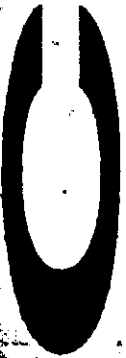


CENTRE FOR EDUCATIONAL RESEARCH 953
AND INNOVATION I

INDICATORS OF EDUCATION SYSTEMS

EDUCATION AT A GLANCE

OECD Indicators



**CENTRE FOR EDUCATIONAL RESEARCH
AND INNOVATION**

INDICATORS OF EDUCATION SYSTEMS

**EDUCATION
AT A GLANCE
OECD indicators**



ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

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This third edition of *Education at a Glance* presents a set of 49 international education indicators covering the 1991/92 school year. The set has been put together under the INES Project on international education indicators developed by the Centre for Educational Research and Innovation (CERI) in co-operation with the new OECD Unit for Education Statistics and Indicators.

The publication of this set of indicators marks the completion of efforts begun in 1992 to develop a system for collecting, screening and processing education statistics that would bring together statistical information of a very diverse nature from several sources.

The indicators as defined at the General Assembly of the INES Project held in Lugano, Switzerland in September 1991 provide regularly updated information on the organisation and operation of education systems. They provide information on the way the systems react to the changes in policy priorities and contemporary developments in society. The third version, more diversified and comprehensive than the previous two (1992 and 1993), facilitates the comparison of education systems and the study of possible extensions.

Education at a Glance is the fruit of considerable collective efforts on the part of researchers, statisticians, data producers, policy officials and civil servants. As with the previous editions, its preparation would not have been possible without the financial, material and technical support of the four countries responsible for the INES Project Networks – the Netherlands, Sweden, the United Kingdom (Scotland) and the United States. In addition, its publication has been greatly facilitated by the allocation to the INES Project of a special grant from the National Center for Education Statistics (NCES) of the United States. It is published on the responsibility of the Secretary-General of the OECD.

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Introduction

The third edition of *Education at a Glance* presents a larger and more detailed set of indicators than its predecessors, with the aim of providing the basis for a better understanding of the variety of factors and relationships that determine educational performance.

At a time when education is receiving increased priority but, like other areas of public spending, is facing the prospect of limited public funds, understanding better the internal processes that determine the relationship between educational expenditures and educational outcomes is particularly important. Furthermore, in a period of near-record unemployment, with heavy emphasis on policies that will improve the performance of labour markets, Member countries are seeking to enhance their understanding of connections between education and employment. Education and training figured centrally in the policy recommendations of *The OECD Jobs Study*, and the supporting analytic report *Evidence and Explanations*, published in 1994. And as global influences have greater impact on societies and on economic activity, educational performance has to be considered at a level beyond the traditional national context.

A volume of statistical indicators cannot on its own produce an accurate understanding of any of these relationships. Indicators nevertheless are an important source of information for policy-makers, providing insights into the functioning of their own, as well as other education systems. In this edition of *Education at a Glance*, each indicator is presented squarely in the context of the policy issues it raises.

The present set of indicators provides educational policy-makers with a richer array of international data than has ever been available before. There is more detailed information about educational processes, the context in which education systems are set, and relationships between educational and non-educational variables. The growing scope of coverage is important in itself but, at the same time, governments are looking for a set that is relevant to their policy-making needs. Such a focus would help reduce the considerable resources needed to develop and produce indicators. A major challenge for the OECD is to achieve a balanced transition from its pioneering development of new sets of education indicators to regular collection and publication on a long-term basis.

In addition to continuing the series of existing indicators, this volume introduces a number of new indicators:

- *The close relationship between education and the labour market* is explored from several angles. Indicators R21 and R22 confirm the link between educational attainment and both job prospects and expected earnings, as similar indicators have done in the past. Indicator R24, however, looks at the employment of those leaving education in a more dynamic context, by examining their labour market status one year and five years later.

Indicator R23 examines in detail another aspect of the different experiences of groups educated to different levels: the occupations and industrial sectors in which they find themselves. What is interesting here is not simply that some sectors employ better-qualified personnel

than others, but that the differences between sectors and occupations in any one country are more important than the differences for any one sector across countries. In other words, the relationships between employment and education are to a large extent global. A parallel result is provided in indicator P08 on adult participation in job-related education and training. This indicator shows that in predicting individuals' participation, their previous level of educational attainment proves more of a factor than whether they live in a country with high or low levels of training overall. This reinforces the message to policy-makers that targeted measures to encourage greater participation by less-qualified groups are more important than attempts merely to raise the overall level of training activity. More generally, since patterns of inequality of prospects for the less-qualified are similar across countries, raising qualification levels can have impact on labour markets. The fact that those with a

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particular level of qualification experience similar labour market benefits everywhere – whatever the proportion of the population receiving that qualification – suggests that qualifications are more than a mere screening mechanism whose advantages disappear when the number of people obtaining them increases.

• *Structural variations in education systems and educational expenditure* illustrate potential alternatives for policy-makers seeking better value for money. Analysis of expenditure from public and private sources (F02 and F11) gives a more detailed picture than hitherto available of various ways of supporting educational institutions: public and private funding and control, and public subsidy to private organisations. These data show that private provision is not always merely an “add-on” to a predominantly public system, and that governments seeking to redefine the balance of responsibilities can consider an entire range of existing models. Within public education, the varying patterns of spending on different items suggest further policy options – for example with regard to the proportion of current expenditure devoted to teachers’ pay. Indicator F05 shows that in primary and secondary education, this proportion varies from around half of current expenditure in some countries to over 80 per cent in others. Also in the first systematic international comparison of teachers’ pay, indicator P35 shows that structure is at least as important to the picture as the overall level: the most striking differences between countries have to do with ratios of maximum to minimum pay (from 1.2 in Norway to 2.6 in Portugal) and the time needed to reach the maximum (from 9 years in the United Kingdom to 45 years in Spain).

Structural differences in modes of participation also represent various options at each educational level. Indicator P02, on early childhood education, compares for the first time not just the rate of participation at various ages, but the characteristics of transition from early childhood to primary education; indicator P04 does the same for the secondary-to-tertiary transition. These analyses illustrate that the options for increasing educational participation at various ages are not confined to a single type of education. Indicator P03, on secondary education, shows another possibility: part-time enrolment. Although this is not at present a significant option at the upper secondary level in many countries, it is likely to be

considered increasingly so in all post-compulsory sectors in the coming years.

