

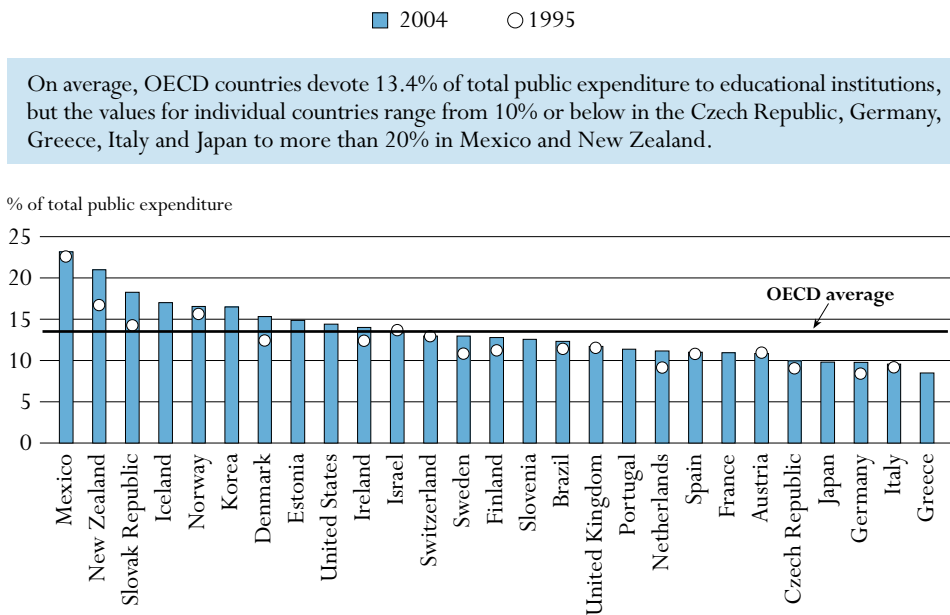
WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?

Public expenditure on education as a percentage of total public expenditure indicates the value placed on education relative to that of other public investments such as health care, social security, defence and security. It provides an important context for the other indicators on expenditure, particularly for Indicator B3 (the public and private shares of educational expenditure), as well as quantification of an important policy lever in its own right.

Key results

Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (1995, 2004)

The chart shows direct public expenditure on educational institutions plus public subsidies to households (including subsidies for living costs) and other private entities, as a percentage of total public expenditure, by year. This must be interpreted in the context of public sectors that differ in the size and breadth of responsibility from country to country.



On average, OECD countries devote 13.4% of total public expenditure to educational institutions, but the values for individual countries range from 10% or below in the Czech Republic, Germany, Greece, Italy and Japan to more than 20% in Mexico and New Zealand.

Countries are ranked in descending order of total public expenditure on education at all levels of education as a percentage of total public expenditure in 2004.

Source: OECD, Table B4.1. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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Other highlights of this indicator

- Public funding of education is a social priority, even in OECD countries with little public involvement in other areas.
- In OECD countries, public funding of primary, secondary and post-secondary non-tertiary education is on average about three times that of tertiary education, mainly due to largely universal enrolment rates but also because the private share in expenditure tends to be higher at the tertiary level. This ratio varies by country from less than double in Denmark, Finland, Greece and Norway to nearly six times in Korea. The latter figure is indicative of the relatively high proportion of private funds that go into tertiary education in Korea.
- Between 1995 and 2004, public budgets as a percentage of GDP tended to increase slightly. Education took a growing share of total public expenditure in most countries, and it did also on average grow as fast as GDP. In Denmark, the Netherlands, New Zealand, the Slovak Republic and Sweden, there have been particularly significant shifts in public funding in favour of education.
- On average among OECD countries, 85% of public expenditure on education is transferred to public institutions. In two-thirds of the OECD countries, as well as in the partner economies Brazil, Estonia and Slovenia, the share of public expenditure on education transferred to public institutions exceeds 80%. The share of public expenditure transferred to the private sector is larger at the tertiary level than at primary to post-secondary non-tertiary levels and reaches 26% on average among OECD countries with available data.

