

Education at a Glance 2014: OECD Indicators

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Indicator B1 How much is spent per student?

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Classification of educational expenditure

Educational expenditure in this chapter is classified through three dimensions:

- The first dimension – represented by the horizontal axis in the diagram below – relates to the location where spending occurs. Spending on schools and universities, education ministries and other agencies directly involved in providing and supporting education is one component of this dimension. Spending on education outside these institutions is another.
- The second dimension – represented by the vertical axis in the diagram below – classifies the goods and services that are purchased. Not all expenditure on educational institutions can be classified as direct educational or instructional expenditure. Educational institutions in many OECD countries offer various ancillary services – such as meals, transport, housing, etc. – in addition to teaching services to support students and their families. At the tertiary level, spending on research and development can be significant. Not all spending on educational goods and services occurs within educational institutions. For example, families may purchase textbooks and materials themselves or seek private tutoring for their children.
- The third dimension – represented by the colours in the diagram below – distinguishes among the sources from which funding originates. These include the public sector and international agencies (indicated by light blue), and households and other private entities (indicated by medium-blue). Where private expenditure on education is subsidised by public funds, this is indicated by cells in the grey colour.

	Public sources of funds	Private sources of funds	Private funds publicly subsidised
	Spending on educational institutions (e.g. schools, universities, educational administration and student welfare services)		Spending on education outside educational institutions (e.g. private purchases of educational goods and services, including private tutoring)
Spending on core educational services	e.g. public spending on instructional services in educational institutions		e.g. subsidised private spending on books
	e.g. subsidised private spending on instructional services in educational institutions		e.g. private spending on books and other school materials or private tutoring
	e.g. private spending on tuition fees		
Spending on research and development	e.g. public spending on university research		
	e.g. funds from private industry for research and development in educational institutions		
Spending on educational services other than instruction	e.g. public spending on ancillary services such as meals, transport to schools, or housing on the campus		e.g. subsidised private spending on student living costs or reduced prices for transport
	e.g. private spending on fees for ancillary services		e.g. private spending on student living costs or transport

Coverage diagrams

For Indicators B1, B2, B3 and B6

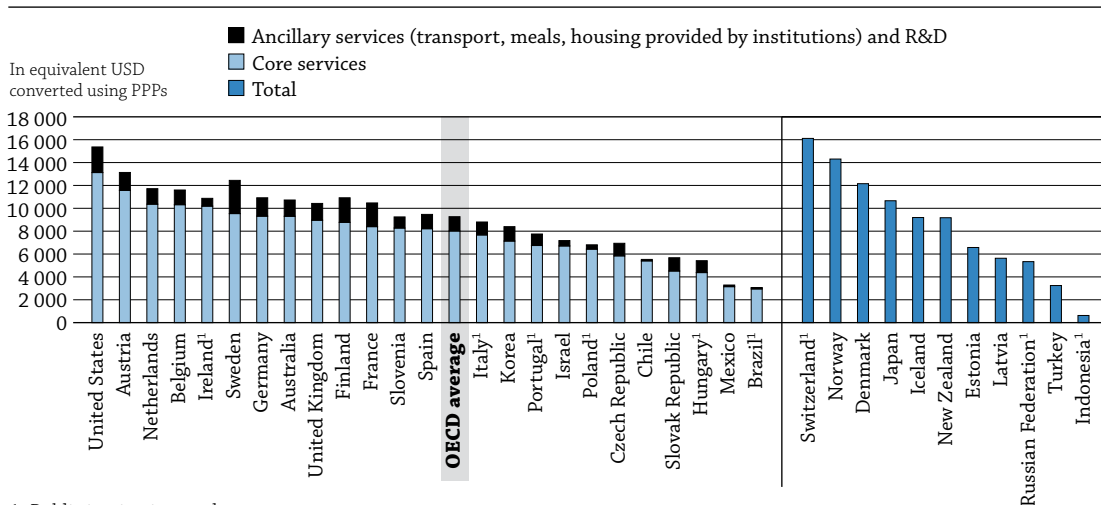
For Indicators B4 and B5

HOW MUCH IS SPENT PER STUDENT?

- On average, OECD countries spend USD 9 487 per student per year from primary through tertiary education: USD 8 296 per primary student, USD 9 280 per secondary student, and USD 13 958 per tertiary student.
- In primary, secondary and post-secondary non-tertiary education, 94% of total expenditure per student is devoted to core educational services. Greater differences are seen at the tertiary level, partly because expenditure on research and development (R&D) represents an average of 32% of total expenditure per student
- From 2005 to 2011, expenditure per student in primary, secondary and post-secondary non-tertiary educational institutions increased by 17 percentage points on average across OECD countries; but between 2009 and 2011, investment in education fell in nearly one-third of OECD countries as a result of the economic crisis, and resulted in a decrease of expenditure per student in a few countries.

Chart B1.1. Annual expenditure per student by educational institutions, by type of service (2011)

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



1. Public institutions only.

Countries are ranked in descending order of expenditure per student by educational institutions for core services.

Source: OECD, Table B1.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Context

The demand for high-quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall tax burden. Policy makers must also balance the importance of improving the quality of education services with the desirability of expanding access to education opportunities, notably at the tertiary level. A comparative review of trends in expenditure per student by educational institutions shows that, in many OECD countries, expenditure has not kept up with expanding enrolments. In addition, some OECD countries emphasise broad access to higher education, while others invest in near-universal education for children as young as three or four. Both the extent of investment in education and the number of students enrolled can be affected by financial crises. Consequently, the recent global economic crisis is likely to have resulted in changes in the level of expenditure per student. However, because the crisis began in late 2008, available data until 2011 cannot yet show the full extent of this impact.

Expenditure per student by educational institutions is largely influenced by teachers' salaries (see Indicators B7 and D3), pension systems, instructional and teaching hours (see Indicator B7), the cost of teaching materials and facilities, the programme provided (e.g. general or vocational),

and the number of students enrolled in the education system (see Indicator C1). Policies to attract new teachers or to reduce average class size or change staffing patterns (see Indicator D2) have also contributed to changes in expenditure per student by educational institutions over time. Ancillary and R&D services can also influence the level of expenditure per student.

■ Other findings

- Among the ten countries with the largest expenditure per student by secondary educational institutions, **high teachers' salaries and low student-teacher ratios are often the main factors explaining the level of expenditure.**
- **At the primary and secondary levels there is a strong positive relationship between spending per student by educational institutions and GDP per capita.** The relationship is weaker at the tertiary level, mainly because financing mechanisms and enrolment patterns differ more at this level.
- **Excluding activities peripheral to instruction** (research and development and ancillary services, such as welfare services to students), **OECD countries annually spend USD 8 002 per student from primary through tertiary education, on average.** Compared with average total expenditure, this lower amount is mainly the result of much lower expenditure per student at the tertiary level when peripheral activities are excluded.
- **On average, OECD countries spend around two-thirds more per student at the tertiary level than at the primary level.** However, R&D activities or ancillary services can account for a significant proportion of expenditure at the tertiary level. When these are excluded, expenditure per student on core educational services at the tertiary level is still, on average, 11% higher than at the primary, secondary and post-secondary non-tertiary levels.
- The orientation of secondary school programmes influences the level of expenditure per student in most countries. **Among the 19 OECD countries with separate data on expenditure for general and vocational programmes at the upper secondary level, an average of USD 694 more was spent per student in a vocational programme than in a general programme.**

■ Trends

Between 1995 and 2011, a period of relatively stable student enrolment at primary, secondary and post-secondary non-tertiary levels in most countries, expenditure per student by educational institutions increased in every country with available data except Italy, and by an average of more than 60%. On average across OECD countries, the increase was relatively larger over the period 1995-2005 than over the period 2005-11. The largest increases in expenditure per student between 2005 and 2011 were seen in countries that were still among those with the lowest expenditure per student in 2011. Since the beginning of the economic crisis in 2008, expenditure per primary, secondary and post-secondary non-tertiary student has continued to increase, except in Denmark, Estonia, Hungary, Iceland, Italy, the Russian Federation and Spain.

At the tertiary level, spending per student increased between 1995 and 2011 in most countries, except in Australia, Brazil, the Czech Republic, Hungary, Israel and Switzerland. On average across OECD countries, expenditure per tertiary student remained constant between 1995 and 2000 and then increased at a similar pace between 2000 and 2005 and between 2005 and 2011. Since the beginning of the economic crisis in 2008, expenditure per tertiary student has decreased in more than a third of countries, mainly because enrolment increased faster than expenditure. In Iceland, Ireland, Poland and the Russian Federation, however, there was an actual decrease in expenditure.

Analysis

B1

Expenditure per student by educational institutions

Annual spending per student from primary through tertiary education in 2011 ranged from USD 4 000 per student or less in Brazil, Indonesia, Mexico, and Turkey, to more than USD 10 000 per student in Australia, Austria, Belgium, Denmark, Finland, France, Germany, Ireland, Japan, the Netherlands, Norway, Sweden and the United Kingdom, and by over USD 15 000 in Switzerland and the United States. In more than one-quarter of countries with available data (9 of 35), spending per student ranged from USD 10 000 to less than USD 12 000 per student from primary through tertiary education (Chart B1.1 and Table B1.1a).

Countries have different priorities for allocating their resources (see Indicator B7). For example, among the ten countries with the largest expenditure per student by educational institutions at the lower secondary level (Table B1.1a), Denmark, Ireland, Luxembourg, the Netherlands, Switzerland and the United States have among the highest teachers' salaries after 15 years of experience at lower secondary level, and Austria, Finland, Luxembourg and Norway have some of the lowest student-teacher ratios at that level (see Table B7.2b).