• *The demands made on education by society* are examined in new survey evidence presented in this edition. While any survey of public opinion needs to be interpreted with caution, these results raise important questions for educational policy-makers. It is no longer possible to regard education as a “closed” system, and future policy development is bound to be influenced by the interaction between professional and public opinion. Indicators C21 to C23 present interesting information on the public’s view of what schools should be teaching and how well subjects are taught. Two results are especially striking. First, there is overall a high level of agreement on several basic “qualities” (e.g. self-confidence, job-relevant skills) that should be taught and a high level of support for the core subjects, but much less importance is attached to certain other subjects, such as social studies. Secondly, there is consistently higher confidence in the teaching of important subjects than in the teaching of important qualities. This message is again closely related to the labour market link: skills and knowledge that will help get a job are among the public’s highest priorities for schools in almost all countries.

There is less public consensus about the way schools should be run. Opinion is particularly divided as to whether various decisions should be taken at the school level, with average levels of support for school-based decision-making ranging from 17 per cent in Spain to 60 per cent in the United States. It is interesting to note that an indicator (on the loci of decision-making) included in the 1993 edition of *Education at a Glance* showed that in practice, fewer decisions are delegated to school level in the United States than in any other country. Clearly, by providing more detailed data both on educational processes and on the demands made on education, indicators can point to ways in which expectations might come closer to being fulfilled.

Developments and new features

This edition of *Education at a Glance* includes 49 indicators (see Chart 1) that have been prepared and discussed by the Technical Group of data producers, within

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the OECD Unit for Education Statistics and Indicators, and by four Networks of countries which co-operate in developing indicators of common interest in accordance with the policy priorities of the Member countries and the conceptual framework proposed by the OECD.

This set of indicators almost fully realises the set of indicators which was set forth in 1991 – the beginning of the production phase of OECD work in this area. Four additional categories of indicators appear for the first time, representing a substantial increase in information. With the inclusion of a new section on the opinions and expectations of users of the education system (indicators C21 to C27) the contexts of education can now be considered more complete. These new indicators were developed by Network D, and involved data collected by means of a questionnaire distributed to a sample of around 1 000 adults in each of 12 Member countries in Autumn 1993 and at the very beginning of 1994. The survey referred specifically to the final years of compulsory education. The same questions were asked in all countries about the importance of school subjects; the level of confidence in the way subjects are taught; schools responsibility for the personal and social development of students; respect for teachers; and the public's views on school practices (such as assigning regular homework, the way discipline is maintained and keeping parents well informed) and on the autonomy of schools.

The inclusion of figures measuring public perception of several common educational issues is an important innovation. The data allow the reader to contrast the opinion of the public with the empirical results provided by other indicators. For example, it is now possible to compare the level of respect for secondary teachers with the level of their remuneration; views about the autonomy of schools with their effective decision-making responsibility; or the importance that the public attributes to school subjects with the nature and goals of school curricula. This innovation opens analytical perspectives that merit further examination and suggest a need to reconsider the functions of such surveys in the development of education policies.

Reorganisation of the section on expenditure

The section dealing with expenditure on education and sources of educational funds (indicators F01 to F05 and F11 to F13) has been substantially reorganised.

In the Autumn of 1993, the OECD began an extensive remodelling of its statistics and indicators of education expenditures, with three goals in mind: to produce an improved, expanded and more valid set of finance indicators; to establish a more comprehensive and coherent international database in the area of education finance, and to develop a single, unified instrument for collecting finance data, one that could replace the previous OECD INES data forms and the UNESCO-OECD-EUROSTAT joint questionnaires. A more specific objective was to tackle some of the comparability problems that had been revealed by the International Expenditure Comparability Study, an in-depth inquiry into the validity of expenditure comparisons, sponsored by the U.S. National Center for Education Statistics in collaboration with the OECD.

The resulting new finance data collection questionnaires, with their accompanying definitions and instructions, were used on a trial basis to collect expenditure statistics for this edition of *Education at a Glance*. The experiment was successful, and a decision has been taken by the international agencies concerned to use the new instrument, after some further additions and refinements, as the basis for the joint collection of international finance statistics. Naturally, the OECD finance indicators have been revised to correspond with, and benefit from, the restructured and expanded statistics. What follows are brief summaries of, first, the main changes in expenditure statistics, and second, the principal differences between the finance indicators in this volume and those in the previous editions.

Changes in the expenditure statistics

Revision of the data collection instrument entailed *a)* development of a restructured, expanded set of expenditure categories and *b)* preparation of new, more detailed definitions and instructions for data providers. The most important features of the revised expenditure categories are as follows:

i) there is a clear distinction in the restructured statistics (and hence in the revised expenditure indicators) between information on education expenditures or costs and information on sources of education funds;

ii) the new instruments include explicit categories of transfer payments and subsidies. This makes it pos-

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sible to trace flows of education funds from initial sources to ultimate users and to calculate both initial (before transfer) and final (after transfer) distributions of education funding by source:

iii) the revised structure allows separate reporting for public and private educational institutions, and makes a further distinction between government-dependent and private educational institutions. Thus it is now possible to compare the expenditure shares of the different types of institutions among countries, and match expenditure and enrolment figures correctly for the purpose of calculating expenditure per student:

iv) the instrument separates expenditures by or for educational institutions from subsidies to students: the distinction becomes especially relevant at the level of tertiary education:

v) there is greater specificity in the breakdown of expenditures by use or resource category, including further differentiation of personnel compensation by type of personnel and a distinction between basic educational services and ancillary services. However, these features are not yet reflected in the data submissions of most countries.

The most important change in the definitions and instructions is a general one. The new finance data collection questionnaires are accompanied by much more specific, operationally detailed guidelines for data providers than were previously available. This additional detail eliminates some of the earlier ambiguity regarding categories and classifications, and thus helps lessen some of the former comparability problems.

