

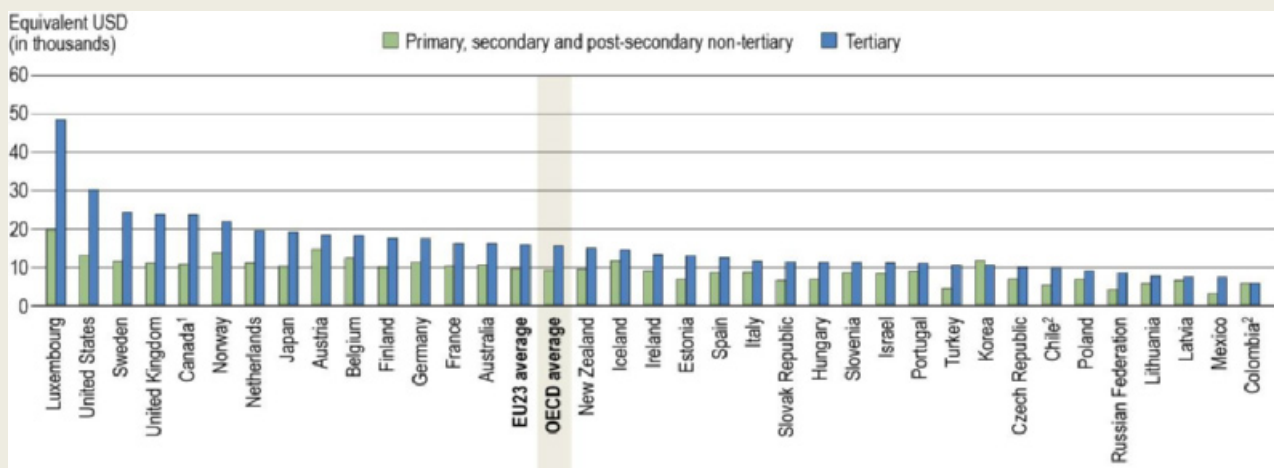
Indicator C1. How much is spent per student on educational institutions?

Highlights

- On average, OECD countries spend 1.7 times more per student at the tertiary level than in non-tertiary education (primary, secondary and post-secondary non-tertiary levels). OECD countries spend on average USD 10 500 per student on primary to tertiary educational institutions. This represents about USD 9 400 per student at primary, secondary and post-secondary non-tertiary level, and USD 15 600 at tertiary level.
- In non-tertiary education, spending on core educational services represents 93% of institutions' expenditure per student. At the tertiary level, a much lower share of institutional expenditure goes to core services (67%), while roughly 30% of total educational expenditure per student goes on research and development (R&D).
- The cumulative expenditure per student from the age of 6 to 15 amounts to about USD 93 000 on average across OECD countries.

Figure C1.1. Total expenditure on educational institutions per full-time equivalent student, by level of education (2016)

In equivalent USD converted using PPPs



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

2. Year of reference 2017.

Countries are ranked in descending order of the total expenditure per student on tertiary education.

Source: OECD/UIS/Eurostat (2019), Table C1.1. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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Context

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

This indicator provides an assessment of the investment in each student. Expenditure per student on educational institutions is influenced by teachers' salaries (see Indicators C7 and D3), pension systems, instructional and teaching hours (see Indicators C7, D1 and D4), the cost of teaching materials and facilities (see Indicator C6), the programme provided (e.g. general or vocational) and the number of students enrolled in the education system (see Indicator B1). Policies to attract new teachers, reduce average class sizes or change staffing patterns (see Indicator D2) have also affected per-student expenditure. Ancillary services and R&D activities also influence the level of expenditure per student.

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

Other findings

- On average, total expenditure per student is higher in private institutions than in public ones. Total expenditure in primary to tertiary public institutions amounts to over USD 10 300 per student, compared to USD 10 800 in private ones (Table C1.5, available on line).
- From 2010 to 2016, expenditure on non-tertiary educational institutions increased by 5% on average across OECD countries, while the number of students remained stable over this period. This resulted in an increase of 5% in expenditure per student over the same period.
- Annual expenditure per student on educational institutions as a share of gross domestic product (GDP) per capita amounts to 23% at primary, secondary and post-secondary non-tertiary levels on average across OECD countries. The figure is much higher at tertiary level, where countries spend on average 38% of GDP per capita on funding short-cycle, bachelor's, master's and doctoral students.

Analysis

Expenditure per student on educational institutions at different levels of education

Annual expenditure per student on educational institutions between primary and tertiary education provides an assessment of the investment made in each student. In 2016, annual spending per student from primary to tertiary education ranged from around USD 3 600 or slightly more in Colombia and Mexico to more than USD 15 000 in Austria, Norway and the United States and nearly USD 22 000 in Luxembourg (Table C1.1 and Figure C1.1). Across the OECD, countries spend on average USD 10 500 per student on primary to tertiary educational institutions.

The way resources are allocated across the different levels of education vary widely and largely reflect the mode of educational provision. Education still essentially takes place in settings with generally similar organisation, curricula, teaching style and management. These shared features have tended to result in similar patterns of expenditure per student from primary to post-secondary non-tertiary levels. In recent decades, however, greater use of private funds for tertiary education has modified the allocation of expenditure at this level compared to lower ones (see Indicator C3, and Table C1.5, available on line). In 2016, OECD countries on average spent around USD 9 400 per student at the primary, secondary and post-secondary non-tertiary levels and USD 15 600 at the tertiary level, although at this level, the average is affected by high expenditure in a few countries, most notably Canada, Luxembourg, Norway, Sweden, the United Kingdom and the United States (Table C1.1 and Figure C1.1). These differences lead to large differences in the cumulative expenditure per student over the theoretical duration of studies (Table C1.6, available on line). Significant differences are also observed at the subnational level (Box C1.1).