Even if spending per student from primary through tertiary education is similar among some OECD countries, the ways in which resources are allocated to the different levels of education vary widely. Spending per student by educational institutions in a typical OECD country (as represented by the simple mean among all OECD countries) amounts to USD 8 296 at the primary level, USD 9 280 at the secondary level, and USD 13 958 at the tertiary level (Table B1.1a and Chart B1.2). The average for spending per tertiary student is affected by high expenditure – more than USD 20 000 – in a few OECD countries, notably Canada, Denmark, Sweden, Switzerland and the United States.

These averages mask a broad range of expenditure per student by educational institutions across OECD countries, varying by a factor of 11 at the primary level and by a factor of 6 at the secondary level. At the primary level, expenditures range from USD 2 700 or less per student in Argentina, Brazil, Colombia, Indonesia, Mexico and Turkey, to more than USD 23 000 in Luxembourg. At the secondary level, expenditure ranges from USD 3 000 or less per student in Brazil, Colombia, Indonesia, Mexico and Turkey to more than USD 16 000 in Luxembourg (Table B1.1a and Chart B1.2).

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

Expenditure per student on core education services

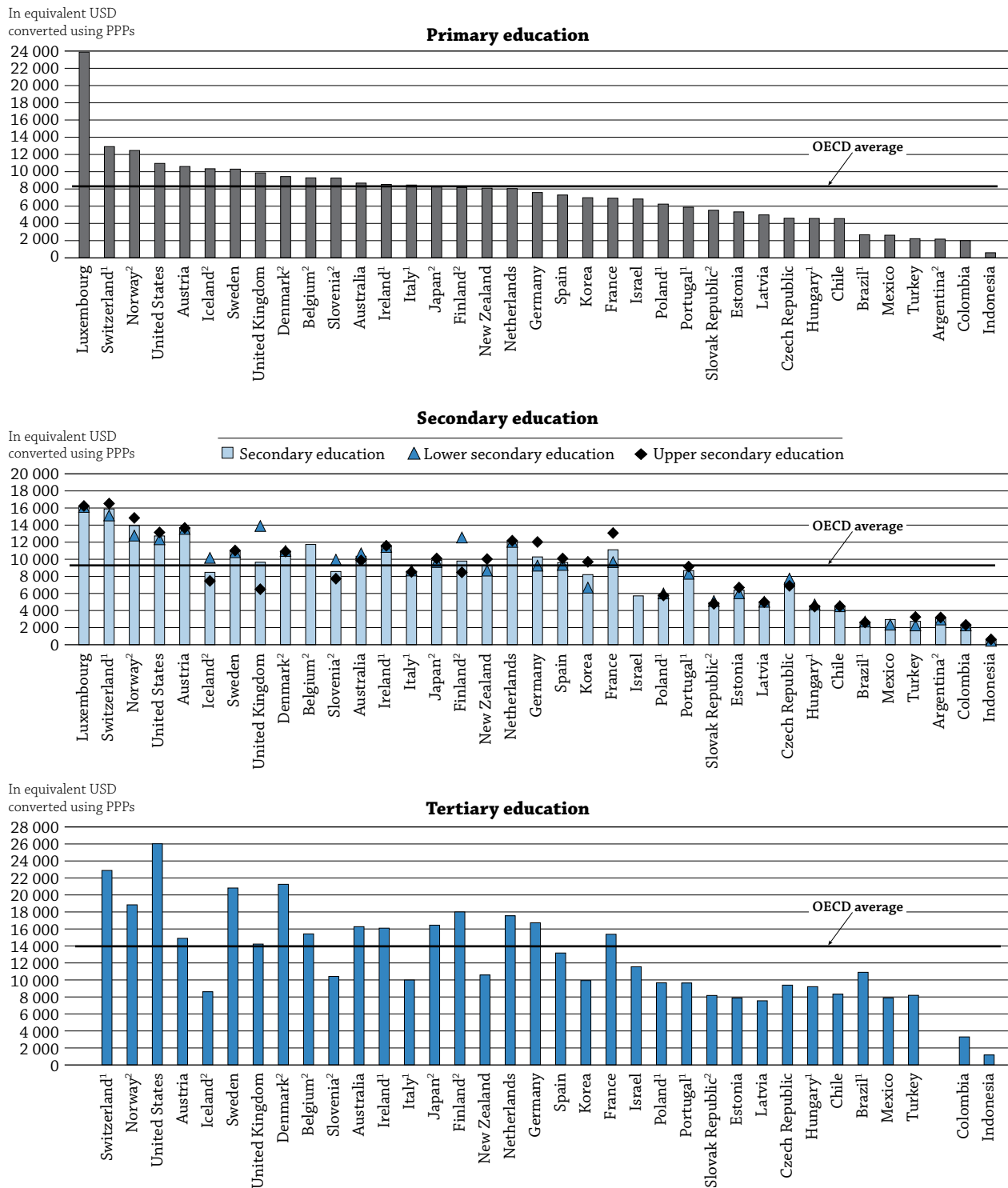
On average across OECD countries, expenditure on core education services represents 84% of total expenditure per student from primary through tertiary education, and exceeds 94% in Brazil, Chile, Mexico and Poland. In 2 of the 24 countries for which data are available – the Slovak Republic and Sweden – core educational services account for less than 80% of total expenditure per student. Annual expenditure on R&D and ancillary services influence the ranking of countries for all services combined. However, this overall picture masks large variations among the levels of education (Table B1.2).

At the primary and secondary levels, expenditure is dominated by spending on core education services. On average, OECD countries for which data are available spend 94% of the total expenditure (or USD 8 297) per student by primary, secondary and post-secondary non-tertiary educational institutions on core educational services. In 11 of the 25 countries for which data are available, ancillary services provided by these institutions account for less than 5% of the total expenditure per student. The proportion of total expenditure per student devoted to ancillary services exceeds 10% in Finland, France, Hungary, Korea, the Slovak Republic and Sweden (Table B1.2).

Greater differences are seen at the tertiary level, partly because R&D expenditure can account for a significant proportion of spending on education. The OECD countries in which most R&D is performed in tertiary educational institutions (e.g. Portugal and Switzerland, and Sweden for publicly funded R&D) tend to report higher expenditure per student on educational institutions than those in which a large proportion of R&D is performed in other public institutions or in industry.

Excluding R&D activities and ancillary services (peripheral services, such as student welfare services), expenditure on core education services in tertiary institutions is, on average across OECD countries, USD 9 262 per student. It ranges from USD 5 000 or less in Estonia to more than USD 10 000 in Austria, Brazil, Canada, Finland, Ireland, Israel, the Netherlands, Norway and Switzerland, and more than USD 19 000 in the United States (Table B1.2).

Chart B1.2a. Annual expenditure per student by educational institutions for all services, by level of education (2011)
In equivalent USD converted using PPPs, based on full-time equivalents



1. Public institutions only (for Colombia, in tertiary education only; for Italy, except in tertiary education).

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

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

Source: OECD, Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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On average across OECD countries, expenditure on R&D and ancillary services at the tertiary level represents 32% and 4%, respectively, of all expenditure per student by tertiary institutions. In 7 of the 28 OECD countries for which data on R&D and ancillary services are available separately from total expenditure – Australia, Germany, Norway, Portugal, Sweden and Switzerland – expenditure on R&D and ancillary services represents at least 40% of total tertiary expenditure per student by educational institutions. This can translate into significant amounts: in Australia, Germany, Norway, Sweden and Switzerland, expenditure for R&D and ancillary services amounts to more than USD 6 000 per student, and this is also the case for Canada, Finland, the Netherlands and the United States (Table B1.2).

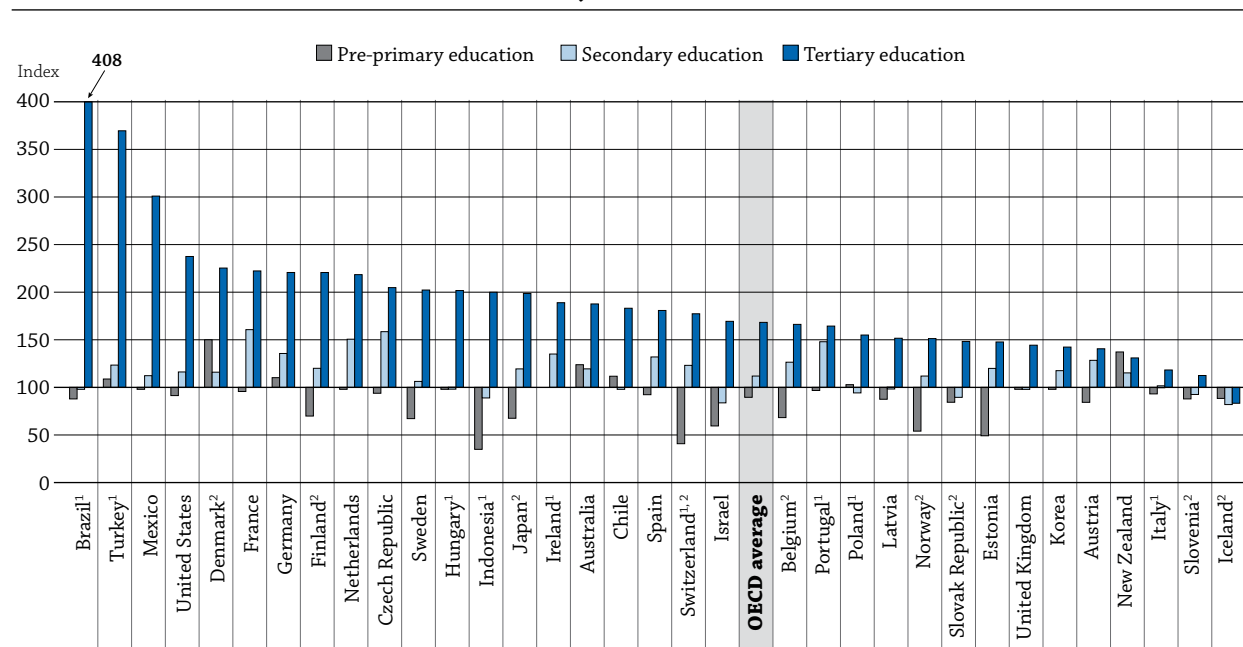
Expenditure per student by educational institutions at different levels of education

Expenditure per student by educational institutions rises with the level of education in almost all countries, but the size of the differentials varies markedly (Table B1.1a and Chart B1.3). Expenditure on secondary education is 1.1 times greater than expenditure on primary education, on average. This ratio exceeds 1.5 in the Czech Republic, France and the Netherlands largely because of the concurrent increase in the number of instructional hours for students and significant decrease in the number of teachers' teaching hours between primary and secondary education, as compared to the OECD average. In these countries, teachers' salaries are also lower in primary education compared to lower secondary education (see Indicators B7, D1 and D4).