In addition, some important substantive changes in definitions affect the education finance statistics for this year's *Education at a Glance*. Most notably, the definition of early childhood education has been broadened to cover at least all centre-based programmes serving children aged 3 to 5; countries have been asked to include expenditures for adult education programmes "comparable or equivalent to" programmes of regular schools; private firms' expenditures towards training apprentices have been recognised as part of education spending; a particular method of quantifying the cost of retirement (pensions) has been employed. Several of these definitional changes may have caused discrepancies between the indicators in this volume and similarly labelled indicators in earlier editions.

The finance indicators

In line with the changes in education expenditure statistics outlined above, this edition of *Education at a Glance* presents a restructured set of finance indicators. The following comments explain, indicator by indicator, the principal changes.

Indicator F01, "Educational expenditure relative to GDP", is similar to the identically labelled indicator in the 1993 edition of *Education at a Glance*, but new features now make it possible a) to determine the shares of GDP accounted for by public and private institutions, and b) to compare educational shares of GDP with or without public subsidies for student living expenses. In addition, the broadened statistical coverage of education spending has in some cases resulted in higher shares of GDP than would have been calculated using the definitions from earlier editions.

Indicator F02, "Expenditure of public and private educational institutions", is a new indicator, based on data distinguishing expenditures for public, government-dependent private and independent private institutions.

Indicator F03, "Expenditure for educational services per student", integrates two closely related sets of figures that were presented separately in previous versions of *Education at a Glance* – expenditures per student in equivalent U.S. dollars, and expenditures per student relative to per capita GDP. As an aid to interpretation, the indicator also includes an *index* of expenditure per student, expressed relative to expenditure per student of the OECD area as a whole. The expenditure per student figures now reflect costs of educational institutions only, not subsidies for student living. As a result, the comparisons of expenditure per tertiary student can differ sharply from those presented in the previous versions of *Education at a Glance*.

In response to the hotly debated issue of whether expenditures for research should be included in comparisons of tertiary spending per student, this edition offers a supplemental analysis showing how the expenditure per student figures, for selected countries, would be affected by deletion of the research component. This analysis appears in Annex 3.

Indicator F04, "Allocation of funds by level of education", also brings together two related sets of statis-

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ties that were presented separately in the previous edition – figures on expenditure shares by education level (expressed relative to the corresponding enrolment shares) and figures on relative expenditure per student by level. The indicator differs from its predecessors, however, in that – as with F03 – only the expenditures of educational institutions, not subsidies for student living expenses, are taken into account.

With regard to “Current and capital expenditure” (F05), the statistical separation of subsidies from purchases of educational resources, together with certain changes in the definitions of personnel and other resource categories, may lessen some of the serious comparability problems associated with earlier versions of this indicator.

Indicator F11, “Funds from public and private sources”, makes use of the restructured data on sources and flows of educational funds. Having previously covered only initial sources of funds, this redesigned indicator now also covers final sources, taking public-to-private transfers into account. In particular, there is some (although not yet complete) coverage of tuition fees and other household payments to institutions, and the offsetting subsidies (scholarships, etc.) from public sources.

Indicator F12, “Public funds by level of government”, also uses upgraded data to compare countries with respect to the shares of public funds originating from and finally expended by the central, regional and local levels of government. Its earlier version covered initial sources of funds only, without accounting for transfers among levels of government.

Finally, Indicator F13, “Share of education in public spending” now presents the education shares of public spending both with and without public subsidies for student living expenses.

Comparability: improvements and lingering problems

As a result of improvements in the collection instrument and instructions and the continuing dialogue between the OECD Secretariat and national data providers, the data are to some extent more comparable. For example, through clearer definitions, there is now more uniform coverage of expenditures for early childhood

education, and far less confusion over definitions of initial and final expenditures. Moreover, some countries have produced fuller coverage of their expenditure statistics, either by assembling data from previously unused sources or by estimating previously unreported components of spending, making their data more comparable to those of other countries. Nevertheless, significant comparability problems remain, viz:

Many countries still omit some or all education expenditures of households and other private entities. These countries thus understate expenditures (e.g. in calculating spending relative to GDP), and must be excluded from comparisons of public and private shares of education spending.

Most countries with major apprenticeship systems (other than Germany) have not reported the costs incurred by private firms with regard to training in the workplace. As a result, their expenditures are seriously understated in comparison with those of countries that rely on school-based modes of training.

Consistency has not been achieved in the coverage of expenditures for ancillary services, such as student lodging, meals and transportation. There are also problems in comparing subsidies for student living expenses across countries.

Problems connected with research funding still hamper expenditure comparisons at the tertiary level. On the one hand, countries differ in the extent to which they include research outlays in their expenditure figures; on the other, no satisfactory method has yet been devised for excluding the research component of spending.

Comparisons of expenditure per tertiary student are also impaired by problems in quantifying full-time-equivalent (FTE) tertiary enrolment – especially in cases where countries do not recognise the concept of part-time university education.

A problem affecting comparisons at all levels is incomplete or inconsistent measurement of expenditures for retirement (pensions) of education personnel. The magnitude of potential errors makes this a high-priority area for improvement of national statistics.

Finally, differences in the definitions of levels of education – early childhood, primary, secondary and ter-

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tiary – still reduce the validity of many expenditure comparisons. This problem highlights the importance of reforming the ISCED taxonomy of educational programmes – an effort in which the OECD is now involved, along with other international agencies.

Regarding the other sections...

Another new and important feature is the presentation of indicators about teaching time, teachers' initial training and their characteristics (indicators P33 to P36). These data, the result of a special survey organised by Network C, make it possible to compare some components of policies dealing with teachers in OECD countries. The indicators do not cover teaching staff in tertiary education. Further refinements will be required for a broader and more comparable set of data on educational staff, and ongoing conceptual and analytical work will be needed to determine which human resource indicators are essential for a basic overview of the quality of the education system. The attempt to use IEA data from the background questionnaires of the Reading Literacy Study for calculating indicators on school practices was not very successful. The data had been collected to serve as an aid in interpreting student reading scores; they were not appropriate for constructing general indicators on school practices.

Yet another first is the inclusion of information on a key factor in education systems: efforts in the area of educational research. This is a relatively low-funded, low-staffed sector that has not really been explored at the international level in any sort of comparative perspective. The two indicators P41 and P42 provide data on personnel resources and expenditure allocated to educational R&D, which is a highly labour-intensive process. The question that arises from the data now available is whether OECD countries have the resources to develop the level of research activity demanded by education systems.