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

Annual expenditure per student can be quite heterogeneous across countries with large differences across regions. Among the three countries with available data at subnational level, Canada has the highest variation in annual expenditure per student on educational institutions at primary and secondary levels combined: the region with the highest value (USD 23 000) spends almost three times as much per student as the region with the lowest value (USD 8 000). Regional differences were the smallest in Belgium and Germany (OECD, 2019^[1]).

An examination of regional differences in spending on primary and secondary education presents contrasting patterns. In Germany, 8 of the 12 *Länder* that spent less than the national average per student were located in the western part of the country. This may be explained by the sharp demographic downturn in the eastern *Länder* that led to a reduction in the number of students enrolled (OECD, 2019^[1]).

To ensure comparability across countries, expenditure figures were converted into common currency (USD) using national purchasing power parities (PPPs). However, differences in the cost of living within countries were not taken into account.

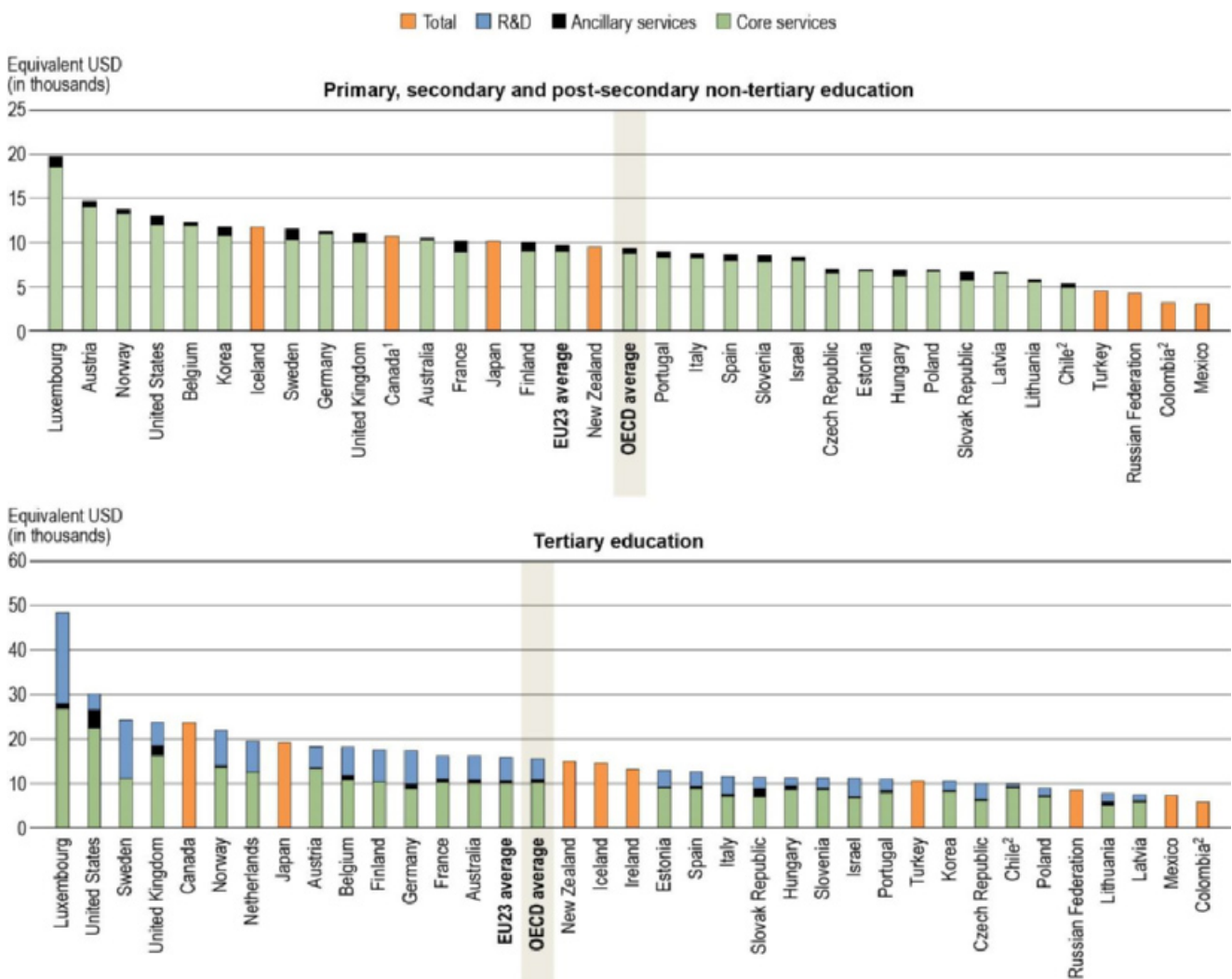
The distribution of expenditure at different levels of education reflects governments' priorities and the relative costs of education provision. Expenditure per student on educational institutions rises with the level of education in almost all countries, but the range varies markedly across countries (Table C1.1). OECD countries spend on average 18% more per secondary student than they do per primary student. This percentage is 50% or above in Canada, the Czech Republic, France and the Netherlands, but countries invest more per primary student than they do per secondary student in Chile, Colombia, Iceland, Israel, Lithuania, the Slovak Republic, Slovenia and the United Kingdom, despite the fact that teacher's salaries tend to increase with higher levels of education. Similarly, educational institutions in OECD countries spend an average of 31% more on each tertiary student (excluding R&D) than on each primary student. Turkey and the United States spend twice as much on a tertiary student (excluding R&D) than on a primary student (Table C1.1).

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

On average across OECD countries, expenditure on core education services (such as teaching costs and other expenditure related to education) represents 87% of total expenditure per student from primary to tertiary educational institutions and it exceeds 90% in Chile, Latvia and Poland. In about a third of OECD and partner countries with available data, annual expenditure on research and development (R&D) and ancillary services per student accounts for around 15% or more of the total annual expenditure per student on primary to tertiary institutions. In the Slovak Republic and Sweden, this reaches 20%.

