutions relative to GDP per capita is calculated by dividing expenditure per student on educational institutions by GDP per capita. 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 students' intensity of participation by the credits that they obtain for the 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 on educational institutions than OECD countries that cannot differentiate between the different types of student attendance.

Vocational education and training expenditure: Expenditure on workplace training provided by private companies is only included when it is part of combined school- and work-based programmes, provided that the school-based component represents at least 10% of the study over the whole programme duration. Other types of employer-provided workplace training (e.g. entirely work-based training or employee training that takes place 95% at work) are excluded. Expenditure on VET programmes include the expenditure on training (e.g. salaries and other compensation of instructors and other personnel, as well as the cost of instructional materials and equipment). However, it excludes apprentices' wages and other compensations to students or apprentices.

For more information please see the OECD Handbook for Internationally Comparative Education Statistics 2019 (OECD, 2018^[12]) and Annex 3 for country-specific notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

Source

Data refer to the financial year 2019 (unless otherwise specified) and are based on the UNESCO, OECD and Eurostat (UOE) data collection on education statistics administered by the OECD in 2021 (for details see Annex 3 at https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf). Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

The data on expenditure for 2012 to 2019 were updated based on a survey in 2021-22, and expenditure figures for 2012 to 2019 were adjusted to the methods and definitions used in the current UOE data collection. Provisional data on educational expenditure in 2020 are based on an ad-hoc data collection administered by the OECD and Eurostat in 2022.

Data on subnational regions are currently available for six countries: Belgium, Canada, Colombia, Germany, Lithuania and the United States. Subnational estimates were provided by countries using national data sources. Subnational data are based on a special survey administered by the OECD in 2021.

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Indicator C1 tables

Tables Indicator C1. How much is spent per student on educational institutions?

Table C1.1	Total expenditure on educational institutions per full-time equivalent student (2019)
Table C1.2	Public and total expenditure on educational institutions per full-time equivalent student, by type of institution (2019)
Table C1.3	Average annual growth in total expenditure on educational institutions per full-time equivalent student (2012 to 2019)
Table C1.4	Total expenditure on educational institutions per full-time equivalent student for core educational services, ancillary services and R&D (2019)
WEB Table C1.5	Total expenditure on educational institutions per full-time equivalent student relative to GDP per capita (2019)
WEB Table C1.6	Total expenditure on educational institutions per full-time equivalent student, by source of funds (2019)
WEB Table C1.7	Cumulative expenditure on educational institutions per full-time equivalent student between the age of 6 and 15 (2019)

StatLink  <https://stat.link/kbzdoc>

Cut-off date for the data: 17 June 2022. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at: <http://stats.oecd.org>, *Education at a Glance Database*.

Table C1.1. Total expenditure on educational institutions per full-time equivalent student (2019)

In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions, by level of education