Educational institutions in OECD countries spend an average of 1.7 times more per tertiary student than per primary student, but spending patterns vary widely, mainly because education policies vary more at the tertiary level (see Indicator B5). For example, Austria, Estonia, Korea, Iceland, Italy, New Zealand, the Slovak Republic, Slovenia and the United Kingdom spend less than 1.5 times more on a tertiary student than on a primary student, but Mexico and Turkey spend three times as much and Brazil four times as much (Table B1.1a and Chart B1.3).

Chart B1.3. Expenditure per student by educational institutions for all services, at various levels of education relative to primary education (2011)

Primary education = 100



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

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

1. Public institutions only.

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

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

Source: OECD, Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

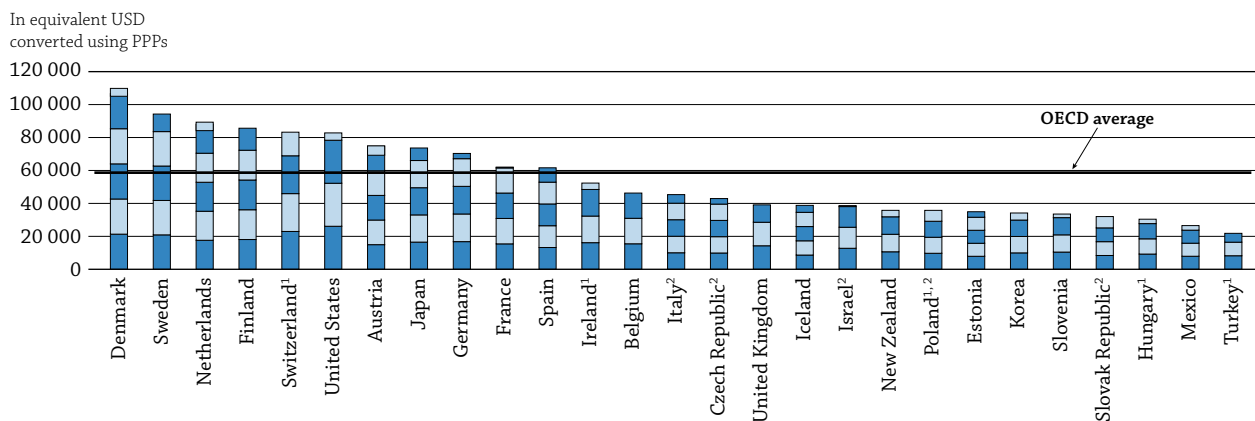
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Differences in expenditure per student between general and vocational programmes

In the 19 OECD countries for which data are available, USD 694 more is spent per upper secondary vocational student than per student in a general programme, on average. The countries with large enrolments in dual system apprenticeship programmes at the upper secondary level (e.g. Austria, Finland, France, Germany, Hungary, Luxembourg, the Netherlands and Switzerland) tend to be those with the largest differences between expenditure per general and vocational student, compared with the OECD average. For example, Finland spends USD 1 480 more per vocational than per general upper secondary student; Germany spends USD 4 020 more; the Netherlands spends USD 3 139 more; New Zealand spends USD 1 286 more. The Czech Republic (USD 1 397 more), France (USD 852 more) and the Slovak Republic (USD 1 442 more) also spend more per student in vocational programmes than they spend per student in general programmes, although the differences are smaller. Exceptions to this pattern are Australia and Hungary, where expenditure per student enrolled in a general programme is higher than expenditure per student in an apprenticeship programme. The underestimation of the expenditure made by private enterprises on dual vocational programmes can partly explain the small differences in Austria, France and Hungary (Table B1.6, and see Table C1.3 in Indicator C1 and Box B3.1 in *Education at a Glance 2011*).

Chart B1.4. Cumulative expenditure per student by educational institutions over the average duration of tertiary studies (2011)

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



Note: Each segment of the bar represents the annual expenditure by educational institutions per student. The number of segments represents the average number of years a student remains in tertiary education.

1. Public institutions only.

2. Tertiary-type A and advanced research programmes only.

Countries are ranked in descending order of the total expenditure per student by educational institutions over the average duration of tertiary studies.

Source: OECD, Table B1.3a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Expenditure per student by educational institutions over the average duration of tertiary studies

Given that the duration and intensity of tertiary education vary from country to country, differences in annual expenditure on education services per student (Chart B1.2) do not necessarily reflect differences in the total cost of educating the typical tertiary student. For example, if the usual duration of tertiary studies is long, comparatively low annual expenditure per student by educational institutions can result in comparatively high overall costs for tertiary education. Chart B1.4 shows the average expenditure per student throughout the course of tertiary studies. The figures account for all students for whom expenditure is incurred, including those who do not finish their studies. Although the calculations are based on a number of simplified assumptions, and therefore should be treated with caution (see Annex 3 at www.oecd.org/edu/eag.htm), there are some notable differences between annual and aggregate expenditure in the ranking of countries.

For example, annual spending per tertiary student in Japan is about the same as in Ireland, at USD 16 446 and USD 16 095, respectively (Table B1.1a). However, the average duration of tertiary studies is more than one year longer in Japan than in Ireland (4.5 and 3.2 years, respectively). As a consequence, the cumulative expenditure for each tertiary student is USD 20 000 less in Ireland (USD 52 148) than in Japan (USD 73 364) (Chart B1.4 and Table B1.3a).

The total cost of tertiary-type A education in Switzerland (USD 132 433) is more than twice the amount reported by half of countries, with the exception of Austria, Finland, France, Germany, Japan, the Netherlands, Spain and Sweden (Table B1.3a). These figures must be interpreted bearing in mind differences in national degree structures and possible differences in the qualifications students obtain after completing their studies. Tertiary-type B (shorter and vocationally oriented) programmes tend to be less expensive than tertiary-type A programmes, largely because of their shorter duration.

Expenditure per student by educational institutions relative to GDP per capita

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

In OECD countries, expenditure per student by educational institutions averages 23% of GDP per capita at the primary level, 26% at the secondary level, and 41% at the tertiary level. Overall, from the primary to tertiary levels of education, expenditure per student averages 27% of the GDP per capita in OECD countries (Table B1.4). Countries with low levels of expenditure may nonetheless show distributions of investment relative to GDP per capita that are similar to those of countries with a high level of spending per student. For example, Korea and Portugal – countries with below-OECD-average expenditure per student by educational institutions at the secondary level and below-OECD-average GDP per capita – spend more per student relative to GDP per capita than the OECD average.

The relationship between GDP per capita and expenditure per student by educational institutions is difficult to interpret. However, there is a clear positive relationship between the two at both the primary and secondary levels of education – in other words, poorer countries tend to spend less per student than richer ones. Although the relationship is generally positive at these levels, there are variations, even among countries with similar levels of GDP per capita, and especially those in which GDP per capita exceeds USD 30 000. Israel and New Zealand, for example, have similar levels of GDP per capita (see Table X2.1 in Annex 2) but spend very different proportions of it on primary and secondary education. In Israel, the proportions are 23% at the primary level and 19% at the secondary level (at or below the OECD averages of 23% and 26%, respectively), while in New Zealand, the proportions are among the highest, at 26% and 30%, respectively (Table B1.4 and Chart B1.2b, available on line).

There is more variation in spending levels at the tertiary level, and the relationship between countries' relative wealth and their expenditure levels varies as well. Canada, Denmark, Sweden and the United States spend more than 49% of GDP per capita on each tertiary student – among the highest proportions after Brazil (Table B1.4 and Chart B1.5). Brazil spends the equivalent of 93% of GDP per capita on each tertiary student; however, tertiary students represent only 4% of students enrolled in all levels of education combined (Table B1.7, available on line).