Figure C1.2. Total expenditure on educational institutions per full-time equivalent student, by type of service (2016)

In equivalent USD converted using PPPs



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

2. Year of reference 2017.

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

Source: OECD/UIS/Eurostat (2019), Table C1.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

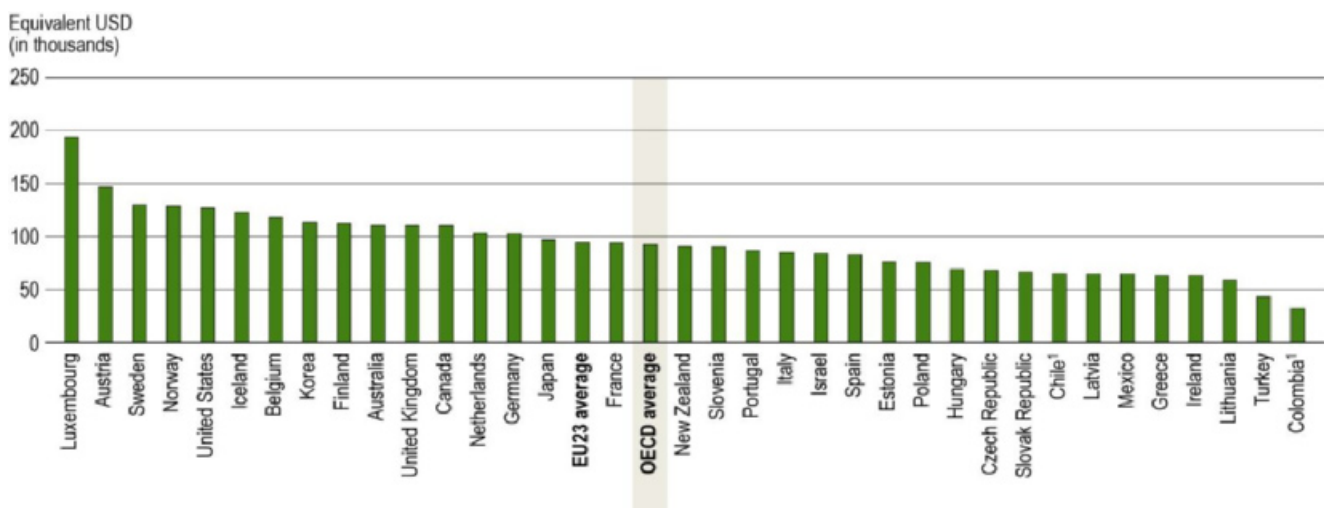
However, this overall picture masks large variations across levels of education (Table C1.2 and Figure C1.2). At non-tertiary levels (primary, secondary and post-secondary non-tertiary), expenditure is dominated by spending on core education services. On average, OECD countries spend 93% of their total per-student expenditure (about USD 8 700) on core educational services at this level. However, in Finland, France, the Slovak Republic and Sweden, ancillary services account for 10% or slightly more of the expenditure per student (Table C1.2).

The share of total expenditure on educational institutions per student devoted to core services differs more across countries at tertiary level, as R&D expenditure can account for a significant proportion of educational spending (Table C1.2). On average across OECD countries, 67% of total expenditure on educational institutions at tertiary level goes to core services, while around 30% is spent on research and development. OECD countries in which R&D is mostly conducted in tertiary education institutions tend to report higher levels of expenditure per student than those where a large proportion of R&D is performed in other public institutions or in industry. Excluding R&D activities, average expenditure per student on average across OECD countries amounts to over USD 11 000, ranging from less than USD 6 000 in Lithuania and Mexico to more than USD 25 000 in Luxembourg and the United States.

On average across OECD countries, expenditure on R&D and ancillary services at the tertiary level represents 33% of all tertiary expenditure on educational institutions per student. In five of the OECD and partner countries for which data are available, expenditure on R&D and ancillary services in tertiary institutions is at least 40% of total expenditure on educational institutions per student, with Sweden (54%) the country with the highest share. However, the share of expenditure on ancillary services tends to be lower in tertiary education than at lower levels of education. On average, only 5% of expenditure on tertiary institutions goes towards ancillary services, and the amount is negligible (below USD 100 per student) in Austria, Chile, the Czech Republic, Estonia, Finland, Israel, Korea, Poland and Sweden. The United Kingdom and the United States spend the most in ancillary services per student at tertiary level among OECD countries, over USD 2 000 per student.

Figure C1.3. Cumulative expenditure on educational institutions per full-time equivalent student between the age of 6 and 15 (2016)

In equivalent USD converted using PPPs



1. Year of reference 2017.

Countries are ranked in descending order of the total expenditure on educational institutions per student over the theoretical duration of primary and secondary studies between the age of 6 and 15.

Source: OECD/UIS/Eurostat (2019), Table C1.6, available on line. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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Policy makers are interested in the relationship between the resources devoted to education and the outcomes of their education systems (Box B1.1 in *Education at a Glance 2017* (OECD, 2017^[2])). The cost of education across countries depends not only on the annual expenditure per student, but also on the total duration of studies at each level and the level of enrolment. High expenditure per student, for example, might be offset by short programmes or limited access to education at certain levels. On the other hand, a seemingly inexpensive education system in per student terms can prove to be costly overall, if enrolment is high and students spend more time in school.

Primary and secondary education are usually compulsory across the OECD, and the cumulative expenditure per student between the ages of 6 and 15 at these levels shows how much it costs to teach a student on average during the course of current compulsory education (Figure C1.3 and Table C1.6, available on line). On average across OECD countries, the total cumulative expenditure per student from the age of 6 to 15 amounts to around USD 92 700 per student. Theoretical cumulative expenditure on educational institutions per student varies considerably among countries. Austria, Iceland, Luxembourg, Norway, Sweden and the United States spend over USD 120 000 per student over this period, while the figure is below USD 50 000 in Colombia and Turkey.