	Primary	Secondary					Post-secondary non-tertiary	Primary, secondary and post-secondary non-tertiary	Tertiary					Primary to tertiary	Primary to tertiary (excluding R&D)
		Lower secondary	Upper secondary			All secondary			Short-cycle tertiary	Bachelor's, master's and doctoral	All tertiary	All tertiary (excluding R&D)			
			General programmes	Vocational programmes	All programmes										
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD	Countries														
	Australia	11 340	14 494	15 243	9 769	13 487	14 120	8 451	12 496	10 199	23 035	20 625	13 981	14 278	12 822
	Austria	13 299	16 594	14 513	19 111	17 248	16 883	5 164	15 375	19 534	21 653	21 329	15 533	17 167	15 423
	Belgium	11 720	15 005	14 648 ^d	15 284 ^d	15 007 ^d	15 007 ^d	x(3, 4, 5, 6)	13 567	14 328	21 316	21 082	13 760	15 024	13 605
	Canada ^{1, 2}	10 570 ^d	x(1)	x(5)	x(5)	14 564	14 564	m	11 806	16 881	25 765	22 335	22 335	14 391	14 391
	Chile	6 018	6 509	5 208	8 362	5 749	5 997	a	6 008	5 412	12 058	10 253	9 872	7 239	7 128
	Colombia ²	3 729	3 708	x(5)	x(5)	3 836	3 744	m	3 737	x(11)	x(11)	4 601	m	3 916	m
	Costa Rica	m	m	m	m	m	m	a	m	m	m	m	m	m	m
	Czech Republic	7 520	12 856	10 050	12 509	11 810	12 357	2 385	10 293	26 489	17 382	17 411	11 329	11 605	10 484
	Denmark	12 273	14 924	10 574	10 601	10 584	12 594	a	12 444	22 127	21 602	21 658	9 841	14 547	11 850
	Estonia	9 384	9 684	5 511	9 899	7 314	8 462	11 067	8 980	a	16 752	16 752	10 222	10 522	9 226
	Finland	10 576	16 869	8 937	9 440 ^d	9 292 ^d	11 894 ^d	x(4, 5, 6)	11 356	a	18 129	18 129	9 635	12 732	11 006
	France	9 312	11 825	15 020	17 068	15 725	13 475	11 720	11 728	15 922	18 808	18 136	12 731	13 049	11 934
	Germany	10 622	13 096	14 462	18 648	16 624	14 390	12 938	13 227	7 459	19 636	19 608	11 148	14 632	12 770
	Greece ²	7 279	7 179	5 604	7 923	6 296	6 728	m	6 995	a	4 192	4 192	2 538	5 992	5 399
	Hungary	8 262	7 293	8 773	7 914	8 373	7 827	10 051	8 051	2 726	12 492	12 107	9 269	8 738	8 257
	Iceland	14 304	16 502	12 397	19 216	14 004	15 091	19 130	14 734	16 610	16 610	16 610	m	15 107	m
	Ireland	8 687	10 634	x(5)	x(5)	10 145	10 383	39 283	9 942	x(11)	x(11)	16 997	11 541	11 158	10 215
	Israel	9 452	x(3, 4, 5)	7 262 ^d	17 629 ^d	9 410 ^d	9 410	721	9 369	5 893	16 127	12 683	9 008	9 972	9 303
	Italy	10 570	10 623	x(5)	x(5)	10 519 ^d	10 558 ^d	x(5, 6)	10 562	4 472	12 248	12 177	8 101	10 902	10 045
	Japan	9 379	11 083	x(5)	x(5)	11 878 ^d	11 493 ^d	x(5, 6, 9, 10, 11)	10 462	13 944 ^d	20 944 ^d	19 504 ^d	m	12 474	m