Policy context

If the public benefits from a particular service are greater than the private benefits, then markets alone may fail to provide these services adequately and governments may need to become involved. Education is one area where all governments intervene to fund or direct the provision of services. As there is no guarantee that markets will provide equal access to educational opportunities, government funding of educational services ensures that education is not beyond the reach of some members of society.

This indicator focuses on public expenditure on education but also evaluates how public expenditure has changed over time in absolute terms and relative to total governmental spending. Since the second half of the 1990s, most OECD countries have made serious efforts to consolidate public budgets. Education has had to compete with a wide range of other areas covered in government budgets for public financial support. To examine this evolution, the indicator evaluates the change in educational expenditure in absolute terms and relative to changes in the size of public budgets.

Evidence and explanations

What this indicator does and does not cover

This indicator shows total public expenditure on education, which includes direct public expenditure on educational institutions as well as public subsidies to households (*e.g.* scholarships and loans to students for tuition fees and student living costs) and to other private entities for education (*e.g.* subsidies to companies or labour organisations that operate apprenticeship programmes). Unlike the preceding indicators, this indicator also includes public subsidies that are not attributable to household payments for educational institutions, such as subsidies for student living costs.

OECD countries differ in the ways in which they use public money for education. Public funds may flow directly to schools or may be channelled to institutions via government programmes or via households; they may also be restricted to the purchase of educational services or be used to support student living costs.

Total public expenditure on all services, excluding education, includes expenditure on debt servicing (*e.g.* interest payments) that are not included in public expenditure on education. The reason for this exclusion is that some countries cannot separate interest payment outlays for education from those for other services. This means that public expenditure on education as a percentage of total public expenditure can be underestimated in countries where interest payments represent a high proportion of total public expenditure on all services.

It is important to examine public investment in education in conjunction with private investment, as shown in Indicator B3, in order to get a total picture of investment in education.

Overall level of public resources invested in education

On average, OECD countries devoted 13.4% of total public expenditure to education in 2004. However, the values for individual countries range from 10% or below in the Czech Republic, Germany, Greece, Italy and Japan, to more than 20% in Mexico and New Zealand (Chart B4.1). As in the case of spending on education in relation to GDP per capita, these values must be interpreted in the context of student demography and enrolment rates.

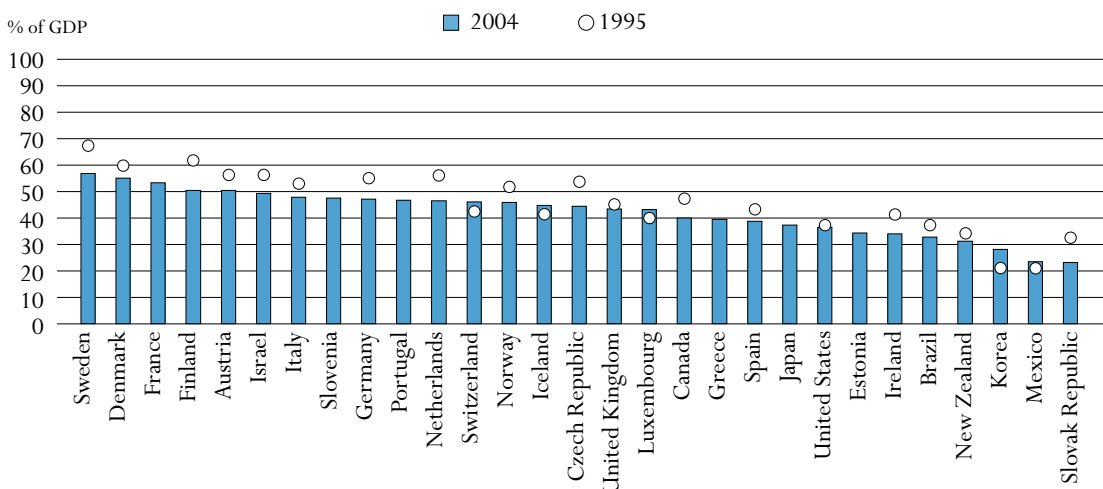
The public-sector proportion of funding of the different levels of education varies widely among OECD countries. In 2004, OECD countries and partner economies spent between 5.3% (Greece) and 16.1% (Mexico) of total public expenditure on primary, secondary and post-secondary non-tertiary education, and between 1.6% (Italy) and 5.3% (Norway) on tertiary education. On average in OECD countries, public funding of primary, secondary and post-secondary non-tertiary education is nearly three times that of tertiary education, mainly due to enrolment rates (see Indicator C1) or because the private share in expenditure tends to be higher at the tertiary level. This ratio varies by country from less than two times in Denmark, Finland, Greece and Norway to as high as six times in Korea. The latter figure is indicative of the relatively high proportion of private funds that go into tertiary education in Korea (Table B4.1).