Expenditure per student on educational institutions relative to per capita GDP

Expenditure on educational institutions per student relative to gross domestic product (GDP) per capita is a measure of spending that takes into account the relative wealth of OECD countries. Since access to education in most OECD countries is universal (and usually compulsory) at lower levels of schooling, the amount spent per student as a share of per capita GDP can indicate whether the resources spent per student are proportionate to the country's ability to pay. At higher levels of education, where student enrolment varies sharply among countries, the link is less clear. At tertiary level, for example, OECD countries may rank relatively high on this measure, even when a large proportion of their wealth is spent on educating a relatively small number of students.

In OECD countries, overall expenditure per student on educational institutions from primary to tertiary levels averages 26% of per capita GDP, which can be broken down into 23% at primary, secondary and post-secondary non-tertiary levels and 38% at the tertiary level (Table C1.4, available on line). Countries with low levels of expenditure per student may still be investing relatively large amounts as a share of per capita GDP. For example, although Portugal's expenditure per student for all educational levels and its per capita GDP are both below the OECD average, it spends an above-average share of its per capita GDP per student at each educational level.

The relationship between per capita GDP and expenditure per student on educational institutions is difficult to interpret. However, there is a clear positive relationship between the two at non-tertiary educational levels. In other words, less wealthy countries tend to spend less per student than richer countries. Although the relationship is generally positive at these levels, there are variations even between countries with similar levels of per capita GDP, especially among countries where per capita GDP exceeds USD 30 000. Austria and the Netherlands, for example, have similar levels of per capita GDP (around USD 50 000; see Table X2.1 in Annex 2) but they allocate very different shares of their wealth to primary, secondary and post-secondary non-tertiary education. Austria spends 28% of per capita GDP on non-tertiary institutions (above the OECD average of 23%) while the Netherlands spends 22% (Table C1.4, available on line).

At tertiary level, there is more variation in spending and in the relationship between countries' relative wealth and their level of tertiary expenditure. Spending on tertiary institutions in Canada, the United Kingdom and the United States represents more than 50% of per capita GDP for each student (Table C1.4, available on line). The high share for the United Kingdom is mostly the result of its high expenditure on R&D, which accounts for about one-fourth of total expenditure per student at this level (Table C1.2).

Changes in expenditure per student on educational institutions between 2010 and 2016

Changes in expenditure on educational institutions largely reflect changes in the size of the school-age population and in teachers' salaries. Teachers' salaries, the main component of educational costs, have increased in the

majority of countries over 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. Changes in expenditure per student over the years may also vary between levels of education within countries, as both enrolment and expenditure may follow different trends at different levels of education.

At non-tertiary levels, the number of students has remained fairly stable on average across OECD countries between 2010 and 2016. During the same period, expenditure by non-tertiary educational institutions increased by an average of 5% (Table C1.3). As a result, expenditure per student at these levels increased by 5% in 2016 compared to its 2010 level. Most OECD countries spent more per student in 2016 than they did in 2010, with the exception of some countries that were heavily hit by the economic crisis of 2008 such as Australia, Estonia, Ireland, Italy, Slovenia and Spain. Expenditure per student increased by over 20% in Chile, Israel, and Latvia. In Chile, Latvia, Poland and the Slovak Republic, decreases in enrolments of more than 5% coincided with significant increases in spending on educational institutions per student between 2010 and 2016. In contrast, the increase in number of students enrolled was accompanied by a reduction in spending on educational institutions per student in Ireland, Slovenia and Spain.

Expenditure at tertiary level increased at a higher rate than at lower levels of education, rising on average by 9% between 2010 and 2016. It also increased more than the number of students enrolled over this period (3%). As a result, OECD countries recorded an average increase of 8% in expenditure per student over this period. However, there are stark differences across countries. Among OECD and partner countries with available data, Australia, Finland, France, Germany, Italy, Lithuania, Mexico, Portugal and Spain recorded a decrease in expenditure on tertiary education per student. In most of these countries, the decline was mainly the result of a rapid increase in the number of tertiary students. In contrast, expenditure per tertiary student increased in Estonia, Iceland and the Slovak Republic due to an increase in total expenditure and a reduction in the number of students at tertiary level (Table C1.3). Changes in expenditure on tertiary educational institutions can affect the allocation of resources across types of service, and in particular, the investment in core educational goods and services (Box C1.2).

Box C1.2. Change in spending on educational core goods and services in tertiary institutions