	Korea	13 341	15 216	x(5)	x(5)	18 790	17 078	a	15 200	6 468	12 541	11 287	8 876	13 819	12 968
	Latvia	6 865	6 986	7 900	10 068	8 770	7 889	10 873	7 414	9 598	12 599	12 186	9 268	8 461	7 821
	Lithuania	7 095	7 079	6 896	9 672	7 622	7 227	9 800	7 270	a	11 039	11 039	7 851	8 135	7 403
	Luxembourg	22 203	25 141	24 232	24 474	24 381	24 736	3 238	23 516	6 602	58 665	51 978	30 063	25 433	23 957
	Mexico	2 977	2 546	3 177	3 837	3 406	2 890	a	2 933	x(11)	x(11)	7 341	6 272	3 577	3 421
	Netherlands	10 150	14 438	12 346	16 924	15 372	14 902	a	12 871	11 993	20 997	20 889	13 299	14 720	12 970
	New Zealand	7 578	8 521	10 918	8 716	10 289	9 336	6 721	8 449	10 881	19 988	18 641	14 742	10 230	9 548
	Norway	15 334	15 334	16 515	17 238	16 884	16 192	26 202	15 816	22 794	25 085	25 019	15 558	17 757	15 762
	Poland	8 949	8 856	7 610	9 224	8 519	8 689	5 695	8 733	12 463	12 912	12 912	8 978	9 611	8 784
	Portugal	8 992	11 347	x(5)	x(5)	10 991 ^d	11 162 ^d	x(5, 6)	10 182	5 850	12 135	11 858	8 838	10 535	9 898
	Slovak Republic	7 972	7 082	7 574	8 215	8 003	7 458	9 895	7 662	9 256	12 807	12 749	10 033	8 478	8 042
	Slovenia	9 562	12 037	10 261	8 197	8 853	10 160	a	9 867	4 360	16 815	15 267	11 873	10 829	10 224
	Spain	8 580	10 093	10 128	13 897 ^d	11 334 ^d	10 706 ^d	x(4, 5, 6)	9 682	10 368	15 278	14 237	10 681	10 694	9 904
	Sweden	13 234	13 158	11 897	16 012	13 437	13 311	7 356	13 199	6 857	28 039	26 046	12 084	15 337	13 014
	Switzerland ³	m	m	x(5)	x(5)	18 929 ^d	m	x(5)	m	m	m	m	m	m	m
	Türkiye	4 400	4 330	5 095	7 062	5 894	5 110	a	4 884	x(11)	x(11)	9 455	7 641	5 743	5 402
	United Kingdom	11 936	12 329	14 296	12 125	13 657	13 041	a	12 516	28 667	29 766	29 688	23 884	15 453	14 460
	United States	13 780	14 798	x(5)	x(5)	16 311	15 538	16 021	14 671	x(11)	x(11)	35 347	31 254	19 382	18 450
	OECD average	9 923	11 417	10 609	12 465	11 711	11 400	m	10 722	12 154	18 949	17 559	12 486	11 990	11 087
	EU22 average	10 141	11 945	10 891	12 899	11 646	11 673	m	11 042	11 200	18 357	17 670	11 301	12 195	11 010
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	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
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	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
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: See Definitions and Methodology sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, Education at a Glance Database.