The section on participation in education is already on firm conceptual ground, but numerous unresolved definition problems continue to influence the comparability of results. The future technical manual for education statistics and indicators will improve the situation. The noteworthy addition this year is the indicator on continuing education and training for adults (P08), developed and prepared by Network B. The data cover participation in

job-related continuing education and training in 12 countries and offer analysis of that participation by both age group and educational background.

There is less innovation featured in the section dealing with results of education, where the OECD continues to encounter data problems in the three areas of student, system, and labour market outcomes.

In the area of student outcomes, the main issue is the lack of sources providing internationally comparable data on student achievement. This year, only two indicators have been calculated using 1991 data from the latest Reading Literacy Study. In the area of system outcomes, the problems mostly have to do with definitions. Developments in upper secondary and tertiary education are not adequately covered by the existing classification schemes. Moreover, many concepts – such as that of new entrants into tertiary education or part-time education – are not very well defined in operational terms. In several cases, providing truly comparative information is simply not possible. For this reason it has been necessary once again to drop the indicator on the university survival rate. In the area of labour market outcomes, two new indicators appear: the educational attainment of workers (R23) and the labour force status for leavers from education (R24). Both of these indicators reveal aspects of the incidence of education at labour market level which are important for explaining the employment problems encountered by many workers.

The publication's geographical coverage has been expanded significantly: Poland and Russia have been added to the Central and Eastern Europe group of countries.

Also for this edition, in response to a general request from the OECD countries, a new section containing annotated organisation charts of the countries' education systems is included at the end of the volume. These charts, along with the accompanying comments provided by each country, allow a fuller understanding of indicator data and help avoid misleading comparisons.

Finally, it is important to note that *Education at a Glance* is published jointly with a companion volume, *OECD Education Statistics, 1985-1992*, that includes all the raw data used to calculate the indicators and the historical series dating from 1985.

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Readers who are interested in having a fuller understanding of the set, or of knowing the factors and problems that influenced the choice and calculation of the indicators, can refer to the four reports prepared by the Networks of the INES Project. These reports, soon to be published by the OECD, provide a unique inside view of the theoretical, conceptual and technical problems encountered in preparing the indicators as well as current development trends in the area of the international education indicators.

Future directions

Major efforts will now be made to reduce the number of indicators. This will imply a revision of the criteria used for selecting indicators and the implementation of a procedure for preparing explicit policy-oriented indicators each year. In this perspective, it is important to relate the results to national educational goals and standards.

Increased knowledge of national goals provides a broad context in which to examine the entire indicator set, and a sense of the direction for developing new policy-relevant indicators.

In two pilot studies, the INES Network A tested the possibility of eliciting information on education goals

that could be used to develop indicators for *Education at a Glance*. The pilot studies demonstrated the feasibility of undertaking a low-cost, but nevertheless systematic survey of national goals for education. The initial indicators on GOALS, slated for publication in the next version of *Education at a Glance*, will assess the degree of incorporation of four national goals that were common across many of the OECD countries (To Achieve Basic Levels of Literacy, To Achieve Excellence in Education for All Students, To Achieve Equal Access to Educational Opportunity, and To Achieve Lifelong Learning).

Another development envisaged for the next version of *Education at a Glance* will be the preparation of indicators showing disparities within and across countries. The current country averages allow comparison only of overall levels of investment or participation in education. Those results are important and useful, but they provide less than a full picture. The INES Project will develop and publish indicators of expenditure and staff disparities to reflect intra-country variation in resources. Finally, this version will make it possible to calculate indicators showing trends over a period of five years, between 1988, the reference year for the first version of the publication, and 1993, the reference year of this publication.

Costs, Resources and School Processes

Financial resources

Expenditure on education

- NOU F01: Educational expenditure relative to GDP
- NOU F02: Expenditure of public and private educational institutions
- F03: Expenditure for educational services per student
- F04: Allocation of funds by level of education
- F05: Current and capital expenditure

Sources of educational funds

- F11: Funds from public and private sources
- F12: Public funds by level of government
- F13: Share of education in public spending

Participation in education

- P01: Participation in formal education
- P02: Early childhood education
- P03: Participation in secondary education
- P04: Transition characteristics from secondary to tertiary education
- P05: Entry to tertiary education

- P06: Participation in tertiary education
- P08: Continuing education and training for adults

Processes and staff

Instructional time

- P11: Teaching time per subject
- P12: Hours of instruction

School processes

- P21: Grouping within classes

Human resources

- P31: Staff employed in education
- P32: Ratio of students to teaching staff
- P33: Teaching time
- P34: Teacher education
- P35: Teacher compensation
- P36: Teacher characteristics

Educational R&D

- P41: Educational R&D personnel
- P42: Educational R&D expenditure

Contexts of Education

Demographic context

- C01: Educational attainment of the population
- C02: Gender differences in education
- C03: Youth and population

Social and economic context

- C11: Labour force participation and education
- C12: Unemployment among youth and adults
- C13: National income per capita

Opinions and expectations

- C21: Importance of school subjects
- C22: Importance of qualities/aptitudes
- C23: Public confidence in the schools
- C24: Educational responsibilities of schools
- C25: Respect for teachers
- C26: Priorities in school practice
- C27: Decision-making at school level

Results of Education

Student outcomes

- R04: Progress in reading achievement
- R05: Amount of reading

System outcomes

- R11: Upper secondary graduation
- R12: University graduation
- R14: University degrees
- R15: Science and engineering personnel

Labour market outcomes

- R21: Unemployment and education
- R22: Education and earnings
- R23: Educational attainment of workers
- R24: Labour force status for leavers from education

Readers' guide

Country abbreviations

Australia	AUS	Japan	JPN
Austria	OST	Luxembourg	LUX
Belgium	BEL	Netherlands	NET
Canada	CAN	New Zealand	NZL
Czech Republic	CZC	Norway	NOR
Denmark	DEN	Poland	POL
Finland	FIN	Portugal	POR
France	FRA	Russia	RUS
Germany	GER	Spain	SPA
Greece	GRE	Sweden	SWE
Hungary	HUN	Switzerland	SWI
Iceland	ICE	Turkey	TUR
Ireland	IRE	United Kingdom	UKM
Italy	ITA	United States	USA

Country coverage

No information was provided by Luxembourg. A number of countries did not provide data for subsets of indicators, in which case the corresponding row in the tables is left blank.