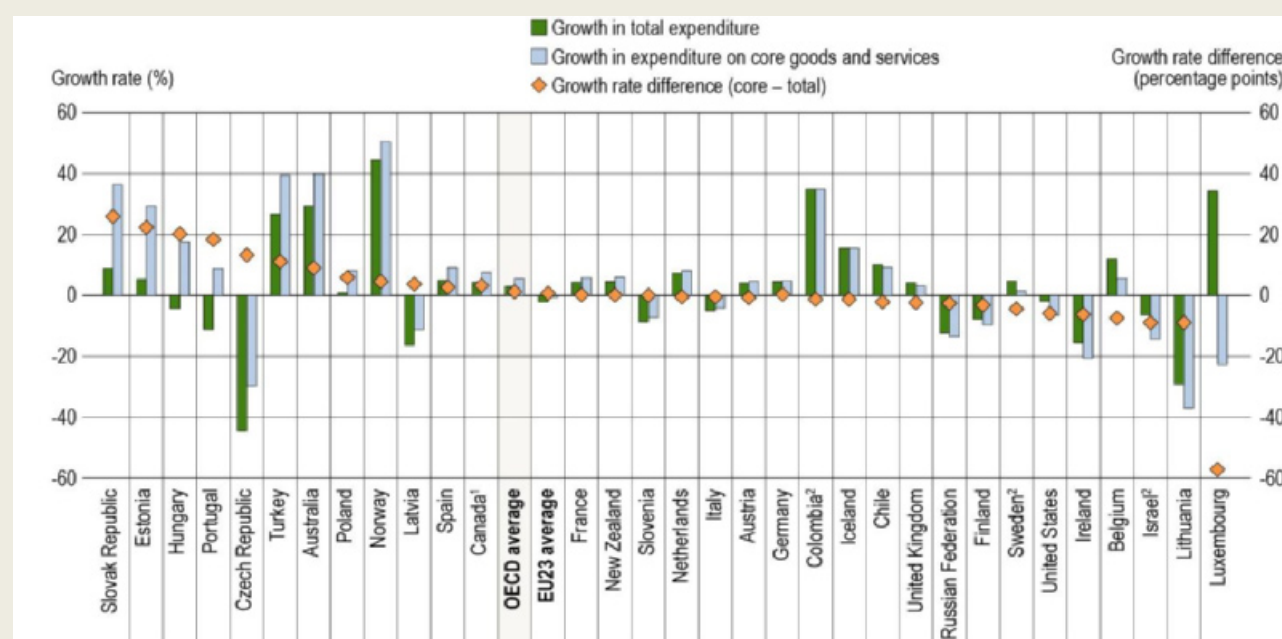
Spending on educational core goods and services provides educational institutions with the necessary resources to accomplish their main mission, developing the skills of students. Comparing the change in expenditure on core services with the change in expenditure on all services provides a better understanding of how changes in total expenditure on institutions affect the funds available for core educational goods and services. This is particularly relevant at tertiary levels of education, where a greater share of total spending is allocated to services other than core educational goods and services, such as ancillary services or research and development (R&D). While there may be reasons to prioritise spending in these areas, a reduction in investment in educational core services might affect the quality of learning and the material conditions under which instruction takes place, particularly in countries where enrolment in tertiary education has increased significantly.

Between 2012 and 2016, the rate of change of expenditure on core educational services and total expenditure on tertiary educational institutions has varied significantly across countries (Figure C1.a). Total expenditure on tertiary institutions increased in two-thirds of OECD and partner countries during this period. In most of these, spending on core educational goods and services also increased, although to differing extents. Spending on core educational goods and services increased by at least 24 percentage points more than total spending on tertiary institutions in Estonia and the Slovak Republic. In contrast, spending on core educational goods and services increased more slowly than total expenditure on tertiary institutions in Belgium, Finland, Chile, Ireland, Israel, Lithuania, the Russian Federation, Sweden, the United Kingdom, and the United States. Luxembourg is the only country to witness both an increase in total spending at tertiary level (+34%) and a

decrease in spending on core educational services (-24%). This difference suggests increased investment in ancillary services or R&D over this period at the expense of core educational service and is indicative of a research based higher education policy system.

The other third of countries saw their total investments on tertiary institutions decline between 2012 and 2016. However, Hungary and Portugal managed to increase total spending on core educational goods and services in spite of these budget cuts by reallocating funds from ancillary services or R&D. In contrast, spending on core educational goods and services fell in the Czech Republic, Italy, Latvia and Slovenia although to a lesser extent than total spending on tertiary institutions.

Figure C1.a. Growth of core and total expenditure on tertiary educational institutions between 2012 and 2016



Note: Core educational expenditure has been obtained by subtracting expenditure devoted on ancillary services and R&D from the total expenditure on educational institutions. A positive figure refers to a higher growth rate of the expenditure on core educational services compared to the growth rate of total expenditure on all services. See *Definitions* and *Methodology* sections for more information.

1. Reference period 2012-2015.

2. Reference period 2013-2016.

Countries are ranked in descending order of the percentage-point difference.

Source: OECD/UIS/Eurostat (2019), Education at a Glance Database <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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Definitions

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

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

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

Methodology

Expenditure per student on educational institutions at a particular level of education is calculated by dividing total expenditure on educational institutions at that level by the corresponding full-time equivalent enrolment. Only educational institutions and programmes for which both enrolment and expenditure data are available are taken into account. Expenditure in national currencies is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The PPP conversion factor is used because the market exchange rate is affected by many factors (interest rates, trade policies, expectations of economic growth, etc.) that have little to do with current relative domestic purchasing power in different OECD countries (see Annex 2 for further details).

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

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

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

For more information please see the *OECD Handbook for Internationally Comparative Education Statistics 2018* (OECD, 2018^[3]) and Annex 3 for country-specific notes (<https://doi.org/10.1787/f8d7880d-en>).

Source

Data refer to the financial year 2016 (unless otherwise specified) and are based on the UNESCO, OECD and Eurostat (UOE) data collection on education statistics administered by the OECD in 2017 (for details see Annex 3 at <https://doi.org/10.1787/f8d7880d-en>). Data from Argentina, the People's Republic of China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

The data on expenditure for 2005, 2011 to 2016 were updated based on a survey in 2018-19, and expenditure figures for 2005 to 2015 were adjusted to the methods and definitions used in the current UOE data collection.

Data on subnational regions are currently available for three countries: Belgium, Canada and Germany. Subnational estimates were provided by countries using national data sources. Subnational data are based on a special survey administered by the OECD in 2019.

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.

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<http://dx.doi.org/10.1787/eag-2017-en>.

Indicator C1 Tables

- Table C1.1** Total expenditure on educational institutions per full-time equivalent student (2016)
- Table C1.2** Total expenditure on educational institutions per full-time equivalent student for core educational services, ancillary services and R&D (2016)
- Table C1.3** Index of change in total expenditure on educational institutions per full-time equivalent student (2005, 2011 and 2016)
- WEB Table C1.4** Total expenditure on educational institutions per full-time equivalent student relative to GDP per capita (2016)
- WEB Table C1.5** Total expenditure on educational institutions per full-time equivalent student, by type of institution (2016)
- WEB Table C1.6** Cumulative expenditure on educational institutions per full-time equivalent student between the age of 6 and 15 (2016)

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can be found at <http://stats.oecd.org/>, Education at a Glance Database.