Public funding of education is a social priority, even in OECD countries with little public involvement in other areas. When public expenditure on education is examined as a proportion of total public spending, the relative sizes of public budgets (as measured by public spending in relation to GDP) must be taken into account.

Across OECD countries, when the size of public budgets relative to GDP is compared with the proportion of public spending committed to education, it is evident that even in countries with relatively low rates of public spending, education is awarded a very high level of priority. For instance, the share of public spending that goes to education in Korea, Mexico, New Zealand and the United States is among the highest of OECD countries (Chart B4.1), yet total public spending accounts for a relatively low proportion of GDP in these countries (Chart B4.2).


Although the overall pattern is not clear, there is some evidence to suggest that countries with high rates of public spending spend proportionately less on education; only one of the top ten countries for public spending on public services overall – Denmark – is among the top ten public spenders on education (Charts B4.1 and B4.2).

Chart B4.2. Total public expenditure on all services as a percentage of GDP (1995, 2004)



Note: This chart represents public expenditure on all services and not simply public expenditure on education. Countries are ranked in descending order of total public expenditure as a percentage of GDP in 2004.

Source: OECD. Annex 2. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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Typically, from 1995 to 2004, public expenditure on education grew faster than total public spending, and as fast as national income: the average proportion of public expenditure spent on education increased in 16 of the 18 countries with comparable data in both 1995 and 2004 and, simultaneously, on average in these 18 countries, public expenditure on education as a percentage of GDP increased slightly. The process of budget consolidation puts pressure on education along with every other service. Nevertheless, with the exception of the partner economy Israel, spending on education grew at least as fast as spending in other public areas between 1995 and 2004; on average, the proportion of public budgets spent on education in OECD countries grew from 12.3% in 1995 to 13.4% in 2004. The figures suggest that the greatest relative increases in the share of public expenditure on education during this period took place in Denmark (increasing from 12.2 to 15.3%), the Netherlands (from 9.0 to 11.1%), New Zealand (16.5 to 21.0%), the Slovak Republic (14.1 to 18.2%) and Sweden (10.7 to 12.9%).

Distribution of public expenditure to the public and private sectors

The vast majority of public funds on education are directed at public institutions: an average of 85% of public expenditure is transferred to public institutions among OECD countries. In two-thirds of the OECD countries, as well as in the partner economies Brazil, Estonia and Slovenia, the share of public expenditure on education transferred to public institutions exceeds 80%. However, significant public funds are transferred to private institutions or given directly to households to spend in the institution of their choice in a number of countries: more than 20% of public expenditure is distributed (directly or indirectly) to the private sector in Belgium, Denmark, New Zealand, Norway and the United Kingdom and in the partner economies Chile and Israel. In Belgium, the majority of public funds goes to government-dependent institutions that are managed by private bodies but that otherwise operate under the aegis of the regular education system (Table B4.2).

On average among OECD countries, at the primary, secondary and post-secondary non-tertiary levels, nearly 12% of public funding designated for educational institutions is spent in privately managed institutions. Belgium is the only country where the majority of funds goes to privately managed institutions, but in the partner economy Chile a large part of public funds (40%) also goes to the privately managed institutions. Public funding transfers to private households and other private entities are generally not a significant feature at primary, secondary and post-secondary non-tertiary levels. On average among OECD countries, these transfers represent 3.6% of public expenditure on education and exceed 10% only in Denmark.