"Germany (FTFR)" refers to the former territory of the Federal Republic of Germany, "Germany (TFGDR)" to the former German Democratic Republic, and simply "Germany" to the territory of the Federal Republic of Germany after unification on 3 October 1990.

Austria, Finland and Sweden were not members of the European Community in the data reference year, and are therefore grouped under "Other Europe" in the tables.

The samples of schools and students drawn from the IEA reading literacy study (see indicators R04 and R05) were restricted to British Columbia for Canada and the French community for Belgium.

Data sources

Sources of indicator data are presented in detail in Annex 2. The main sources are as follows:

- The data for indicators C01 and C02, C11 and C12, P08, and R21 to R24 are derived from household and labour force surveys conducted by the countries.

- The data for indicator C03 are derived from the demographic database of the OECD, and EUROSTAT.
- The figures for indicator C13, the indices of purchasing power parity (PPP) and the data on total public expenditure are derived from the National Accounts database of the OECD.
- The data for indicators F01 to F05, F11 to F13, P01 to P06, P31 and P32, P41 and P42, and R11 to R15 were provided by the national authorities.
- Indicators C21 to C27, P11, P33 to P36 are based on data derived from special INES surveys.
- Indicators P12 and P21 are based on special surveys conducted by the International Association for the Evaluation of Educational Achievement (IEA).

ISCED levels

ISCED refers to the International Standard Classification of Education. It is used as a means of compiling internationally comparable statistics on education. The classification distinguishes among seven levels of education (see Glossary for details). Synoptic updated graphs showing the structure of the education system, corresponding theoretical durations and the typical starting and ending ages of the main educational programmes by ISCED level, are presented in Annex 3.

Readers' guide

Mean scores

The *OECD total* is the value of the indicator for the entire OECD area, treated as one country. See Annex 3 for a description of the procedures used for the calculations.

The *country mean* is the simple average of the indicator values of all countries. It is sometimes referred to as the value for the "typical" country. A description of calculations is provided in Annex 3.

Reference periods

The indicators included in this report cover the school year 1991/92. By convention, they are referred to as 1992 education indicators. The fiscal years considered for calculating finance indicators are as follows: 1992 for Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Norway, Poland, Portugal, Russia, Spain, Switzerland and Turkey;

April 1991 to March 1992 for Canada, Japan and the United Kingdom; and July 1991 to June 1992 for Australia, New Zealand, Sweden and the United States.

Rounding of data

Data may not always add to the totals indicated because of rounding.

Symbols

Four symbols are employed in the tables and graphs:

- Magnitude is either negligible or zero.
- X Data included in another category of the question, or in another question.
- Data not applicable because the question does not apply.
- ... Data not available, either because they were not collected in the country, or due to non-response.

CONTEXTS OF EDUCATION

C01: Educational attainment of the population

C01(A): PERCENTAGE OF THE POPULATION THAT HAS ATTAINED A SPECIFIC HIGHEST LEVEL OF EDUCATION

C01(B): PERCENTAGE OF THE POPULATION THAT HAS ATTAINED AT LEAST UPPER SECONDARY EDUCATION

POLICY ISSUES

There are marked inequalities in levels of educational attainment between Southern Europe and the rest of the OECD countries. Assuming that educational attainment is closely related to the skills and competencies of the labour force, these findings have serious implications for job creation and economic development in Southern European countries. Across Member countries generally, more thought should be given to further education (and upskilling) for the 35-64 age groups.

KEY RESULTS

Levels of educational attainment vary greatly across OECD Member countries. In some, around four-fifths of the population aged 25 to 64 have attained upper secondary or tertiary education. Thus, only one-fifth of the population in these countries has attained levels lower than upper secondary education. In some countries in Southern Europe, the educational structure of the adult population shows a different profile, with one-fifth or even less having attained upper secondary or tertiary education, and around four-fifths having attained levels lower than upper secondary.

All countries show large variations in educational attainment from one age group to another, with younger groups attaining higher levels.

DESCRIPTION AND INTERPRETATION

In most OECD countries, more than half of the population aged between 25 and 64 have completed at least upper secondary education. In four countries – Germany, Norway, Switzerland and the United States – around 80 per cent have attained this level. In Portugal

and Turkey, on the other hand, the proportion is around 15 per cent. Low percentages are also found in Greece (one-third), Italy and Spain (one-fourth in both).

Thus, the countries in Southern Europe have the lowest proportions of persons having attained upper secondary or tertiary education among OECD countries. However, the educational structure is changing rather rapidly in Southern Europe, with younger generations obtaining more education than their elders. In Greece, Italy, Portugal, Spain and Turkey, the proportion of persons attaining upper secondary education is three to six times higher among those aged 25 to 34 than among 55 to 64 year-olds. As regards tertiary education, the proportion for the younger age group is two to four times larger than the older age group in these countries.

In fact, younger age groups have higher levels of educational attainment generally. This is a result of the expansion of education in all countries through the past decades. On average, as much as 65 per cent of persons aged 25 to 34 have attained at least upper secondary education in OECD countries. Among those aged 55 to 64, less than 40 per cent have attained this level. The difference between these generations ranges from as much as 51 percentage points in Finland to only 11 percentage points in New Zealand.

The proportion of the population that has received tertiary education also varies greatly across countries. More than 40 per cent of the population in Canada and around 30 per cent in the United States have attained this level. In Austria, Italy, Portugal and Turkey, less than 10 per cent have attained tertiary level.

DEFINITIONS

Educational attainment is expressed as the percentage of the adult population (25 to 64 year-olds) that has completed a certain highest level of education defined according to the ISCED system. The education system of many countries has changed considerably since the ISCED classification was adopted. Many educational programmes and study courses now in existence therefore cannot be easily classified. The countries do not always classify diplomas and qualifications at the same ISCED levels, even if they are received at roughly the same age or after a similar number of years of schooling.