Change in expenditure per student by educational institutions between 1995 and 2011

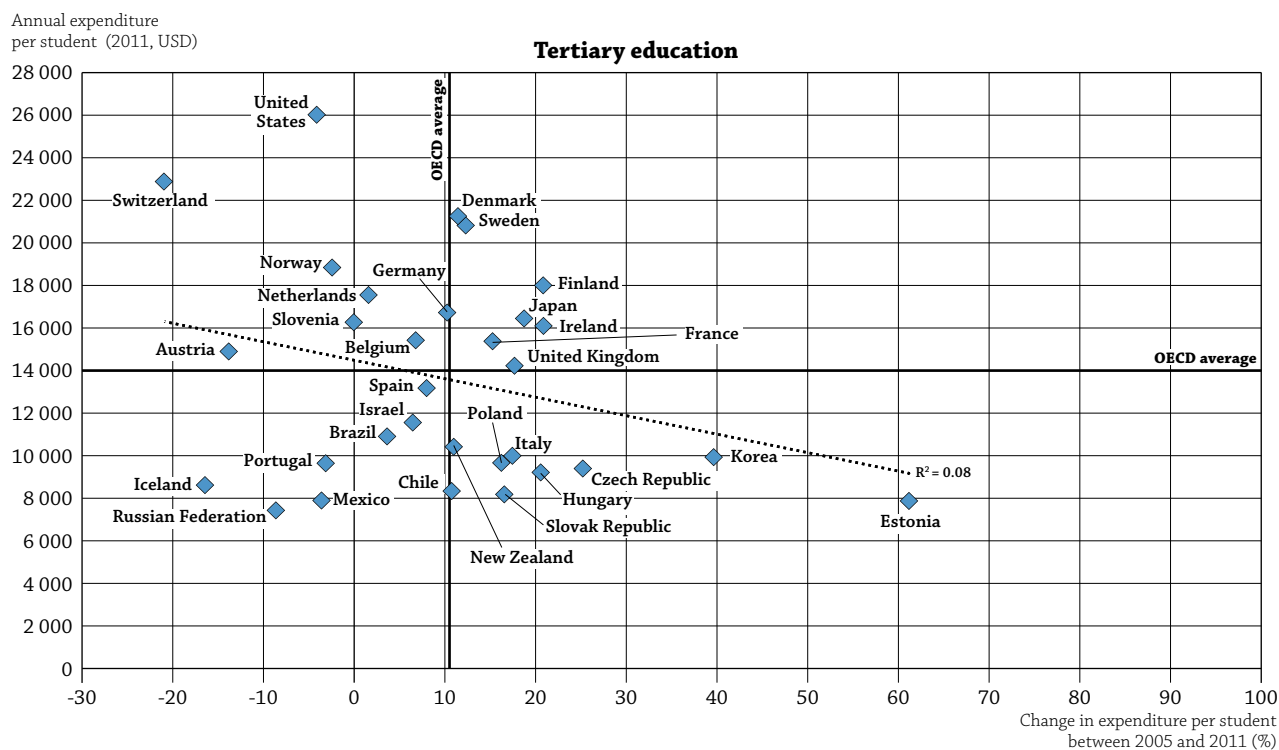
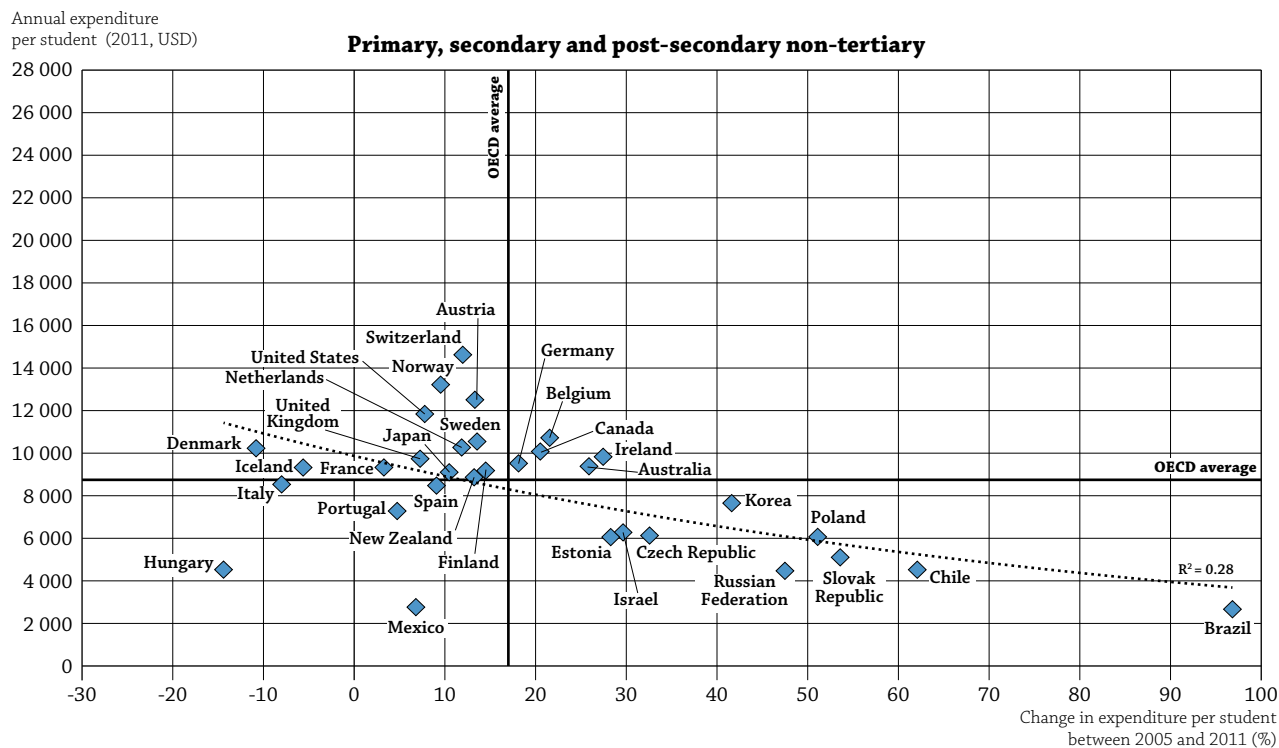
Changes in expenditure by educational institutions largely reflect changes in the size of the school-age population and in teachers' salaries. These tend to rise over time in real terms: teachers' salaries, the main component of costs, have increased in the majority of countries during the past decade (see Indicator D3). The size of the school-age population influences both enrolment levels and the amount of resources and organisational effort a country must invest in its education system. The larger this population, the greater the potential demand for education services. Change in expenditure per student over years may also vary between levels of education within countries, as both enrolment and expenditure may follow different trends at different levels of education. At the tertiary level, compared to other levels of education, expenditure per student decreased in many more countries between 2005 and 2011 (Tables B1.5a and b, and Chart B1.5).

Expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased in every country by an average of more than 60% between 1995 and 2011, a time during which student enrolment at these levels was relatively stable. In most countries, the increase was relatively larger over the period 1995-2005 than over the period 2005-11, as a result of the larger increase in expenditure in the former than in the latter period.

Chart B1.5. Relationship between annual expenditure per student in 2011 and change in expenditure per student between 2005 and 2011

In equivalent USD converted using PPPs, based on full-time equivalents

B1



Source: OECD, Tables B1.2, B1.5a and B1.5b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

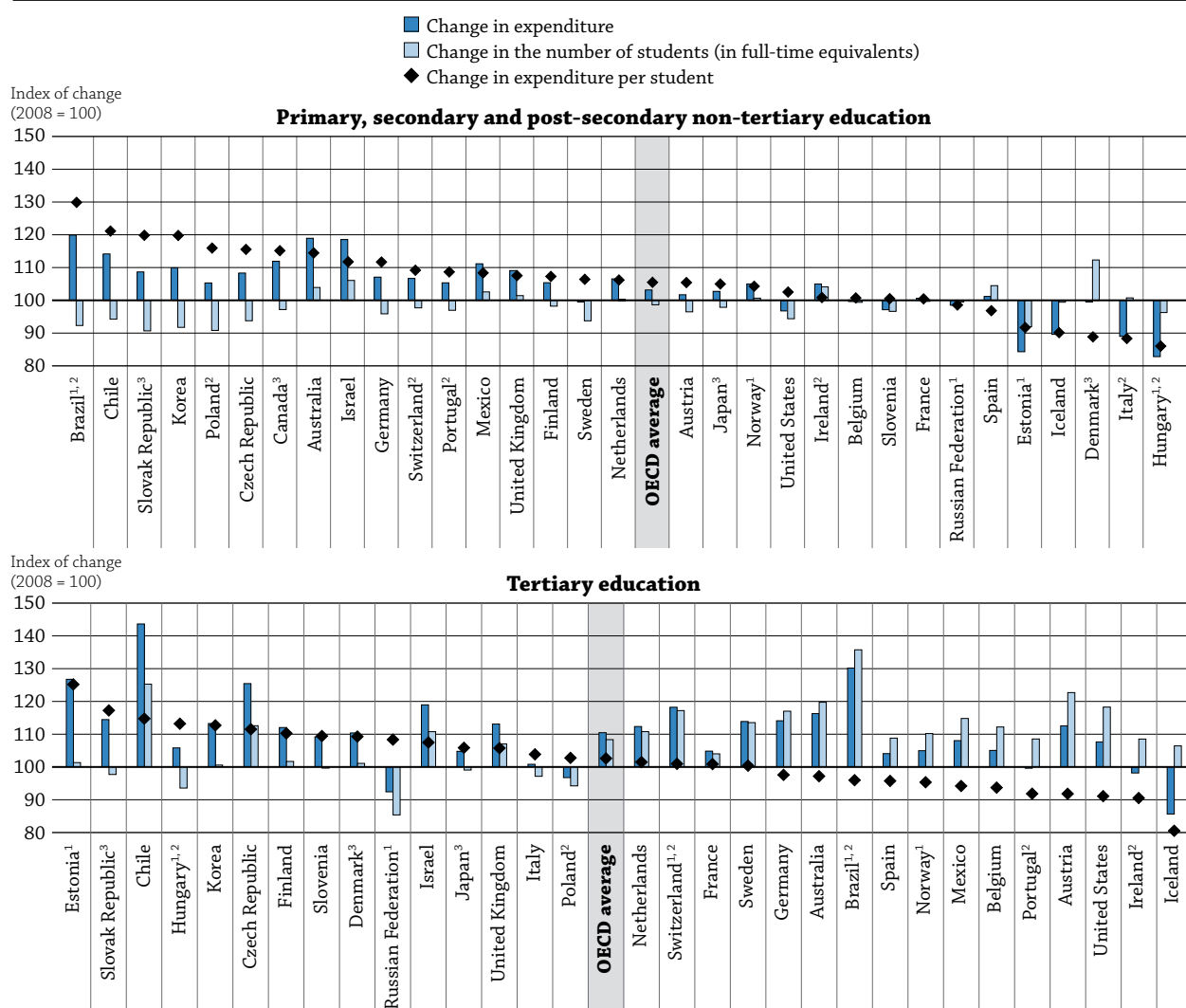
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Between 2005 and 2011, in 23 of the 34 countries for which data are available, expenditure per primary, secondary and post-secondary non-tertiary student by educational institutions increased by at least 10%. The increase exceeded 50% in Brazil, Chile, Poland and the Slovak Republic. By contrast, in France and Portugal this expenditure increased by only 5% or less. Only Denmark, Hungary, Iceland and Italy showed a decrease in expenditure per primary, secondary and post-secondary non-tertiary student during this period (Table B1.5a).