At the tertiary level, on average among OECD countries, the majority of public funds are still directed at public institutions, but the share of public expenditure transferred to the private sector is larger than at primary to post-secondary non-tertiary level and reaches 26% on average among countries with available data. There are, however, substantial variations among countries in the share of public expenditure devoted to the private sector. In Belgium and the United Kingdom (where there are no public tertiary institutions), as well as the partner economies Chile, Estonia and Israel, public expenditure is mainly devoted to privately managed institutions. The share of public expenditure indirectly transferred to the private sector is larger at the tertiary level than below as it is more typical for households/students to receive some transfers of public funding at the tertiary level than at other levels. On average, 18% of public funding is indirectly transferred to the private sector at the tertiary level. These transfers result partly from financial

aid attributed to tertiary students through scholarships, grants and loans (see Indicator B5). The proportion of public expenditure indirectly transferred to the private sector exceeds 30% in Australia, Denmark, New Zealand and Norway and, among partner economies, in Chile.

Definitions and methodologies

Data refer to the financial year 2004 and are based on the UOE data collection on education statistics administered by the OECD in 2006 (for details see Annex 3 at www.oecd.org/edu/eag2007). Educational expenditure is expressed as a percentage of a country's total public sector expenditure and as a percentage of GDP. Public educational expenditure includes expenditure on educational institutions and subsidies for students' living costs and for other private expenditure outside institutions. Public expenditure on education includes expenditure by all public entities, including ministries other than the ministry of education, local and regional governments and other public agencies.


Total public expenditure, also referred to as total public spending, corresponds to the non-repayable current and capital expenditure of all levels of government: central, regional and local. Current expenditure includes final consumption expenditure, property income paid, subsidies and other current transfers (*e.g.* social security, social assistance, pensions and other welfare benefits). Figures for total public expenditure have been taken from the OECD National Accounts Database (see Annex 2) and use the System of National Accounts 1993.

The glossary at www.oecd.org/edu/eag2007 gives a definition of public, government-dependent private and independent private institutions.

Note that data appearing in earlier editions of this publication may not always be comparable to data shown in the 2007 edition due to changes in definitions and coverage that were made as a result of the OECD expenditure comparability study (for details on changes, see Annex 3 at www.oecd.org/edu/eag2007).

Further references

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

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- **Table B4.3a. Initial sources of public educational funds and final purchasers of educational resources by level of government for primary, secondary and post-secondary non-tertiary education (2004)**
- **Table B4.3b. Initial sources of public educational funds and final purchasers of educational resources by level of government for tertiary education (2004)**

Table B4.1.
Total public expenditure on education (1995, 2004)

Direct public expenditure on educational institutions plus public subsidies to households (which include subsidies for living costs) and other private entities, as a percentage of GDP and as a percentage of total public expenditure, by level of education and year