C01: Educational attainment of the population

C01: Niveau général de formation

Table C01A:
Percentage of the population 25 to 64 years
of age that has attained a specific highest
level of education (1992)

Tableau C01 A:
Pourcentage de la population âgée
de 25 à 64 ans ayant atteint son niveau
de formation le plus élevé (1992)

	Early childhood, primary and lower secondary education Éducation préscolaire enseignement primaire et secondaire	Upper secondary education Enseignement secondaire 2 ^e cycle	Non-university tertiary education Enseignement non universitaire	University education Enseignement universitaire	Total Total	
North America						Amerique du Nord
Canada	29	30	26	15	100	Canada
United States	16	53	7	24	100	États-Unis
Pacific Area						Pays du Pacifique
Australia *	47	30	11	12	100	* Australie
Japan	...	...	...	...	...	Japon
New Zealand	43	33	13	11	100	Nouvelle-Zélande
European Community						Communauté européenne
Belgium	55	25	11	9	100	Belgique
Denmark	41	40	6	13	100	Danemark
France	48	36	6	10	100	France
Germany	18	60	10	12	100	Allemagne
Greece **	66	21	3	10	100	** Grèce
Ireland	58	25	9	8	100	Irlande
Italy	72	22	x	6	100	Italie
Luxembourg	...	...	...	...	...	Luxembourg
Netherlands	42	37	x	21	100	Pays-Bas
Portugal **	86	7	2	5	100	** Portugal
Spain	77 (95)	10 (12)	3 (-)	10	100	Espagne
United Kingdom	32	49	8	11	100	Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	32	61	x	7	100	Autriche
Finland	39	43	8	10	100	Finlande
Iceland	...	...	...	...	...	Islande
Norway	21	54	13	12	100	Norvège
Sweden	30	46	12	12	100	Suède
Switzerland	19	60	13	8	100	Suisse
Turkey	86	9	x	5	100	Turquie
Country mean	45	36	8	11	100	Moyenne des pays

* 1993 data
** 1991 data
See Annex 1 for notes

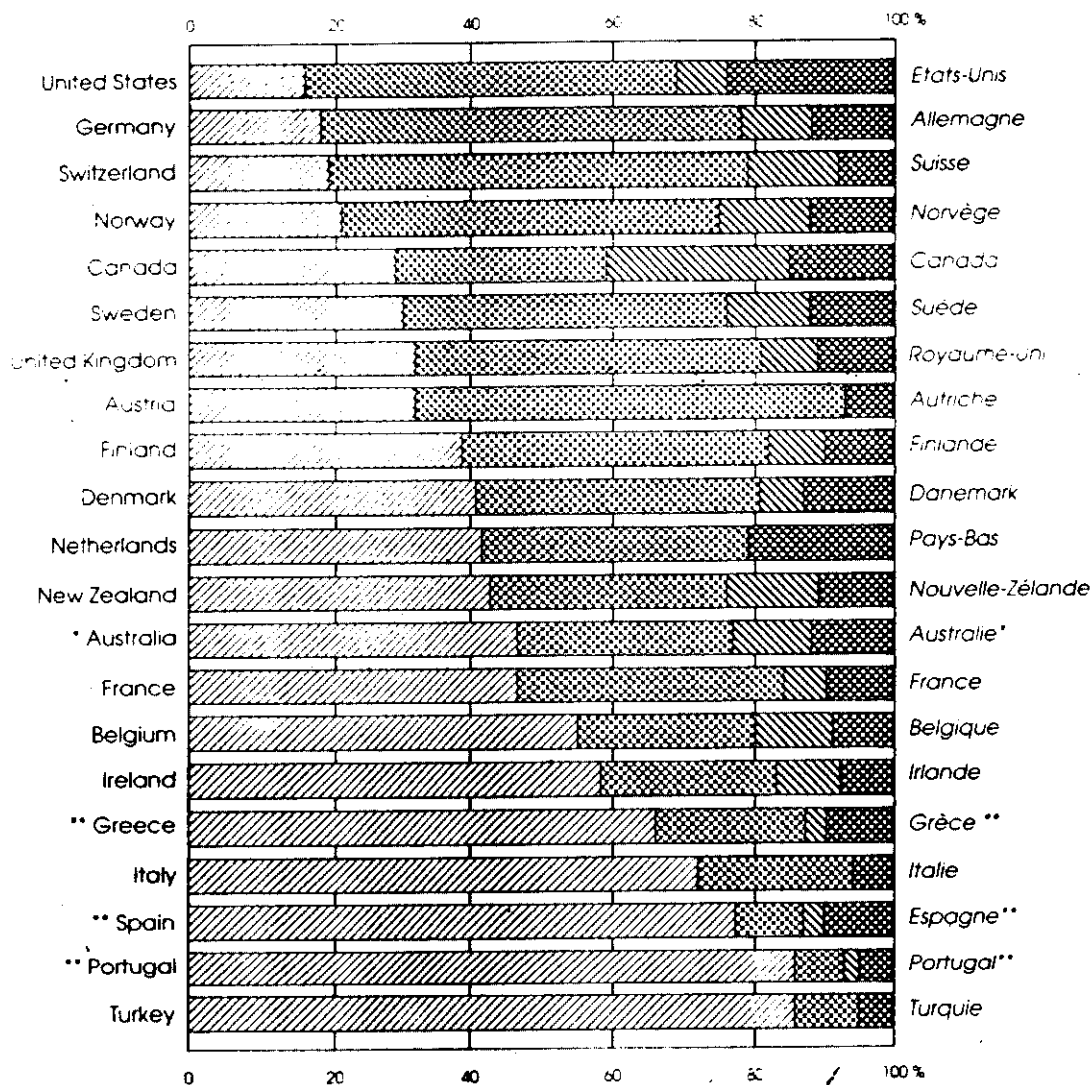
* données 1993
** données 1991
Voir notes en annexe 1

COI: Educational attainment of the population

COI - Niveau général de formation

Chart COI A)
Percentage of the population
25 to 64 years of age that
has attained a specific highest
level of education (1992)

Géographie COI A)
Pourcentage de la population
de 25 à 64 ans
ayant atteint son niveau de formation
le plus élevé (1992)



Population with an educational level / Population avec un niveau d'études

- Below upper secondary education / Au-dessous du 2^e cycle du secondaire
- Upper secondary education / Deuxième cycle du secondaire
- Non-university tertiary education / Enseignement supérieur non universitaire
- University education / Enseignement universitaire