1. Primary education includes pre-primary programmes.
2. Post-secondary non-tertiary figures are treated as negligible.
3. Year of reference 2018.

Source: OECD/IUIS/Eurostat (2022). See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf). Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.StatLink  <https://stat.link/194mw0>

Table C1.2. Public and total expenditure on educational institutions per full-time equivalent student, by type of institution (2019)

In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions (final source of funds), by level of education

OECD	Primary, secondary and post-secondary non-tertiary				Tertiary				Primary to tertiary			
	Public sources		Total expenditure (public and private sources)		Public sources		Total expenditure (public and private sources)		Public sources		Total expenditure (public and private sources)	
	Public institutions	Private institutions	Public institutions	Private institutions	Public institutions	Private institutions	Public institutions	Private institutions	Public institutions	Private institutions	Public institutions	Private institutions
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Countries												
Australia	11 530	8 165	12 150	13 099	8 366	282	24 297	3 383	10 685	7 227	15 394	11 943
Austria	15 524	7 783	15 787	11 920	21 463	9 664	22 439	17 166	17 161	8 647	17 621	14 330
Belgium	14 730	11 839	15 123	12 476	20 280	15 935	23 469	19 394	15 809	12 631	16 747	13 813
Canada ¹	11 302 ^a	2 481 ^a	11 994 ^a	9 569 ^a	11 990	a	22 335	a	11 481 ^a	2 481 ^a	14 691 ^a	9 569 ^a
Chile	6 693	3 755	6 693	5 595	9 715	2 891	16 406	9 073	7 143	3 449	8 139	6 828
Colombia	3 588	445	3 593	4 306	2 923	0	7 876	1 216	3 493	272	4 204	3 105
Costa Rica ²	5 399	3 932	m	m	m	m	m	m	m	m	m	m
Czech Republic	10 011	3 929	10 554	6 931	14 804	584	18 919	4 942	10 867	3 083	12 047	6 428
Denmark	12 169	9 545	12 182	13 797	18 370	2 778	21 617	33 308	13 783	9 502	14 637	13 921
Estonia	8 730	5 928	8 895	10 503	12 713	36	17 776	3 241	9 508	4 461	10 631	8 695
Finland	11 361	10 480	11 427	10 711	24 189	8 766	26 927	9 514	12 937	9 511	13 331	10 035
France	m	m	m	m	m	m	m	m	m	m	m	m
Germany	m	m	m	m	m	m	m	m	m	m	m	m
Greece	6 845	113	6 846	9 654	3 130	a	4 192	a	5 468	113	5 862	9 654
Hungary	6 665	6 920	6 967	12 246	8 947	5 132	12 467	9 838	7 079	6 706	7 965	11 958
Iceland	14 621	10 143	15 048	11 038	16 249	9 669	18 449	10 505	14 900	9 942	15 632	10 813
Ireland	9 038	a	9 959	6 409	11 931	a	16 830	23 659	9 528	a	11 124	15 232
Israel	8 066	9 579	8 253	13 924	2 998	7 384	3 107	14 583	7 844	8 513	8 027	14 244
Italy	10 509	1 611	10 892	6 040	8 622	1 217	12 543	10 276	10 144	1 459	11 211	7 681
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	14 103	11 843	15 228	15 050	12 717	2 232	19 465	9 256	13 945	4 784	15 711	10 794
Latvia	7 013	4 011	7 293	10 930	7 623	6 952	8 897	12 485	7 028	6 616	7 331	12 308
Lithuania	6 974	4 462	7 202	8 867	8 033	1 568	11 535	6 457	7 206	3 257	8 150	7 864
Luxembourg	24 917	8 094	24 917	16 243	47 310	a	51 978	a	26 693	8 094	27 063	16 243
Mexico	2 693	17	2 803	3 956	6 380	0	6 911	8 117	3 100	11	3 256	5 414
Netherlands	11 340	a	11 764	61 492	15 904	a	20 623	23 211	12 325	a	13 676	39 288
New Zealand	7 759	3 778	8 850	5 205	10 764	3 082	19 663	9 358	8 290	3 667	10 759	5 870
Norway	15 339	22 257	15 339	23 822	26 023	7 894	27 101	14 320	17 386	15 991	17 593	19 677
Poland	7 816	5 673	8 572	10 294	13 065	2 233	15 301	5 977	8 756	4 222	9 777	8 473
Portugal	10 450	1 322	10 786	6 719	8 731	109	12 117	10 734	10 101	1 016	11 057	7 731
Slovak Republic	7 153	5 884	7 733	7 069	9 759	559	13 290	7 136	7 578	5 159	8 640	7 078
Slovenia	8 963	5 276	9 916	7 574	13 695	4 813	16 274	6 412	9 747	5 038	10 970	6 977
Spain	10 189	4 439	10 645	7 550	11 745	912	14 934	11 877	10 566	3 829	11 685	8 298
Sweden	13 398	12 071	13 404	12 207	22 764	14 718	27 140	18 684	15 021	12 419	15 784	13 057
Switzerland ³	16 350	16 771	m	m	30 085	9 727	m	m	18 960	15 286	m	m
Türkiye	3 914	223	4 030	16 035	7 716	1	8 602	13 935	4 572	147	4 821	15 316
United Kingdom	11 261	9 921	11 932	13 015	a	7 035	a	29 688	11 261	9 122	11 932	17 630
United States	14 664	1 539	14 902	12 411	15 392	5 747	31 094	45 850	14 801	3 552	17 946	28 413
OECD average	10 316	6 492	10 657	12 020	14 073	4 549	17 955	13 453	11 034	5 944	11 922	12 081
EU22 average	10 690	6 077	11 043	12 482	15 154	4 748	18 463	13 017	11 365	5 876	12 265	11 953
Partners												
Argentina	4 192	1 667	m	m	x(9)	x(10)	m	m	5 583	1 798	m	m
Brazil	3 873	a	m	m	15 365	a	m	m	4 647	a	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
India ²	1 554	450	m	m	m	m	m	m	m	m	m	m
Indonesia ³	m	m	m	m	1 811	105	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa ³	2 548	m	m	m	x(9)	m	m	m	2 946	m	m	m
G20 average	7 910	m	m	m	m	m	m	m	m	m	m	m