	Public expenditure ¹ on education as a percentage of total public expenditure				Public expenditure ¹ on education as a percentage of GDP				
	2004			1995	2004			1995	
	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education combined	All levels of education combined	Primary, secondary and post-secondary non-tertiary education	Tertiary education	All levels of education combined	All levels of education combined	
OECD countries	Australia	m	m	m	13.7	3.6	1.1	4.8	5.0
	Austria	7.2	2.8	10.8	10.8	3.6	1.4	5.4	6.0
	Belgium	m	m	m	m	4.0	1.3	6.0	m
	Canada	m	m	m	13.1	m	m	m	6.5
	Czech Republic	6.7	2.1	10.0	8.9	3.0	1.0	4.4	4.8
	Denmark ²	8.9	4.6	15.3	12.2	4.9	2.5	8.4	7.3
	Finland	8.0	4.1	12.8	11.0	4.0	2.1	6.4	6.8
	France	7.4	2.3	10.9	m	3.9	1.2	5.8	m
	Germany	6.3	2.5	9.8	8.2	3.0	1.2	4.6	4.6
	Greece ²	5.3	2.9	8.5	m	2.1	1.2	3.3	2.2
	Hungary	m	m	m	12.9	3.5	1.0	5.4	5.2
	Iceland ²	11.8	3.1	17.0	m	5.3	1.4	7.6	m
	Ireland	10.7	3.3	14.0	12.2	3.6	1.1	4.7	5.0
	Italy	7.0	1.6	9.6	9.0	3.4	0.8	4.6	4.8
	Japan ²	7.2	1.8	9.8	m	2.7	0.7	3.6	3.6
	Korea	12.7	2.1	16.5	m	3.6	0.6	4.6	m
	Luxembourg ²	9.1	m	m	m	3.9	m	m	m
	Mexico	16.1	4.0	23.1	22.4	3.8	0.9	5.4	4.6
	Netherlands	7.5	2.9	11.1	9.0	3.5	1.4	5.2	5.0
	New Zealand	15.1	4.9	21.0	16.5	4.7	1.5	6.5	5.6
	Norway	10.0	5.3	16.6	15.5	4.6	2.4	7.6	8.0
Poland	m	m	m	11.9	3.7	1.2	5.4	5.2	
Portugal	8.3	1.8	11.4	m	3.9	0.8	5.3	5.1	
Slovak Republic ²	11.6	4.3	18.2	14.1	2.7	1.0	4.2	5.0	
Spain	7.2	2.5	11.0	10.6	2.8	1.0	4.3	4.6	
Sweden	8.3	3.7	12.9	10.7	4.7	2.1	7.4	7.2	
Switzerland	8.7	3.6	13.0	12.8	4.0	1.7	6.0	5.4	
Turkey	m	m	m	m	2.9	1.1	4.0	2.4	
United Kingdom	8.7	2.3	11.7	11.4	3.9	1.0	5.3	5.3	
United States	10.1	3.5	14.4	m	3.7	1.3	5.3	m	
<i>OECD average</i>	<i>9.2</i>	<i>3.1</i>	<i>13.4</i>	<i>12.3</i>	<i>3.7</i>	<i>1.3</i>	<i>5.4</i>	<i>5.2</i>	
<i>EU19 average</i>	<i>8.0</i>	<i>2.9</i>	<i>11.9</i>	<i>10.9</i>	<i>3.6</i>	<i>1.3</i>	<i>5.3</i>	<i>5.3</i>	
Partner economies	Brazil ²	8.9	2.3	12.3	11.2	2.9	0.8	4.0	3.6
	Chile ³	m	m	m	14.5	2.7	0.5	3.5	3.0
	Estonia	11.2	2.6	14.9	m	3.8	0.9	5.1	m
	Israel	8.9	2.2	13.4	13.5	4.4	1.1	6.6	7.0
	Russian Federation	m	m	m	m	2.0	0.7	3.6	m
	Slovenia	8.7	2.8	12.6	m	4.1	1.4	6.0	m

1. Public expenditure presented in this table includes public subsidies to households for living costs, which are not spent on educational institutions. Thus the figures presented here exceed those on public spending on institutions found in Table B2.1b.

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

3. Year of reference 2005.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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


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Table B4.2.
Distribution of total public expenditure on education (2004)
 Public expenditure on education transferred to educational institutions and public transfers to the private sector
 as a percentage of total public expenditure on education, by level of education