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Table C1.1. Total expenditure on educational institutions per full-time equivalent student (2016)

In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions, by level of education, based on full-time equivalents

	Primary	Secondary				Post-secondary non-tertiary	Primary, secondary and post-secondary non-tertiary	Tertiary				Primary to tertiary	Primary to tertiary (excluding R&D)	
		Lower secondary	Upper secondary					Short-cycle tertiary	Long-cycle tertiary	All tertiary	All tertiary (excluding R&D)			
			General programmes	Vocational programmes	All programmes									
														All secondary
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD														
Countries														
Australia	10 013	12 684	13 543	4 529	10 199	11 651	4 778	10 506	7 200	20 650	16 170	10 791	11 867	10 574
Austria	12 299	16 282	14 190	17 827	16 351	16 313	5 436	14 679	17 837	18 424	18 332	13 596	15 806	14 345
Belgium	10 646	13 409	13 451 ^a	13 881 ^a	13 704 ^a	13 603 ^a	x(3, 4, 5, 6)	12 324	12 833	18 366	18 169	11 848	13 446	12 233
Canada ¹	9 207 ^a	x(1)	x(5)	x(5)	13 856	13 856	m	10 681 ^a	18 228	26 606	23 700	16 907	13 682 ^a	12 116 ^a
Chile ²	5 371	5 556	5 031	5 432	5 142	5 278	a	5 324	4 928	11 683	9 769	9 271	6 613	6 468
Colombia ²	3 323	3 091	x(5)	x(5)	3 001 ^a	3 066 ^a	x(5, 6)	3 184	x(11)	5 787	m	3 661	m	m
Czech Republic	5 104	8 598	7 236	8 629	8 257	8 425	2 759	6 980	16 908	9 990	10 009	6 389	7 612	6 857
Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Estonia	6 872	7 047	6 548	7 031	6 742	6 887	7 719	6 914	a	12 909	12 909	9 237	8 243	7 429
Finland	9 447	15 041	8 441	8 270 ^a	8 315 ^a	10 427 ^a	x(4, 5, 6)	10 045	a	17 541	17 541	10 314	11 531	10 099
France	7 603	10 599	13 431	15 392	14 132	12 100	9 389	10 186	14 502	16 697	16 173	11 031	11 364	10 352
Germany	8 960	11 159	11 893	16 323	14 094	12 268	11 211	11 294	10 783	17 429	17 429	9 863	12 583	10 994
Greece	5 973	6 859	5 836 ^a	8 930 ^a	6 704 ^a	6 779 ^a	m	m	a	m	m	m	m	m
Hungary	5 454	5 788	7 312	12 783	8 508	7 174	12 605	6 899	7 206	11 470	11 288	9 541	7 639	7 345
Iceland	11 757	13 501	8 878	14 043	10 360	11 578	15 653	11 707	10 015	14 688	14 551	m	12 250	m
Ireland	8 468	9 814	x(5)	x(5)	10 094	9 948	7 771	9 020	x(11)	x(11)	13 237	9 102	9 736	9 034
Israel	8 498	x(3, 4, 5)	6 286 ^a	16 115 ^a	8 330 ^a	8 330	1 186	8 365	5 231	14 132	11 153	7 050	8 891	8 117
Italy	7 991	8 893	x(5)	x(5)	9 377 ^a	9 193 ^a	x(5, 6)	8 736	6 318	11 616	11 589	7 577	9 298	8 507
Japan	8 978	10 546	x(5)	x(5)	11 863 ^a	11 219 ^a	x(5, 6, 9, 10, 11)	10 143	14 124 ^a	20 537 ^a	19 191 ^a	m	12 096	m
Korea	11 029	11 477	x(5)	x(5)	13 113	12 370	a	11 762	5 770	11 781	10 486	8 385	11 318	10 586
Latvia	6 453	6 504	6 816	7 295	7 006	6 761	7 816	6 625	9 322	7 143	7 449	6 110	6 814	6 508
Lithuania	6 053	5 651	5 660	5 651	5 657	5 653	5 593	5 767	a	7 701	7 701	5 860	6 245	5 790
Luxembourg	17 913	21 739	20 673	21 587	21 231	21 464	1 760	19 770	23 098	51 918	48 407	27 955	21 705	20 323
Mexico	2 961	2 561	3 935	4 617	4 187	3 167	a	3 062	x(11)	x(11)	7 347	5 865	3 632	3 435
Netherlands	8 609	12 831	10 593	14 530	13 196	13 006	a	11 121	10 815	19 552	19 513	12 517	12 926	11 422
New Zealand	8 287	9 362	11 157	13 935	11 765	10 467	9 885	9 487	10 557	15 956	14 933	11 910	10 530	9 951
Norway	12 619	13 532	16 242	15 565	15 901	14 860	17 381	13 758	17 361	22 135	21 993	14 050	15 459	13 819
Poland	6 808	7 136	6 158	7 863	7 114	7 124	3 964	6 892	24 012	8 974	8 977	7 270	7 356	6 976
Portugal	7 689	10 382	x(5)	x(5)	9 628 ^a	9 999 ^a	x(5, 6, 9, 10, 11, 12)	8 945	8 954 ^a	11 064 ^a	11 014 ^a	8 380 ^a	9 346	8 835
Slovak Republic	6 922	6 426	5 890	7 148	6 698	6 551	7 377	6 686	6 827	11 493	11 413	8 816	7 530	7 067
Slovenia	8 621	10 481	7 586	7 069	7 236	8 487	a	8 550	2 707	12 507	11 257	8 974	9 080	8 633
Spain	7 653	9 056	9 108	11 772 ^a	9 946 ^a	9 502 ^a	x(4, 5, 6)	8 594	9 339	13 422	12 614	9 416	9 464	8 772
Sweden	11 338	12 020	10 664	13 670	11 790	11 892	5 717	11 549	6 723	25 766	24 341	11 137	13 693	11 480
Switzerland	m	m	x(5)	x(5)	18 990 ^a	m	x(5)	m	m	m	m	m	m	m
Turkey	4 168	4 063	4 896	5 573	5 213	4 659	a	4 505	x(11)	x(11)	10 519	8 626	5 633	5 278
United Kingdom	11 188	10 921	12 263	9 437	10 992	10 963	a	11 061	23 769	23 772	23 771	18 405	13 038	12 203
United States	12 184	13 153	x(5)	x(5)	14 566	13 845	14 496	13 019	x(11)	x(11)	30 165	26 550	16 987	16 151
OECD average	8 470	9 884	9 397	10 922	10 368	9 968	m	9 357	11 745	16 756	15 556	11 056	10 502	9 732
EU23 average	8 548	10 302	9 671	11 320	10 308	10 205	m	9 649	12 468	16 388	15 863	10 635	10 688	9 772
Partners														
Argentina	m	m	m	a	m	m	a	m	m	m	m	m	m	m
Brazil ³	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica ²	m	m	m	m	m	m	a	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ²	m	m	m	m	m	m	a	m	m	m	m	m	m	m
Russian Federation	x(8)	x(8)	x(8)	x(8)	x(8)	x(8)	x(8)	4 247	5 289	9 516	8 479	7 693	5 210	5 031
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa ²	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