Note: See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, *Education at a Glance Database*.

1. Primary education includes pre-primary programmes. Post-secondary non-tertiary figures are treated as negligible.

2. Year of reference 2020.

3. Year of reference 2018.

Source: OECD/JIS/Eurostat (2022). See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.StatLink  <https://stat.link/zoe0v9>

Table C1.3. Average annual growth in total expenditure on educational institutions per full-time equivalent student (2012 to 2019)

GDP deflator 2015 = 100, 2015 constant prices and constant PPPs, by level of education

	Primary, secondary and post-secondary nontertiary					Tertiary					Primary to tertiary				
	Total expenditure per student in constant prices and constant PPPs		Average annual growth between 2012 and 2019 (%)			Total expenditure per student in constant prices and constant PPPs		Average annual growth between 2012 and 2019 (%)			Total expenditure per student in constant prices and constant PPPs		Average annual growth between 2012 and 2019 (%)		
	2012	2019	Number of students	Total expenditure	Total expenditure per student	2012	2019	Number of students	Total expenditure	Total expenditure per student	2012	2019	Number of students	Total expenditure	Total expenditure per student
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD Countries															
Australia	m	11 306	0.9	m	m	m	18 660	3.3	m	m	m	12 917	1.4	m	m
Austria	13 504	13 940	0.0	0.5	0.5	17 826	19 339	0.3	1.4	1.2	14 790	15 565	0.1	0.8	0.7
Belgium	11 924	12 131	0.5	0.7	0.2	17 779	18 850	1.2	2.1	0.8	13 013	13 433	0.6	1.1	0.5
Canada ¹	10.470 ^d	11.032 ^d	0.8 ^d	1.5 ^d	0.8 ^d	21 430	20 871	1.9	1.5	-0.4	13.006 ^d	13.447 ^d	1.0 ^d	1.5 ^d	0.5 ^d
Chile	4 562	5 486	0.0	2.7	2.7	8 406	9 362	2.0	3.6	1.6	5 570	6 610	0.6	3.1	2.5
Colombia	2.257	3 237	-0.7	4.5	5.3	5 244	3 986	2.9	-1.0	-3.8	2.761	3 392	0.0	2.9	3.0
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	6 997	9 227	1.1	5.2	4.0	11 248	15 608	-4.0	0.6	4.8	8 040	10 404	0.0	3.7	3.8
Denmark	m	11 236	-0.5	m	m	m	19 556	0.6	m	m	m	13 135	-0.3	m	m
Estonia	6 851	8 118	0.9	3.4	2.5	8 902	15 143	-5.3	2.2	7.9	7 421	9 512	-0.6	3.0	3.6
Finland	10 015	10 337	-0.1	0.4	0.5	19 129	16 502	0.5	-1.6	-2.1	11 812	11 590	0.0	-0.2	-0.3
France	9 967	10 364	0.4	1.0	0.6	16 474	16 028	2.2	1.8	-0.4	11 185	11 532	0.8	1.2	0.4
Germany	10 531	11 928	-0.7	1.2	1.8	18 351	17 683	2.8	2.2	-0.5	11 958	13 195	0.0	1.5	1.4
Greece	6 498	6 480	-0.3	-0.4	0.0	4 103	3 884	1.3	0.5	-0.8	5 703	5 551	0.3	-0.1	-0.4
Hungary	4 623	7 614	-1.6	5.6	7.4	9 388	11 450	-3.7	-0.9	2.9	5 534	8 264	-2.0	3.8	5.9