* 1993 data
** 1991 data
Countries are ranked by proportion of the population attaining educational levels below upper secondary

* données 1993
** données 1991
Les pays sont classés selon la proportion de la population ayant atteint le niveau de formation inférieur au 2^e cycle du secondaire

C01: Educational attainment of the population

C01: Niveau général de formation

Table C01-B)
Persons having attained at least
upper secondary education,
by age group (in %) (1992)

Tableau C01-B)
Personnes ayant terminé au moins le deuxième cycle
de l'enseignement secondaire,
par groupe d'âge (en %) (1992)

	Age groups Groupes d'âge				Difference in attainment between age groups Différence des niveaux de formation entre groupes d'âge			
	25-34 (a)	35-44 (b)	45-54 (c)	55-64 (d)	(a)-(b)	(b)-(c)	(c)-(d)	
North America								Amerique du Nord
Canada	81	78	66	49	3	12	17	Canada
United States	87	88	83	73	-2	6	10	Etats-Unis
Pacific Area								Pays du Pacifique
Australia*	57	56	51	42	0	6	8	* Australie
Japan	...	...	...	...	...	...	...	Japon
New Zealand	60	58	55	49	1	4	6	Nouvelle-Zélande
European Community								Communauté européenne
Belgium	60	52	38	24	8	13	15	Belgique
Denmark	67	61	58	45	6	3	14	Danemark
France	67	57	47	29	10	10	18	France
Germany	89	87	81	69	2	6	12	Allemagne
Greece**	52	39	26	17	14	13	8	** Grèce
Ireland	56	44	35	25	12	9	10	Irlande
Italy	42	35	21	12	8	14	9	Italie
Luxembourg	...	...	...	...	...	...	...	Luxembourg
Netherlands	68	61	52	42	7	9	11	Pays-Bas
Portugal**	21	17	10	7	4	6	4	** Portugal
Spain	41(42)	24(23)	14(12)	8	17	11	5	Espagne
United Kingdom	81	71	62	51	10	9	11	Royaume-Uni
Other Europe - OECD								Autres pays d'Europe - OCDE
Austria	79	71	65	50	8	6	16	Autriche
Finland	82	69	52	31	13	17	21	Finlande
Iceland	...	...	...	...	...	...	...	Islande
Norway	88	83	75	61	5	8	15	Norvège
Sweden	83	76	65	48	7	11	17	Suède
Switzerland	87	84	78	70	3	7	7	Suisse
Turkey	21	14	9	5	7	5	4	Turquie
Country mean	65	58	50	38	7	9	11	Moyenne des pays

* 1993 data
** 1991 data
See Annex 1 for notes

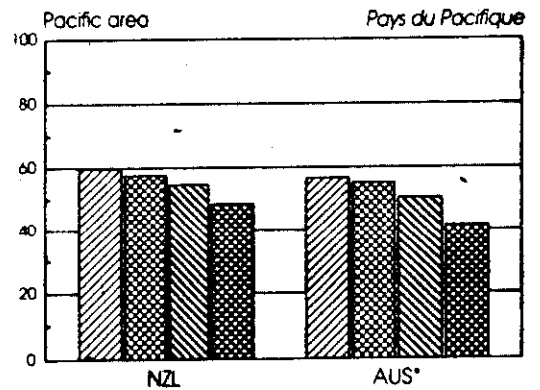
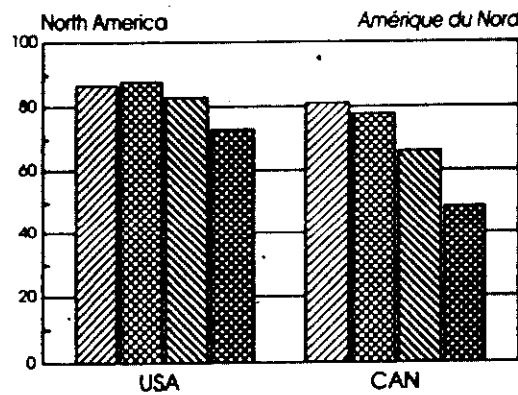
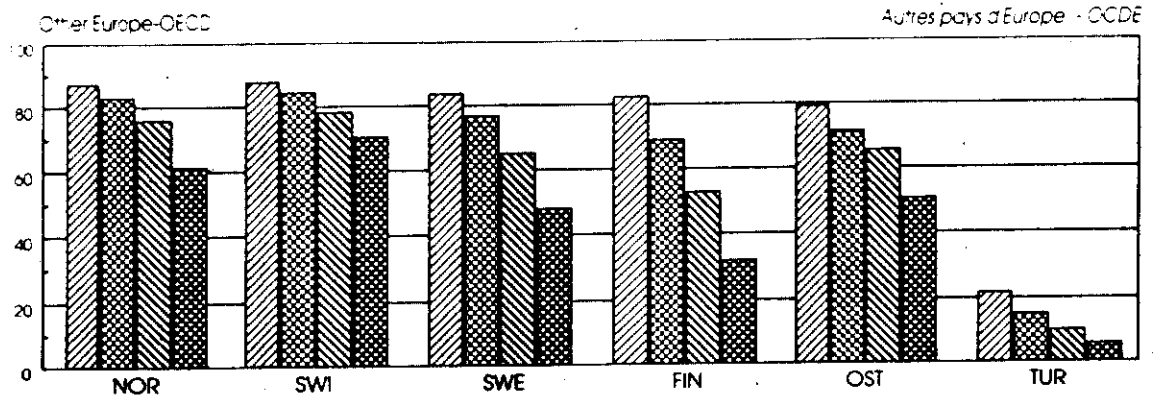
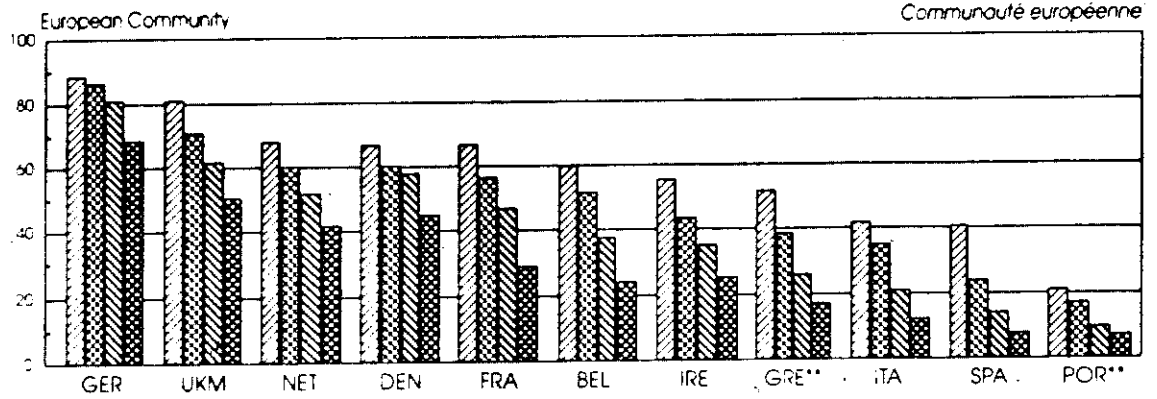
* données 1993
** données 1991
Voir notes en annexe 1