In Brazil, Chile, Poland, the Russian Federation and the Slovak Republic, increases in expenditure per student over 2005-11 are among the largest, but these countries were still among those with the lowest expenditure per student in 2011. The correlation between the level of expenditure per student and its variation over time is weak. For example, Hungary and Mexico, with similar levels of expenditure per student in 2011, did not increase expenditure per student in similar ways. Expenditure per student decreased in Hungary over the period as a result of a drop in both expenditure and enrolment. In Hungary, decreases in enrolments do not seem to have been the main factor behind changes in expenditure per student (Table B1.5a and Chart B1.5).

Chart B1.6. Change in expenditure per student by educational institutions, by level of education (2008, 2011)

Index of change between 2008 and 2011 (2008 = 100, 2011 constant prices)




1. Public expenditure only.

2. Public institutions only.

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

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

Source: OECD, Tables B1.5a and B1.5b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Since the beginning of the economic crisis in 2008, however, expenditure per primary, secondary and post-secondary non-tertiary student decreased in a few countries, namely Denmark, Estonia, Hungary, Iceland, Italy, the Russian Federation and Spain. Excluding Spain, this decrease resulted from a decrease in expenditure (combined with a large increase in enrolments in Denmark). In most other countries, expenditure continued to increase even as enrolments dropped (except in Australia and Israel), resulting in greater expenditure per student. This demonstrates that, in most countries, the global economic crisis had not yet affected the overall investment in education (Chart B1.6).

The pattern is different at the tertiary level. Spending per student increased between 1995 and 2011 in most countries, except in Australia, Brazil, the Czech Republic, Hungary, Israel and Switzerland, where expenditure did not keep up with expanding enrolments. On average across OECD countries, expenditure per tertiary student by educational institutions remained stable from 1995 to 2000 but then increased at similar rates (5% to 10%) both between 2000 and 2005 and between 2005 and 2011.

Between 2005 and 2011, expenditure per tertiary student increased in most countries, and by an average of 10% among OECD countries with available data. The increase reached 40% or more in Estonia and Korea as a result of a large increase in expenditure combined with constant enrolment. By contrast, over this period, expenditure per student decreased in a quarter of countries (8 of the 32 countries with available data), particularly in Austria, Iceland and Switzerland (by 14% or more). In all of these countries, the decline was mainly the result of a rapid increase in the number of tertiary students (Table B1.5b and Chart B1.5).

Since the beginning of the economic crisis in 2008, expenditure on tertiary institutions has decreased in 4 of the 32 countries with available data: Iceland, Ireland, Poland and the Russian Federation. This led to a drop in expenditure per student in all of these countries except Poland and the Russian Federation, where tertiary enrolment fell even faster. Globally, expenditure per student decreased in more than a third of countries between 2008 and 2011, mainly as enrolment increased faster than expenditure (Chart B1.6).

Definition

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

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

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

Methodology

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

Tables B1.5a and b show the changes in expenditure per student by educational institutions between the financial years 1995, 2000, 2005, 2008, 2009, 2010 and 2011. OECD countries were asked to collect 1995, 2000, 2005, 2008, 2009 and 2010 data according to the definitions and coverage of UOE 2013 data collection. All expenditure data and GDP information for 1995, 2000, 2005, 2008, 2009 and 2010 are adjusted to 2011 prices using the GDP price deflator.

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

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

Expenditure per student by educational institutions at a particular level of education is calculated by dividing total expenditure by educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programmes for which both enrolment and expenditure data are available are taken into account. Expenditure in national currency is converted into equivalent USD by dividing the national currency figure

by the purchasing power parity (PPP) index for GDP. The PPP exchange rate is used because the market exchange rate is affected by many factors (interest rates, trade policies, expectations of economic growth, etc.) that have little to do with current relative domestic purchasing power in different OECD countries (see Annex 2 for further details).

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

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

Cumulative expenditure over the average duration of tertiary studies (Table B1.3a) is calculated by multiplying current annual expenditure by the typical duration of tertiary studies. The methodology used to estimate the typical duration of tertiary studies is described in Annex 3 (www.oecd.org/edu/eag.htm). For estimates of the duration of tertiary education, data are based on a survey carried out in OECD countries in 2013.

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

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Tables of Indicator B1


StatLink  <http://dx.doi.org/10.1787/888933116908>

Table B1.1a Annual expenditure per student by educational institutions for all services (2011)

WEB Table B1.1b Annual expenditure per student by educational institutions for core services (2011)

Table B1.2 Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2011)

Table B1.3a Cumulative expenditure per student by educational institutions for all services over the average duration of tertiary studies (2011)

WEB Table B1.3b Cumulative expenditure per student by educational institutions for all services over the theoretical duration of primary and secondary studies (2011)

Table B1.4 Annual expenditure per student by educational institutions for all services, relative to GDP per capita (2011)

Table B1.5a Change in expenditure per student by educational institutions for all services, relative to different factors, at the primary, secondary and post-secondary non-tertiary levels of education (1995, 2000, 2005, 2008, 2009, 2010, 2011)

Table B1.5b Change in expenditure per student by tertiary educational institutions for all services, relative to different factors (1995, 2000, 2005, 2008, 2009, 2010, 2011)

Table B1.6 Annual expenditure per student by secondary educational institutions for all services, by type of programme (2011)

WEB Table B1.7 Percentage of expenditure by educational institutions compared to the proportion of students enrolled at each level of education (2011)

Table B1.1a. Annual expenditure per student by educational institutions for all services (2011)

In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents

	Pre-primary education (for children aged 3 and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education (excluding R&D activities)	Primary to tertiary education (including R&D activities)
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD											
Australia	10 734	8 671	10 689	9 859	10 354	6 728	8 495	18 038	16 267	10 068	10 711
Austria	8 933	10 600	13 547	13 666	13 607	5 917	6 944	14 967	14 895	10 487	13 116
Belgium	6 333	9 281	x(5)	x(5)	11 732	x(5)	x(9)	x(9)	15 420	10 075	11 585
Canada ^{1, 2}	x(2)	9 232	x(2)	11 607	m	m	15 729	27 373	23 226	17 006	m
Chile ³	5 083	4 551	4 494	4 496	4 495	a	5 045	11 082	8 333	7 897	5 522
Czech Republic	4 302	4 587	7 730	6 886	7 270	2 205	3 350	9 856	9 392	6 320	6 931
Denmark	14 148	9 434	10 971	10 908	10 937	x(4,9)	x(9)	x(9)	21 254	4 827	12 136
Estonia	2 618	5 328	6 009	6 688	6 389	8 333	6 628	8 450	7 868	4 827	6 563
Finland	5 700	8 159	12 545	8 467	9 792	x(5)	n	18 002	18 002	10 973	10 905
France	6 615	6 917	9 668	13 071	11 109	m	12 554	16 328	15 375	10 470	10 454
Germany	8 351	7 579	9 247	12 022	10 275	9 694	8 891	18 348	16 723	10 164	10 904
Greece	m	m	m	m	m	m	m	m	m	m	m
Hungary ²	4 564	4 566	4 709	4 455	4 574	3 165	5 213	9 521	9 210	7 153	5 410
Iceland	9 138	10 339	10 160	7 461	8 470	x(5)	x(9)	x(9)	8 612	m	9 180
Ireland ²	m	8 520	11 442	11 576	11 502	11 636	x(9)	x(9)	16 095	11 938	10 857
Israel	4 058	6 823	x(5)	x(5)	5 712	2 834	6 474	12 711	11 554	m	7 167
Italy ²	7 868	8 448	8 686	8 519	8 585	m	9 134	9 993	9 990	6 482	8 790
Japan	5 591	8 280	9 677	10 093	9 886	x(4,9)	10 181	18 110	16 446	m	10 646
Korea	6 861	6 976	6 674	9 698	8 199	a	5 692	11 230	9 927	8 168	8 382
Luxembourg ⁴	25 074	23 871	16 125	16 238	16 182	m	m	m	m	m	m
Mexico	2 568	2 622	2 344	4 034	2 943	a	x(9)	x(9)	7 889	6 476	3 286
Netherlands	8 020	8 036	12 031	12 171	12 100	11 532	10 208	17 561	17 549	10 665	11 701
New Zealand	11 088	8 084	8 670	10 023	9 312	9 898	8 863	10 995	10 582	9 039	9 163
Norway	6 730	12 459	12 769	14 838	13 939	x(5)	x(9)	x(9)	18 840	11 036	14 288
Poland ²	6 409	6 233	5 995	5 764	5 870	10 620	6 851	9 686	9 659	7 916	6 796
Portugal ²	5 674	5 865	8 294	9 139	8 676	m	x(9)	x(9)	9 640	5 219	7 741
Slovak Republic	4 653	5 517	5 109	4 783	4 938	x(4)	x(4)	8 177	8 177	6 436	5 667
Slovenia	8 136	9 260	9 947	7 724	8 568	x(4)	x(9)	x(9)	10 413	8 279	9 233
Spain	6 725	7 288	9 335	10 090	9 615	a	10 042	13 933	13 173	9 436	9 454
Sweden	6 915	10 295	10 823	11 022	10 938	4 029	6 604	22 090	20 818	9 922	12 426
Switzerland ²	5 267	12 907	15 124	16 521	15 891	x(4)	6 371	24 287	22 882	10 017	16 090
Turkey	2 412	2 218	2 250	3 239	2 736	a	x(9)	x(9)	8 193	m	3 240
United Kingdom	9 692	9 857	13 894	6 491	9 649	a	x(9)	x(9)	14 223	10 570	10 412
United States	10 010	10 958	12 338	13 143	12 731	m	x(9)	x(9)	26 021	23 094	15 345
OECD average	7 428	8 296	9 377	9 506	9 280	4 811	~	~	13 958	9 635	9 487
OECD total	7 044	7 900	9 111	9 953	9 505	~	~	~	17 929	14 596	10 561
EU21 average	7 933	8 482	9 795	9 457	9 615	6 103	~	~	13 572	8 741	9 531
Partners											
Argentina ²	1 979	2 167	2 947	3 184	3 034	a	2 255	m	m	m	m
Brazil ²	2 349	2 673	2 700	2 605	2 662	a	x(9)	x(9)	10 902	10 140	3 066
China	m	m	m	m	m	m	m	m	m	m	m
Colombia ^{2, 3}	3 491	2 041	2 164	2 326	2 207	a	x(9)	x(9)	3 030	m	m
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia ³	205	587	449	617	522	a	1 888	1 012	1 173	m	625
Latvia	4 359	4 982	5 019	4 983	4 998	5 452	7 389	7 578	7 552	5 832	5 624
Russian Federation	m	x(5)	x(5)	x(5)	4 470	x(5)	4 446	8 095	7 424	6 898	5 328
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m