	Primary, secondary and post-secondary non-tertiary education			Tertiary education			All levels of education combined			
	Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector	Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector	Direct public expenditure on public institutions	Direct public expenditure on private institutions	Indirect public transfers and payments to the private sector	
OECD countries	Australia	75.9	20.3	3.8	67.3	n	32.7	x	x	10.6
	Austria	98.0	0.5	1.5	75.2	5.0	19.8	90.9	1.7	7.4
	Belgium	44.5	52.9	2.5	35.5	48.8	15.7	43.8	51.1	5.1
	Canada	m	m	m	m	m	m	m	m	m
	Czech Republic	91.6	3.7	4.7	93.3	1.0	5.8	92.8	2.8	4.4
	Denmark ¹	80.9	6.0	13.1	69.7	a	30.3	77.7	3.7	18.6
	Finland	90.5	6.4	3.2	75.5	7.3	17.2	85.8	6.7	7.5
	France	84.0	12.6	3.4	86.7	5.4	7.9	85.5	10.6	3.9
	Germany	84.0	11.1	4.9	80.9	1.2	17.9	80.7	11.6	7.7
	Greece ¹	99.7	a	0.3	94.8	a	5.2	98.0	a	2.0
	Hungary	84.1	9.8	6.1	78.8	5.4	15.8	85.3	7.7	7.0
	Iceland ¹	97.2	1.8	1.0	73.0	4.8	22.2	92.7	2.4	4.8
	Ireland	90.8	n	9.2	85.2	n	14.8	89.5	n	10.5
	Italy	97.0	1.3	1.6	81.1	2.2	16.7	93.8	1.8	4.4
	Japan ¹	96.3	3.5	0.2	69.7	12.1	18.2	90.4	6.1	3.4
	Korea	82.3	16.1	1.5	69.9	12.4	17.7	80.3	14.2	5.5
	Luxembourg ¹	97.8	m	2.2	m	m	m	m	m	m
	Mexico	94.6	n	5.3	93.9	n	6.1	94.9	n	5.1
	Netherlands	m	m	m	m	m	m	m	m	m
	New Zealand	89.5	3.7	6.8	56.4	1.3	42.3	79.4	5.6	15.0
	Norway	86.1	6.2	7.7	56.0	3.2	40.8	75.0	6.5	18.5
	Poland	m	m	m	m	m	m	m	m	m
	Portugal	91.9	6.7	1.4	94.6	m	5.4	91.5	6.6	1.9
	Slovak Republic ¹	89.8	5.9	4.3	89.3	a	10.7	90.8	3.8	5.3
	Spain	84.1	14.5	1.5	90.2	1.9	7.8	85.9	11.3	2.9
	Sweden	87.1	6.9	5.9	67.0	4.8	28.2	81.4	6.8	11.9
Switzerland	90.5	7.3	2.2	79.9	6.0	14.0	87.6	6.8	5.6	
Turkey	99.4	m	0.6	80.7	m	19.3	94.2	n	5.8	
United Kingdom	78.9	19.1	2.0	a	76.1	23.9	65.0	28.8	6.1	
United States	99.8	0.2	a	71.1	8.2	20.7	92.3	2.6	5.0	
<i>OECD average</i>	<i>88.4</i>	<i>8.7</i>	<i>3.6</i>	<i>73.7</i>	<i>8.0</i>	<i>18.4</i>	<i>85.0</i>	<i>8.0</i>	<i>7.1</i>	
<i>EU19 average</i>	<i>86.7</i>	<i>9.8</i>	<i>4.0</i>	<i>74.9</i>	<i>10.6</i>	<i>15.1</i>	<i>83.7</i>	<i>9.7</i>	<i>6.6</i>	
Partner economies	Brazil ¹	98.4	n	1.6	87.9	n	12.1	96.5	n	3.5
	Chile ²	59.7	40.1	0.2	35.1	30.0	34.8	56.8	38.2	5.0
	Estonia	95.0	0.4	4.6	30.4	69.6	n	83.9	12.6	3.4
	Israel	73.6	25.0	1.5	5.1	83.2	11.7	64.4	32.5	3.1
	Russian Federation	m	a	m	m	a	m	m	a	m
	Slovenia	93.9	0.6	5.5	76.0	0.2	23.7	90.3	0.5	9.2

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

2. Year of reference 2005.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2007).

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

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READER'S GUIDE

Coverage of the statistics

Although a lack of data still limits the scope of the indicators in many countries, the coverage extends, in principle, to the entire national education system (within the national territory) regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms. With one exception described below, all types of students and all age groups are meant to be included: children (including students with special needs), adults, nationals, foreigners, as well as students in open distance learning, in special education programmes or in educational programmes organised by ministries other than the Ministry of Education, provided the main aim of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school and work-based programmes that are explicitly deemed to be parts of the education system, is not included in the basic education expenditure and enrolment data.