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

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

2. Year of reference 2017.

3. Data on expenditure on public vs. private educational institutions are displayed in Table C1.5 available on line.

Source: OECD/UIS/Eurostat (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

StatLink  <https://doi.org/10.1787/888933978740>

Table C1.2. Total expenditure on educational institutions per full-time equivalent student for core educational services, ancillary services and R&D (2016)

In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions, by level of education, based on full-time equivalents

	Primary, secondary and post-secondary non-tertiary			Tertiary				Primary to tertiary					
	Core services	Ancillary services	All services	Core services	Ancillary services	R&D	All services	All services excluding R&D	Core services	Ancillary services	R&D	All services	All services excluding R&D
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD													
Countries													
Australia	10 298	208	10 506	10 031	760	5 379	16 170	10 791	10 234	340	1 293	11 867	10 574
Austria	14 000	679	14 679	13 424	171	4 736	18 332	13 596	13 823	523	1 460	15 806	14 345
Belgium	11 891	433	12 324	10 839	1 009	6 321	18 169	11 848	11 689	544	1 213	13 446	12 233
Canada ¹	x(3)	x(3)	10 681	15 720	1 187	6 793	23 700	16 907	x(12)	x(12)	1 566	13 682 ^a	12 116 ^a
Chile ²	4 931	393	5 324	9 205	66	498	9 769	9 271	6 170	298	144	6 613	6 468
Colombia ²	x(3)	x(3)	3 184	x(7)	x(7)	x(7)	5 787	m	x(12)	x(12)	x(12)	3 661	m
Czech Republic	6 508	472	6 980	6 307	81	3 621	10 009	6 389	6 466	391	756	7 612	6 857
Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m
Estonia	6 810	104	6 914	9 236	1	3 672	12 909	9 237	7 347	81	814	8 243	7 429
Finland	9 030	1 015	10 045	10 314	0	7 226	17 541	10 314	9 285	814	1 433	11 531	10 099
France	8 901	1 285	10 186	10 255	776	5 143	16 173	11 031	9 167	1 185	1 011	11 364	10 352
Germany	10 992	302	11 294	8 866	998	7 565	17 429	9 863	10 546	448	1 589	12 583	10 994
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	6 229	670	6 899	8 577	964	1 747	11 288	9 541	6 625	720	295	7 639	7 345
Iceland	x(3)	x(3)	11 707	x(7)	x(7)	x(7)	14 551	m	x(12)	x(12)	x(12)	12 250	m
Ireland	9 020	a	9 020	x(7)	x(7)	4 135	13 237	9 102	x(12)	x(12)	702	9 736	9 034
Israel ²	7 968	397	8 365	7 008	41	4 104	11 153	7 050	7 787	330	774	8 891	8 117
Italy	8 267	468	8 736	7 160	417	4 012	11 589	7 577	8 049	458	791	9 298	8 507
Japan	x(3, 7)	x(3, 7)	10 143	x(7)	x(7)	x(7)	19 191 ^a	m	x(12)	x(12)	x(12)	12 096	m
Korea	10 746	1 015	11 762	8 286	99	2 101	10 486	8 385	9 890	696	731	11 318	10 586
Latvia	6 509	117	6 625	5 974	136	1 338	7 449	6 110	6 386	121	306	6 814	6 508
Lithuania	5 507	260	5 767	5 079	781	1 841	7 701	5 860	5 401	389	455	6 245	5 790
Luxembourg	18 542	1 228	19 770	26 841	1 114	20 452	48 407	27 955	19 102	1 220	1 382	21 705	20 323
Mexico	x(3)	x(3)	3 062	x(7)	x(7)	1 483	7 347	5 865	x(12)	x(12)	197	3 632	3 435
Netherlands	11 121	a	11 121	12 517	a	6 996	19 513	12 517	11 422	a	1 504	12 926	11 422
New Zealand	x(3)	x(3)	9 487	x(7)	x(7)	3 024	14 933	11 910	x(12)	x(12)	579	10 530	9 951
Norway	13 279	479	13 758	13 681	369	7 943	21 993	14 050	13 362	457	1 640	15 459	13 819
Poland	6 729	163	6 892	7 222	48	1 707	8 977	7 270	6 839	137	380	7 356	6 976
Portugal	8 356	589	8 945	7 956 ^a	424 ^a	2 633 ^a	11 014 ^a	8 380 ^a	8 278	557	511	9 346	8 835
Slovak Republic	5 733	953	6 686	7 004	1 812	2 597	11 413	8 816	5 960	1 107	464	7 530	7 067
Slovenia	7 843	707	8 550	8 607	367	2 284	11 257	8 974	7 992	641	447	9 080	8 633
Spain	7 950	645	8 594	8 891	525	3 198	12 614	9 416	8 153	619	692	9 464	8 772
Sweden	10 356	1 192	11 549	11 137	0	13 204	24 341	11 137	10 487	992	2 213	13 693	11 480
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	x(3)	x(3)	4 505	x(7)	x(7)	1 893	10 519	8 626	x(12)	x(12)	355	5 633	5 278
United Kingdom	10 014	1 047	11 061	16 297	2 107	5 367	23 771	18 405	10 991	1 212	835	13 038	12 203
United States	11 975	1 044	13 019	22 474	4 076	3 616	30 165	26 550	14 405	1 746	837	16 987	16 151
OECD average	8 722	635	9 357	10 351	705	4 500	15 556	11 056	9 091	641	770	10 502	9 732
EU23 average	9 000	649	9 649	10 018	617	5 228	15 863	10 635	9 132	640	917	10 688	9 772
Partners													
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica ²	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ²	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	x(3)	x(3)	4 247	x(7)	x(7)	786	8 479	7 693	x(12)	x(12)	179	5 210	5 031
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa ²	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Some levels of education are included with others. Refer to "x" code in Table C1.1 for details. See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