1. Year of reference 2010.

2. Public institutions only (for Canada and Colombia, in tertiary education only; for Italy, except in tertiary education).

3. Year of reference 2012.

4. Pre-primary and primary education include reimbursements from local authorities for previous years.

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

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


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Table B1.2. Annual expenditure per student by educational institutions for core services, ancillary services and R&D (2011)
In equivalent USD converted using PPPs for GDP, by level of education and type of service, based on full-time equivalents

	Primary, secondary and post-secondary non-tertiary education			Tertiary education				Primary to tertiary education		
	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions)	R&D	Total	Educational core services	Ancillary services (transport, meals, housing provided by institutions) and R&D	Total
OECD										
Australia	9 221	162	9 383	9 571	496	6 200	16 267	9 288	1 422	10 711
Austria	11 956	552	12 509	10 368	119	4 408	14 895	11 552	1 565	13 116
Belgium	10 430	293	10 722	9 726	350	5 345	15 420	10 300	1 284	11 585
Canada ^{1, 2, 3}	9 586	492	10 078	17 006	1 187	6 219	23 226	m	m	m
Chile ⁴	4 522	a	4 522	7 897	x(4)	436	8 333	5 407	114	5 522
Czech Republic	5 699	430	6 128	6 241	79	3 072	9 392	5 832	1 099	6 931
Denmark ¹	10 230	a	10 230	x(7)	a	x(7)	21 254	x(10)	x(10)	12 136
Estonia	x(3)	x(3)	6 055	4 827	x(4)	3 041	7 868	x(10)	x(10)	6 563
Finland	8 222	958	9 180	10 973	n	7 029	18 002	8 759	2 145	10 905
France	8 091	1 238	9 329	9 662	808	4 905	15 375	8 384	2 071	10 454
Germany	9 260	260	9 521	9 457	707	6 559	16 723	9 298	1 606	10 904
Greece	m	m	m	m	m	m	m	m	m	m
Hungary ³	4 002	525	4 527	5 959	1 194	2 056	9 210	4 371	1 039	5 410
Iceland	x(3)	x(3)	9 326	x(7)	x(7)	x(7)	8 612	x(10)	x(10)	9 180
Ireland ³	9 830	m	9 830	11 938	m	4 157	16 095	10 175	681	10 857
Israel	5 969	308	6 277	10 296	1 258	m	11 554	6 699	468	7 167
Italy ^{3, 5}	8 133	401	8 534	6 114	368	3 509	9 990	7 659	1 131	8 790
Japan ¹	x(3)	x(3)	9 102	x(7)	x(7)	x(7)	16 446	x(10)	x(10)	10 646
Korea	6 668	984	7 652	8 093	75	1 758	9 927	7 125	1 257	8 382
Luxembourg	18 160	1 237	19 600	m	m	m	m	m	m	m
Mexico	x(3)	x(3)	2 765	6 476	m	1 413	7 889	3 142	144	3 286
Netherlands	10 268	n	10 268	10 665	n	6 884	17 549	10 346	1 355	11 701
New Zealand	x(3)	x(3)	8 831	9 039	x(4)	1 543	10 582	x(10)	x(10)	9 163
Norway	x(3)	x(3)	13 219	10 850	187	7 804	18 840	x(10)	x(10)	14 288
Poland ³	6 038	28	6 066	7 916	n	1 743	9 659	6 420	376	6 796
Portugal ³	7 102	180	7 282	5 219	x(4)	4 421	9 640	6 735	1 006	7 741
Slovak Republic ¹	4 390	715	5 105	5 036	1 401	1 741	8 177	4 508	1 159	5 667
Slovenia	8 267	600	8 867	8 248	31	2 134	10 413	8 262	971	9 233
Spain	8 010	466	8 476	8 939	496	3 737	13 173	8 203	1 250	9 454
Sweden	9 435	1 113	10 548	9 922	n	10 896	20 818	9 524	2 902	12 426
Switzerland ³	x(3)	x(3)	14 623	10 017	x(4)	12 864	22 882	x(10)	x(10)	16 090
Turkey	2 423	78	2 501	x(7)	x(7)	m	8 193	x(10)	x(10)	3 240
United Kingdom	8 938	800	9 738	8 975	1 595	3 653	14 223	8 944	1 469	10 412
United States	10 879	961	11 841	19 896	3 198	2 928	26 021	13 107	2 237	15 345
OECD average	8 297	511	8 868	9 262	616	4 461	13 958	8 002	1 250	9 487
EU21 average	8 761	544	9 126	8 344	447	4 405	13 572	8 193	1 359	9 531
Partners										
Argentina ³	x(3)	x(3)	2 578	x(7)	x(7)	x(7)	m	x(10)	x(10)	m
Brazil ³	x(3)	x(3)	2 667	10 140	x(4)	762	10 902	3 029	37	3 066
China	m	m	m	m	m	m	m	m	m	m
Colombia ^{3, 4}	x(3)	x(3)	2 122	x(7)	x(7)	x(7)	3 030	m	m	m
India	m	m	m	m	m	m	m	m	m	m
Indonesia	x(3)	x(3)	560	x(7)	x(7)	x(7)	1 173	x(10)	x(10)	625
Latvia	x(3)	x(3)	4 995	5 832	x(4)	1 720	7 552	x(10)	x(10)	5 624
Russian Federation	x(3)	x(3)	4 470	x(7)	x(7)	526	7 424	x(10)	x(10)	5 328
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m

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

2. Year of reference 2010.

3. Public institutions only (for Canada and Colombia, in tertiary education only; for Italy, except in tertiary education).

4. Year of reference 2012.

5. Excludes post-secondary non-tertiary education.

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

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


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Table B1.3a. **Cumulative expenditure per student by educational institutions for all services over the average duration of tertiary studies (2011)**