Educational activities classified as “adult” or “non-regular” are covered, provided that the activities involve studies or have a subject matter content similar to “regular” education studies or that the underlying programmes lead to potential qualifications similar to corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

Calculation of international means

For many indicators an OECD average is presented and for some an OECD total.

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable (code “a”) in a country or where the data value is negligible (code “n”) for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable (code “a”) for a certain country, this country is not included in the OECD average.

For financial tables using 1995 data, both the OECD average and OECD total are calculated for countries providing both 1995 and 2004 data. This allows comparison of the OECD average and OECD total over time with no distortion due to the exclusion of certain countries in the different years.

For many indicators an EU19 average is also presented. It is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated. These 19 countries are Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

■ **Classification of levels of education**

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). The biggest change between the revised ISCED and the former ISCED (ISCED-76) is the introduction of a multi-dimensional classification framework, allowing for the alignment of the educational content of programmes using multiple classification criteria. ISCED is an instrument for compiling statistics on education internationally and distinguishes among six levels of education. The glossary available at www.oecd.org/edu/eag2007 describes in detail the ISCED levels of education, and Annex 1 shows corresponding typical graduation ages of the main educational programmes by ISCED level.

■ **Symbols for missing data**

Six symbols are employed in the tables and charts to denote missing data:

- a* Data is not applicable because the category does not apply.
- c* There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m* Data is not available.
- n* Magnitude is either negligible or zero.
- w* Data has been withdrawn at the request of the country concerned.
- x* Data included in another category or column of the table (*e.g.* *x*(2) means that data are included in column 2 of the table).
- ~ Average is not comparable with other levels of education.

■ **Further resources**

The website www.oecd.org/edu/eag2007 provides a rich source of information on the methods employed for the calculation of the indicators, the interpretation of the indicators in the respective national contexts and the data sources involved. The website also provides access to the data underlying the indicators as well as to a comprehensive glossary for technical terms used in this publication.

Any post-production changes to this publication are listed at www.oecd.org/edu/eag2007.

The website www.pisa.oecd.org provides information on the OECD Programme for International Student Assessment (PISA), on which many of the indicators in this publication draw.

Education at a Glance uses the OECD's StatLinks service. Below each table and chart in *Education at a Glance 2007* is a url which leads to a corresponding Excel workbook containing the underlying data for the indicator. These urls are stable and will remain unchanged over time. In addition, readers of the *Education at a Glance* e-book will be able to click directly on these links and the workbook will open in a separate window.

Codes used for territorial entities

These codes are used in certain charts. Country or territorial entity names are used in the text. Note that in the text the Flemish Community of Belgium is referred to as "Belgium (Fl.," and the French Community of Belgium as "Belgium (Fr.)."

AUS Australia	ITA Italy
AUT Austria	JPN Japan
BEL Belgium	KOR Korea
BFL Belgium (Flemish Community)	LUX Luxembourg
BFR Belgium (French Community)	MEX Mexico
BRA Brazil	NLD Netherlands
CAN Canada	NZL New Zealand
CHL Chile	NOR Norway
CZE Czech Republic	POL Poland
DNK Denmark	PRT Portugal
ENG England	RUS Russian Federation
EST Estonia	SCO Scotland
FIN Finland	SVK Slovak Republic
FRA France	SVN Slovenia
DEU Germany	ESP Spain
GRC Greece	SWE Sweden
HUN Hungary	CHE Switzerland
ISL Iceland	TUR Turkey
IRL Ireland	UKM United Kingdom
ISR Israel	USA United States

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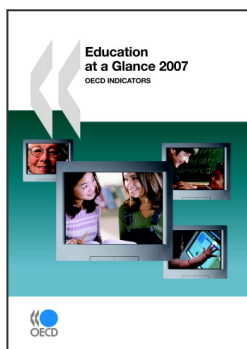
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