Iceland	10 055	13 580	-0.2	4.2	4.4	11 858	15 309	-0.1	3.6	3.7	10 413	13 924	-0.2	4.1	4.2
Ireland	m	9 517	1.5	m	m	m	16 270	1.7	m	m	m	10 681	1.5	m	m
Israel	7 484	9 046	2.0	4.8	2.7	13 311	12 246	3.1	1.8	-1.2	8 482	9 629	2.2	4.0	1.8
Italy	8 978	9 328	-0.1	0.4	0.5	11 126	10 754	0.4	0.0	-0.5	9 416	9 628	0.0	0.3	0.3
Japan	9 972	10 444	-0.9	-0.2	0.7	19.452 ^d	19.470 ^d	0.1 ^d	0.1 ^d	0.0 ^d	11.969	12.452	-0.7	-0.1	0.6
Korea	m	14 754	-2.9	m	m	m	10 957	-1.5	m	m	m	13 414	-2.4	m	m
Latvia	5 383	6 763	-0.1	3.2	3.3	7 825	11 116	-2.4	2.6	5.1	5 990	7 718	-0.7	3.0	3.7
Lithuania	4 983	6 574	-2.7	1.3	4.0	9 300	9 983	-4.3	-3.3	1.0	6 066	7 357	-3.0	-0.3	2.8
Luxembourg	22 054	22 253	1.4	1.6	0.1	m	49 186	m	5.0	m	m	24 067	m	2.0	m
Mexico	2 908	2 760	0.4	-0.3	-0.7	8 426	6 907	5.9	2.9	-2.8	3 491	3 365	1.1	0.5	-0.5
Netherlands	10 767	11 758	-0.6	0.7	1.3	19 535	19 083	2.2	1.9	-0.3	12 505	13 448	0.0	1.0	1.0
New Zealand	7 168	7 455	0.5	1.1	0.6	14 232	16 449	-0.2	1.9	2.1	8 453	9 027	0.4	1.4	0.9
Norway	13 208	14 546	0.5	1.9	1.4	19 608	23 010	2.6	5.0	2.3	14 409	16 331	0.9	2.7	1.8
Poland	6 591	8 286	-0.6	2.7	3.3	8 010	12 251	-3.0	3.1	6.3	6 931	9 119	-1.1	2.8	4.0
Portugal	8 950	9 376	-1.7	-1.1	0.7	10 653	10 919	-0.8	-0.5	0.4	9 291	9 701	-1.5	-0.9	0.6
Slovak Republic	5 529	7 984	-0.7	4.6	5.4	9 536	13 286	-3.0	1.7	4.9	6 264	8 835	-1.1	3.9	5.0
Slovenia	9 287	8 841	1.2	0.5	-0.7	10 523	13 680	-2.9	0.8	3.8	9 565	9 703	0.4	0.6	0.2
Spain	8 385	8 848	0.9	1.7	0.8	12 724	13 010	1.8	2.2	0.3	9 301	9 772	1.1	1.8	0.7
Sweden	11 263	12 319	2.2	3.6	1.3	23 721	24 308	1.1	1.4	0.4	13 475	14 313	2.0	2.9	0.9
Switzerland	18 142	m	m	m	m	26 734	m	m	m	m	19 680	m	m	m	m
Türkiye	3 762	5 085	1.7	6.1	4.4	12 124	9 845	5.9	2.8	-2.9	5 002	5 980	2.4	5.0	2.6
United Kingdom	10 541	11 518	-0.3	1.0	1.3	25 502	27 320	2.9	3.9	1.0	12 665	14 220	0.2	1.8	1.7
United States	12 281	13 678	0.3	1.9	1.6	28 818	32 954	-1.0	0.9	1.9	16 332	18 070	0.0	1.5	1.5
OECD average	8 966	9 921	0.1	2.1	1.9	14 416	16 257	0.4	1.6	1.2	9 703	11 092	0.1	1.9	1.8
OECD average for countries with data available for the reference years	8 680	9 698	0.1	2.1	1.9	14 018	15 181	0.3	1.5	1.2	9 381	10 487	0.1	1.9	1.8
OECD average	9 154	10 147	0.0	1.8	1.9	12 955	16 268	-0.6	1.2	1.8	9 382	11 206	-0.2	1.6	1.8
Partners															
Argentina	m	m	0.3	m	m	m	m	2.9	m	m	m	m	1.0	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	5.4	m	m	m	m	m	m	m
India	m	m	-0.4	m	m	m	m	3.0	m	m	m	m	-0.1	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	4.6	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	0.0	m	m	m	m	2.4	m	m	m	m	0.3	m	m