In equivalent USD converted using PPPs for GDP, by type of programme

	Method ¹	Average duration of tertiary studies in 2011 (in years)			Cumulative expenditure per student over the average duration of tertiary studies (in USD)		
		Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education	Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education
		(1)	(2)	(3)	(4)	(5)	(6)
OECD							
Australia		m	m	m	m	m	m
Austria	CM	2.34	6.10	5.34	16 248	91 300	79 539
Belgium ²	CM	2.41	3.67	2.99	x(6)	x(6)	46 107
Canada		m	m	m	m	m	m
Chile		m	m	m	m	m	m
Czech Republic ³	CM	2.36	4.34	4.10	m	42 777	m
Denmark	AF	2.74	5.49	5.20	x(6)	x(6)	110 520
Estonia	CM	3.29	4.97	4.42	21 808	41 978	34 810
Finland	CM	a	4.74	4.74	a	85 328	85 328
France ³	CM	3.00	4.74	4.02	37 662	77 397	61 807
Germany	CM	2.41	4.95	4.19	21 427	90 821	70 069
Greece		m	m	m	m	m	m
Hungary ⁴	AF	1.85	3.71	3.29	9 664	35 335	30 292
Iceland	CM	x(3)	x(3)	4.49	x(6)	x(6)	38 668
Ireland ⁴	CM	2.21	4.02	3.24	x(6)	x(6)	52 148
Israel	CM	m	3.03	m	m	38 513	m
Italy	AF	m	4.52	m	m	45 168	m
Japan	CM	2.09	4.63	4.46	21 312	83 893	73 364
Korea	CM	2.07	4.22	3.43	11 782	47 392	34 048
Luxembourg		m	m	m	m	m	m
Mexico	AF	1.72	3.49	3.35	x(6)	x(6)	26 428
Netherlands	CM	m	5.26	5.26	m	92 373	92 310
New Zealand	CM	1.93	4.06	3.37	17 137	44 584	35 655
Norway		m	m	m	m	m	m
Poland ⁴	CM	m	3.68	m	m	35 644	m
Portugal		m	m	m	m	m	m
Slovak Republic	AF	2.47	3.90	3.82	m	31 892	m
Slovenia	AF	2.63	3.64	3.21	x(6)	x(6)	33 409
Spain	CM	2.15	5.54	4.66	21 590	77 190	61 386
Sweden	CM	2.44	4.70	4.51	16 095	103 827	93 890
Switzerland ⁴	CM	2.19	5.45	3.62	13 932	132 433	82 929
Turkey	CM	1.94	2.73	2.65	x(6)	x(6)	21 746
United Kingdom ³	CM	x(3)	x(3)	2.74	x(6)	x(6)	38 971
United States	AF	x(3)	x(3)	3.17	x(6)	x(6)	82 488
OECD average		2.21	4.40	3.93	~	~	58 450
EU21 average		2.31	4.59	4.11	~	~	63 613
Partners							
Argentina		m	m	m	m	m	m
Brazil		m	m	m	m	m	m
China		m	m	m	m	m	m
Colombia		m	m	m	m	m	m
India		m	m	m	m	m	m
Indonesia		m	m	m	m	m	m
Latvia		m	m	m	m	m	m
Russian Federation		m	m	m	m	m	m
Saudi Arabia		m	m	m	m	m	m
South Africa		m	m	m	m	m	m
G20 average		m	m	m	m	m	m

1. Either the Chain Method (CM) or an Approximation Formula (AF) was used to estimate the duration of tertiary studies.

2. Year of reference 2008.

3. Average duration of tertiary studies is estimated based on national data.

4. Public institutions only (for Hungary, average duration for public and private institutions).

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

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


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Table B1.4. Annual expenditure per student by educational institutions for all services, relative to GDP per capita (2011)

By level of education, based on full-time equivalents

	Pre-primary education (for children 3 years and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education (excluding R&D activities)	Primary to tertiary education (including R&D activities)	
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A and advanced research programmes	All tertiary education			
												(1)
OECD												
Australia	25	20	25	23	24	16	20	42	38	23	25	
Austria	21	25	32	32	32	14	16	35	35	24	31	
Belgium	16	23	x(5)	x(5)	29	x(5)	x(9)	x(9)	38	25	29	
Canada ^{1, 2}	x(2)	25	x(2)	31	m	m	42	73	62	45	m	
Chile ³	24	21	21	21	21	a	23	52	39	37	26	
Czech Republic	16	17	29	25	27	8	12	36	35	23	26	
Denmark	34	23	26	26	26	x(4, 9)	x(9)	x(9)	51	m	29	
Estonia	11	23	26	29	28	36	29	37	34	21	28	
Finland	15	21	32	22	25	x(5)	n	47	47	28	28	
France	18	19	27	36	31	m	34	45	42	29	29	
Germany	20	18	23	29	25	24	22	45	41	25	27	
Greece	m	m	m	m	m	m	m	m	m	m	m	
Hungary ²	20	20	21	20	20	14	23	42	41	32	24	
Iceland	24	27	27	20	22	x(5)	x(9)	x(9)	23	m	24	
Ireland ²	m	20	27	27	27	27	x(9)	x(9)	37	28	25	
Israel	13	23	x(5)	x(5)	19	9	21	42	38	m	24	
Italy ²	23	25	26	25	25	m	27	30	29	19	26	
Japan	16	24	28	29	28	x(4, 9)	29	52	47	m	30	
Korea	24	24	23	33	28	a	20	39	34	28	29	
Luxembourg	28	27	18	18	18	m	m	m	m	m	m	
Mexico	15	15	14	24	17	a	x(9)	x(9)	46	38	19	
Netherlands	19	19	28	28	28	27	24	41	41	25	27	
New Zealand	35	26	28	32	30	31	28	35	34	29	29	
Norway	14	27	27	32	30	x(5)	x(9)	x(9)	40	24	31	
Poland ²	29	29	28	26	27	49	31	45	44	36	31	
Portugal ²	22	23	32	36	34	m	x(9)	x(9)	38	20	30	
Slovak Republic	19	22	20	19	20	x(4)	x(4)	33	33	26	23	
Slovenia	29	33	35	27	30	x(4)	x(9)	x(9)	37	29	33	
Spain	21	23	29	31	30	a	31	43	41	29	29	
Sweden	17	25	26	26	26	10	16	53	50	24	30	
Switzerland ²	10	25	29	32	31	x(4)	12	47	44	19	31	
Turkey	14	12	13	18	15	a	x(9)	x(9)	46	m	18	
United Kingdom	29	29	41	19	28	a	x(9)	x(9)	42	31	31	
United States	20	22	25	27	26	m	x(9)	x(9)	53	47	31	
OECD average	21	23	26	27	26	15	23	43	41	28	27	
EU21 average	20	22	26	27	26	13	22	41	39	28	27	
Partners												
Argentina ²	18	20	27	29	28	a	21	m	m	m	m	
Brazil ²	20	23	23	22	23	a	x(9)	x(9)	93	86	26	
China	m	m	m	m	m	m	m	m	m	m	m	
Colombia ^{2, 3}	34	20	21	23	21	a	x(9)	x(9)	29	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	
Latvia	22	25	25	25	25	27	37	38	38	29	28	
Russian Federation	m	x(5)	x(5)	x(5)	20	a	20	36	33	31	24	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	

1. Year of reference 2010.

2. Public institutions only (for Canada and Colombia, in tertiary education only. For Italy, except in tertiary education).

3. Year of reference 2012.

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

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


StatLink  <http://dx.doi.org/10.1787/888933116984>

Table B1.5a. Change in expenditure per student by educational institutions for all services, relative to different factors, at the primary, secondary and post-secondary non-tertiary levels of education (1995, 2000, 2005, 2008, 2009, 2010, 2011)

Index of change (GDP deflator 2005 = 100, constant prices)

B1

		Primary, secondary and post-secondary non-tertiary education											
		Change in expenditure (2005 = 100)				Change in the number of students (2005 = 100)				Change in expenditure per student (2005 = 100)			
		2000	2008	2010	2011	2000	2008	2010	2011	2000	2008	2010	2011
		(2)	(3)	(5)	(6)	(8)	(9)	(11)	(12)	(14)	(15)	(17)	(18)
OECD	Australia	83	110	133	130	93	100	101	103	89	110	131	126
	Austria	97	105	105	107	101	98	95	94	95	107	110	113
	Belgium	94	116	115	116	91	96	95	96	103	121	121	122
	Canada ^{1,2}	86	104	117	117	99	100	98	97	87	105	119	121
	Chile ³	96	129	126	147	99	96	93	91	97	134	135	162
	Czech Republic	76	106	111	115	107	93	89	87	71	115	125	133
	Denmark ¹	86	99	107	99	95	99	105	111	91	100	102	89
	Estonia ⁴	80	126	112	107	121	90	85	83	66	140	132	128
	Finland	81	107	112	113	95	101	100	99	85	107	112	114
	France	100	102	105	103	102	100	100	100	98	103	105	103
	Germany	100	101	109	108	102	95	93	91	97	106	117	118
	Greece ¹	78	m	m	m	101	m	m	m	77	m	m	m
	Hungary ⁴	69	95	84	79	104	96	94	92	66	99	90	86
	Iceland	72	106	92	95	94	101	101	101	77	105	91	94
	Ireland ⁵	68	132	140	138	97	104	108	109	70	126	130	127
	Israel	95	121	130	144	94	104	108	111	101	116	120	130
	Italy ^{5,6}	96	104	97	93	99	100	100	101	97	104	97	92
	Japan ¹	99	102	105	105	109	97	96	95	90	105	109	110
	Korea	69	116	126	127	102	98	93	90	68	118	135	142
	Luxembourg ^{4,5,7}	m	m	104	100	m	m	m	m	m	m	m	m
	Mexico	80	102	110	113	95	103	105	106	85	99	104	107
	Netherlands	83	107	116	114	97	101	102	102	86	105	114	112
	New Zealand	m	m	m	m	m	100	100	99	m	m	m	m
	Norway ⁴	87	107	113	112	95	102	102	102	92	105	111	110
	Poland	89	115	123	121	110	88	83	80	81	130	149	151
	Portugal ⁵	98	96	109	101	111	100	99	97	88	96	110	105
Slovak Republic ¹	73	115	135	125	108	90	84	82	68	128	159	154	
Slovenia	m	104	104	101	m	93	90	90	m	113	115	113	
Spain	93	115	119	116	107	102	105	107	87	113	113	109	
Sweden	88	103	103	103	98	97	91	91	90	107	113	114	
Switzerland ⁵	88	101	106	108	98	99	98	97	89	103	109	112	
Turkey	m	m	m	m	m	m	m	m	m	m	m	m	
United Kingdom	70	100	107	109	113	100	100	102	62	100	108	107	
United States	86	111	113	107	98	106	100	100	88	105	114	108	
OECD average	85	109	112	112	101	98	97	97	85	111	117	117	
EU21 average	85	108	111	108	103	96	95	95	83	112	117	115	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	
	Brazil ^{4,5}	66	146	170	175	98	96	91	89	67	152	187	197
	China	m	m	m	m	m	m	m	m	m	m	m	
	Colombia	m	m	m	m	m	m	m	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	
	Latvia	m	m	m	m	m	m	m	m	m	m	m	
	Russian Federation	66	132	126	130	m	88	87	88	m	150	144	147
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	

Note: Years 1995 and 2009 (columns 1, 4, 7, 10, 13 and 16) are available for consultation on line (see *Statlink* below).