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

2. Year of reference 2017.

Source: OECD/UIS/Eurostat (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

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

StatLink  <https://doi.org/10.1787/888933978759>

Table C1.3. Index of change in total expenditure on educational institutions per full-time equivalent student (2005, 2011 and 2016)

GDP deflator 2010 = 100, constant prices

	Primary, secondary and post-secondary non-tertiary									Tertiary								
	Change in total expenditure (2010 = 100)			Change in number of students (2010 = 100)			Change in expenditure per student (2010 = 100)			Change in total expenditure (2010 = 100)			Change in number of students (2010 = 100)			Change in expenditure per student (2010 = 100)		
	2005	2011	2016	2005	2011	2016	2005	2011	2016	2005	2011	2016	2005	2011	2016	2005	2011	2016
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Countries																	
Australia	76	98	104	99	102	112	76	96	93	79	102	136	80	103	150	99	99	91
Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Belgium	88	101	106	105	100	104	84	101	103	83	102	117	90	103	114	93	99	103
Canada ¹	82	98	104	m	99	102	m	99	101	83	97	98	m	m	m	m	m	m
Chile	88	104	130	108	98	94	82	106	138	70	111	133	67	107	125	104	103	106
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	91	103	104	113	98	99	81	105	105	72	117	90	76	101	82	95	116	109
Denmark	92	92	m	95	105	m	97	88	m	90	102	m	93	94	m	97	109	m
Estonia	92	93	95	118	98	97	78	95	98	74	114	122	100	100	73	75	113	168
Finland	90	101	101	100	99	99	89	102	101	86	104	94	101	101	103	85	103	91
France	94	99	101	100	100	100	94	99	101	85	101	105	98	101	111	86	100	95
Germany	93	100	99	106	98	93	88	101	107	80	104	112	93	105	129	86	99	87
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	m	m	m	107	99	90	m	m	m	m	m	m	114	107	85	m	m	m
Iceland	109	103	117	99	100	100	110	103	117	100	97	137	86	103	96	117	94	143
Ireland	71	101	90	93	101	111	76	101	82	73	99	82	m	m	m	m	m	m
Israel	76	111	142	92	102	114	83	109	125	111	148	151	84	101	123	132	146	122
Italy	103	96	91	98	101	99	105	95	92	89	102	91	102	99	92	88	103	99
Japan	97	100	99	104	99	95	92	101	104	92	101	99	104	100	99	88	101	100
Korea	m	m	m	108	97	81	m	m	m	m	m	m	98	101	96	m	m	m
Latvia	100	96	113	129	96	92	78	100	123	105	116	93	119	95	83	89	123	112
Lithuania	m	94	92	126	95	82	m	100	112	78	119	84	102	98	88	76	122	95
Luxembourg	m	96	93	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	91	104	114	95	101	105	96	103	108	79	96	120	86	105	149	92	92	81
Netherlands	88	99	99	98	100	97	89	99	102	84	103	112	84	103	112	100	101	101
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	91	95	113	98	101	103	93	94	109	m	97	141	94	103	118	m	94	120
Poland	82	98	106	120	98	94	68	101	112	84	92	96	106	98	85	79	94	113
Portugal	93	94	101	m	m	m	m	m	m	88	94	81	80	101	85	110	93	94
Slovak Republic	74	93	105	118	97	88	63	96	119	78	111	129	81	98	87	97	113	149
Slovenia	97	98	88	111	99	103	88	99	86	93	104	87	m	98	80	m	106	109
Spain	84	98	98	95	101	107	88	96	92	79	98	97	90	103	114	88	95	85
Sweden	98	100	115	110	99	110	89	101	105	86	102	110	97	103	102	89	99	108
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	m	m	m	m	110	115	m	m	m	m	m	m	m	m	m	m	m	m
United Kingdom	92	102	114	100	101	107	92	101	106	m	m	m	95	105	115	m	m	m
United States	91	98	103	101	101	103	91	97	100	86	104	104	85	104	98	101	100	107
OECD average	90	99	105	105	100	100	87	99	105	85	105	109	93	101	103	94	105	108
EU23 average	90	98	101	107	99	98	85	99	103	84	105	100	96	101	97	89	105	107
Partners																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	77	104	110	m	m	m	m	m	m	43	93	85	m	94	75	m	99	114
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

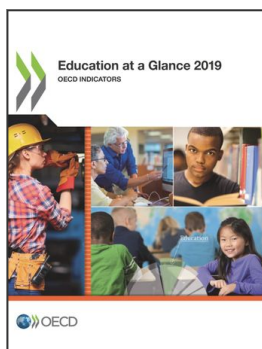
Note: See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Primary education includes data from pre-primary and lower secondary education.

Source: OECD/UIS/Eurostat (2019). See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/8d7880d-en>).

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

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