Note: See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, *Education at a Glance Database*.

1. Primary education includes pre-primary programmes. Post-secondary non-tertiary figures are treated as negligible.

Source: OECD/UIS/Eurostat (2022). See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

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

StatLink  <https://stat.link/g2359r>

Table C1.4. Total expenditure on educational institutions per full-time equivalent student for core educational services, ancillary services and R&D (2019)

In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions, by level of education

	Primary, secondary and post-secondary non-tertiary			Tertiary					Primary to tertiary				
	Core services	Ancillary services	All services	Core services	Ancillary services	R&D	All services	All services excluding R&D	Core services	Ancillary services	R&D	All services	All services excluding R&D
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD													
Countries													
Australia	12 348	148	12 496	13 158	823	6 644	20 625	13 981	12 526	296	1 456	14 278	12 822
Austria	m	m	15 375	x(7)	x(7)	5 796	21 329	15 533	x(12)	x(12)	1 744	17 167	15 423
Belgium	13 119	448	13 567	12 811	949	7 322	21 082	13 760	13 060	545	1 419	15 024	13 605
Canada ¹	11.279 ^d	527 ^d	11.806 ^d	x(7)	x(7)	x(7)	22 335	m	x(12)	x(12)	x(12)	14.391 ^d	m
Chile	5 578	430	6 008	9 567	304	382	10 253	9 872	6 734	394	111	7 239	7 128
Colombia	3 600	137	3 737	x(7)	x(7)	m	4 601	m	x(12)	x(12)	m	3 916	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	9 682	611	10 293	11 230	99	6 082	17 411	11 329	9 967	517	1 121	11 605	10 484
Denmark	12 259	185	12 444	9 839	2	11 817	21 658	9 841	11 707	143	2 697	14 547	11 850
Estonia	8 881	99	8 980	9 289	933	6 530	16 752	10 222	8 962	264	1 296	10 522	9 226
Finland	10 222	1 134	11 356	9 635	0	8 493	18 129	9 635	10 102	904	1 726	12 732	11 006
France	10 299	1 429	11 728	11 889	842	5 405	18 136	12 731	10 627	1 308	1 114	13 049	11 934
Germany	12.895 ^d	332 ^d	13.227 ^d	10 166	982	8 460	19 608	11 148	12.294 ^d	475 ^d	1.862 ^d	14.632 ^d	12.770 ^d
Greece	x(3)	x(3)	6 995	x(7)	x(7)	1 655	4 192	2 538	x(12)	x(12)	592	5 992	5 399
Hungary	7 334	717	8 051	8 643	626	2 839	12 107	9 269	7 556	702	481	8 738	8 257
Iceland	x(3)	x(3)	14 734	x(7)	x(7)	x(7)	16 610	m	x(12)	x(12)	x(12)	15 107	m
Ireland	x(3)	x(3)	9 942	10 885	656	5 455	16 997	11 541	x(12)	x(12)	943	11 158	10 215
Israel	8 839	530	9 369	8 945	63	3 675	12 683	9 008	8 859	444	669	9 972	9 303
Italy	10 120	443	10 562	7 654	447	4 076	12 177	8 101	9 601	444	858	10 902	10 045
Japan	x(3.7)	x(3.7)	10 462	x(7)	x(7)	x(7)	19.504 ^d	m	x(12)	x(12)	x(12)	12 474	m
Korea	13 862	1 337	15 200	x(7)	x(7)	2 411	11 287	8 876	x(12)	x(12)	851	13 819	12 968
Latvia	7 299	115	7 414	9 132	136	2 918	12 186	9 268	7 701	119	640	8 461	7 821
Lithuania	6 937	333	7 270	6 775	1 076	3 188	11 039	7 851	6 900	503	732	8 135	7 403
Luxembourg	22 463	1 053	23 516	29 013	1 050	21 916	51 978	30 063	22 904	1 053	1 476	25 433	23 957
Mexico	x(3)	x(3)	2 933	x(7)	x(7)	1 069	7 341	6 272	x(12)	x(12)	156	3 577	3 421
Netherlands	12 871	a	12 871	13 299	a	7 589	20 889	13 299	12 970	a	1 751	14 720	12 970
New Zealand	x(3)	x(3)	8 449	x(7)	x(7)	3 899	18 641	14 742	x(12)	x(12)	681	10 230	9 548
Norway	15 297	519	15 816	15 239	318	9 462	25 019	15 558	15 285	477	1 995	17 757	15 762
Poland	8 479	253	8 733	8 747	231	3 934	12 912	8 978	8 536	249	827	9 611	8 784
Portugal	9 532	650	10 182	8 432	405	3 020	11 858	8 838	9 300	599	637	10 535	9 898
Slovak Republic	6 700	962	7 662	8 013	2 020	2 716	12 749	10 033	6 910	1 132	436	8 478	8 042
Slovenia	x(3)	x(3)	9 867	x(7)	x(7)	3 393	15 267	11 873	x(12)	x(12)	605	10 829	10 224
Spain	8 991	691	9 682	10 037	644	3 556	14 237	10 681	9 224	680	790	10 694	9 904
Sweden	11 844	1 355	13 199	12 084	0	13 962	26 046	12 084	11 884	1 130	2 323	15 337	13 014
Switzerland ²	m	m	m	m	m	17 528	m	m	m	m	3 366	m	m
Türkiye	4 678	206	4 884	7 479	162	1 814	9 455	7 641	5 204	198	341	5 743	5 402
United Kingdom	11 178	1 337	12 516	22 565	1 319	5 804	29 688	23 884	13 126	1 334	993	15 453	14 460
United States	13 572	1 099	14 671	26 809	4 445	4 093	35 347	31 254	16 588	1 861	933	19 382	18 450
OECD average	10 363	610	10 973	11 975	713	6 198	18 885	12 687	10 741	631	1 147	12 519	11 372
EU22 average	10 551	601	11 152	10 925	584	6 804	18 313	11 509	10 567	598	1 233	12 397	11 165
P. partners													
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m
China	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
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: The average expenditure per student on all services and on all services excluding R&D only includes countries with a full breakdown by service and might differ from the values reported in Table C1.1. Some levels of education are included with others. Refer to "x" code in Table C1.1 for details. The average expenditure per student on all services and on all services excluding R&D only includes countries with a full breakdown by service and might differ from the values reported in Table C1.1. See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, *Education at a Glance Database*.

1. Primary education includes pre-primary programmes. Post-secondary non-tertiary figures are treated as negligible.

2. Year of reference 2018.

Source: OECD/UIS/Eurostat (2022). See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf). Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.

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