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

2. Year of reference 2010 instead of 2011.

3. Year of reference 2012 instead of 2011. Year of reference 2006 instead of 2005.

4. Public expenditure only.

5. Public institutions only.

6. Excluding post-secondary non-tertiary education.

7. Including pre-primary education.

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

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


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Table B1.5b. **Change in expenditure per student by tertiary educational institutions for all services, relative to different factors (1995, 2000, 2005, 2008, 2009, 2010, 2011)***Index of change (GDP deflator 2005 = 100, constant prices)*

	Tertiary education											
	Change in expenditure (2005 = 100)				Change in the number of students (2005 = 100)				Change in expenditure per student (2005 = 100)			
	2000	2008	2010	2011	2000	2008	2010	2011	2000	2008	2010	2011
	(2)	(3)	(5)	(6)	(8)	(9)	(11)	(12)	(14)	(15)	(17)	(18)
OECD												
Australia	84	111	126	129	m	108	125	129	m	103	101	100
Austria	75	111	126	125	103	118	139	145	73	94	90	86
Belgium	98	118	124	124	94	103	112	116	104	114	110	107
Canada ^{1, 2, 3}	86	108	117	116	m	m	m	m	m	m	m	m
Chile ⁴	84	128	170	184	73	133	161	166	115	97	106	111
Czech Republic	65	133	141	167	72	118	132	133	90	112	107	125
Denmark ¹	86	102	110	113	98	100	108	101	88	102	102	111
Estonia ⁵	92	128	140	162	85	99	100	101	108	129	139	161
Finland	86	108	116	120	95	98	99	100	91	110	118	121
France	93	113	117	118	95	99	102	103	98	114	115	115
Germany	94	115	126	131	93	102	113	119	101	113	111	110
Greece ¹	42	m	m	m	68	m	m	m	63	m	m	m
Hungary ^{3, 5}	81	105	96	112	66	99	86	93	122	107	111	121
Iceland	69	114	101	98	68	110	117	117	103	104	86	84
Ireland ³	101	135	136	132	85	101	109	109	118	134	125	121
Israel	90	100	107	118	82	101	108	111	110	99	99	106
Italy	93	113	112	114	90	100	98	97	103	113	114	117
Japan ¹	94	109	110	115	99	98	96	97	95	112	114	119
Korea	79	127	138	144	93	103	102	103	84	124	135	140
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	73	113	127	122	83	110	120	126	88	102	105	96
Netherlands	86	110	121	124	85	110	119	122	100	100	102	102
New Zealand	m	m	m	m	m	126	133	133	m	m	m	m
Norway ⁵	83	102	105	107	88	99	106	109	95	102	100	98
Poland	57	112	120	108	60	99	95	93	96	113	126	116
Portugal ³	70	107	114	107	90	101	107	110	78	106	107	97
Slovak Republic ¹	67	123	128	141	71	124	124	121	94	99	103	117
Slovenia	m	103	108	113	m	102	104	102	m	101	105	111
Spain	88	119	127	124	107	105	111	114	82	113	114	108
Sweden	86	105	117	120	82	94	103	106	105	112	114	112
Switzerland ^{3, 5}	77	90	102	107	79	115	128	135	98	78	79	79
Turkey	m	m	m	m	m	m	m	m	m	m	m	m
United Kingdom	66	115	105	130	93	103	110	110	70	111	95	118
United States	78	112	118	120	89	106	123	126	88	105	96	96
OECD average	81	113	120	125	85	106	113	115	95	108	108	110
EU21 average	80	115	120	125	86	104	109	110	94	110	111	115
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ^{3, 5}	79	119	148	155	70	110	125	150	112	108	119	104
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
India	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
Latvia	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	44	147	145	136	m	175	156	149	m	84	93	91
Saudi Arabia	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Years 1995 and 2009 (columns 1, 4, 7, 10, 13 and 16) are available for consultation on line (see *Statlink* below).

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

2. Year of reference 2010 instead of 2011.

3. Public institutions only.

4. Year of reference 2012 instead of 2011. Year of reference 2006 instead of 2005.

5. Public expenditure only.

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

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


StatLink  <http://dx.doi.org/10.1787/888933117022>

Table B1.6. Annual expenditure per student by secondary educational institutions for all services, by type of programme (2011)

In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents

	Secondary education								
	Lower secondary education			Upper secondary education			All secondary education		
	All programmes	General programmes	Vocational/Pre-vocational programmes	All programmes	General programmes	Vocational/Pre-vocational programmes	All programmes	General programmes	Vocational/Pre-vocational programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia	10 689	11 068	6 728	9 859	11 337	6 727	10 354	11 158	6 727
Austria	13 547	13 547	a	13 666	12 668	14 022	13 607	13 362	14 022
Belgium ¹	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	11 732	x(7)	x(7)
Canada ^{1, 2}	m	m	m	11 607	x(4)	x(4)	m	m	m
Chile ³	4 494	4 494	a	4 496	3 840	5 900	4 495	4 113	5 900
Czech Republic	7 730	7 699	x(1)	6 886	5 867	7 264	7 270	7 249	7 302
Denmark	10 971	10 971	a	10 908	x(4)	x(4)	10 937	x(7)	x(7)
Estonia	6 009	x(1)	x(1)	6 688	6 153	7 651	6 389	6 074	7 651
Finland ¹	12 545	12 545	a	8 467	7 407	8 887	9 792	10 639	8 887
France	9 668	9 668	a	13 071	12 735	13 587	11 109	10 612	13 587
Germany	9 247	9 247	a	12 022	9 975	13 995	10 275	9 410	13 995
Greece	m	m	m	m	m	m	m	m	m
Hungary ⁴	4 709	4 733	1 931	4 455	4 989	3 094	4 574	4 848	3 064
Iceland ¹	10 160	10 160	a	7 461	x(4)	x(4)	8 470	x(7)	x(7)
Ireland ⁴	11 442	x(1)	x(1)	11 576	x(4)	x(4)	11 502	x(7)	x(7)
Israel	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	5 712	4 128	13 905
Italy ⁴	8 686	8 681	9 646	8 519	x(4)	x(4)	8 585	x(7)	x(7)
Japan ¹	9 677	9 677	a	10 093	x(4)	x(4)	9 886	x(7)	x(7)
Korea	6 674	6 674	a	9 698	x(4)	x(4)	8 199	x(7)	x(7)
Luxembourg	16 125	16 125	a	16 238	16 701	15 942	16 182	16 289	15 942
Mexico	2 344	2 805	516	4 034	3 986	4 522	2 943	3 260	1 302
Netherlands	12 031	10 646	15 632	12 171	10 028	13 167	12 100	10 460	13 890
New Zealand	8 670	8 670	a	10 023	9 747	11 033	9 312	9 117	11 033
Norway ¹	12 769	12 769	a	14 838	x(4)	x(4)	13 939	x(7)	x(7)
Poland ⁴	5 995	x(1)	x(1)	5 764	5 709	5 376	5 870	x(7)	x(7)
Portugal ⁴	8 294	x(1)	x(1)	9 139	x(4)	x(4)	8 676	x(7)	x(7)
Slovak Republic ¹	5 109	5 109	x(6)	4 783	3 803	5 245	4 938	4 769	5 245
Slovenia ¹	9 947	9 947	a	7 724	x(4)	x(4)	8 568	x(7)	x(7)
Spain	9 335	x(1)	x(1)	10 090	x(4)	x(4)	9 615	x(7)	x(7)
Sweden	10 823	10 894	m	11 022	10 771	11 208	10 938	10 848	11 208
Switzerland ^{1, 4}	15 124	15 124	a	16 521	16 035	16 730	15 891	15 368	16 730
Turkey	2 250	x(1)	a	3 239	3 292	3 181	2 736	2 599	3 181
United Kingdom ¹	x(7)	x(7)	x(7)	x(7)	x(7)	x(7)	9 649	x(7)	x(7)
United States	12 338	12 338	a	13 143	13 143	a	12 731	12 731	a
OECD average	9 377	~	~	9 506	8 613	9 307	9 280	8 572	9 643
EU21 average	9 568	~	~	9 622	8 900	9 953	9 615	9 506	10 436
Partners									
Argentina ⁴	2 947	2 947	a	3 184	x(4)	x(4)	3 034	x(7)	x(7)
Brazil ⁴	2 700	2 700	a	2 605	x(4)	x(4)	2 662	x(7)	x(7)
China	m	m	m	m	m	m	m	m	m
Colombia ³	2 164	x(1)	x(1)	2 326	x(4)	x(4)	2 207	x(7)	x(7)
India	m	m	m	m	m	m	m	m	m
Indonesia ³	449	449	a	617	853	307	522	571	307
Latvia	5 019	5 025	4 226	4 983	5 241	4 599	4 998	5 123	4 594
Russian Federation ¹	x(7)	x(8)	a	x(7)	x(8)	x(9)	4 470	4 492	4 299
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	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 2010.

3. Year of reference 2012.

4. Public institutions only.

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

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

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