C01: Educational attainment of the population

C01: Niveau général de formation

Chart C01(B):
Persons having attained at least
upper secondary education,
proportions per age group (%) (1992)

Graphique C01(B):
Personnes ayant terminé au moins
l'enseignement secondaire de deuxième cycle,
par groupe d'âge (%) (1992)



* 1993 data
** 1991 data
Data sorted from left to right
in each region by share of the population
aged 25-34 with at least
upper secondary education

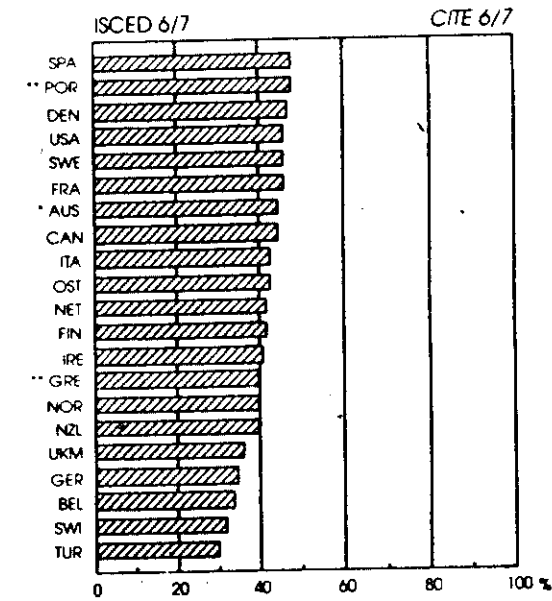
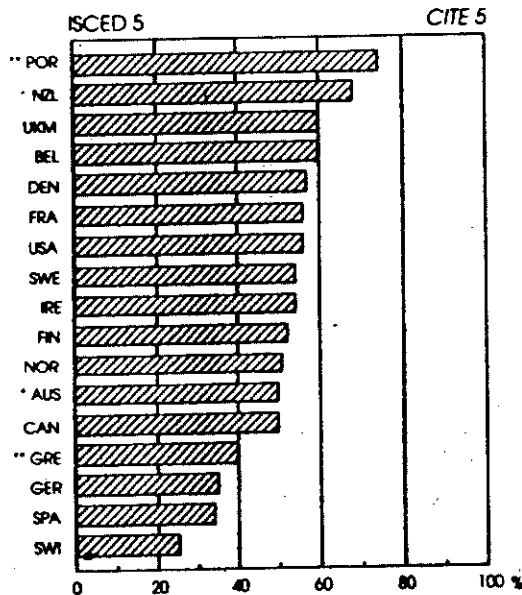
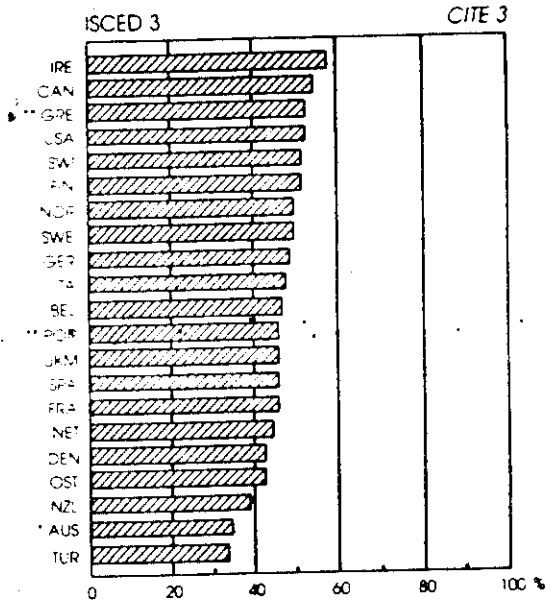
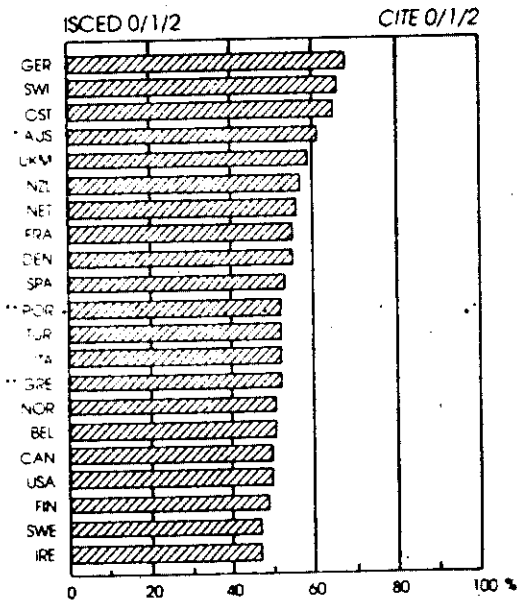
* données 1993
** données 1991
Dans chaque zone, les données sont classées
de gauche à droite en fonction de la proportion
des 25-34 ans ayant terminé au moins
le 2^e cycle de l'enseignement secondaire

C02: Gender differences in education

C02 : Niveau de formation par sexe

Chart C02(A):
Proportion of women in the total population
25 to 64 years of age having
attained a specific level
of education (1992)

Graphique C02(A)
Pourcentage de femmes
dans la population âgée de 25 à 64 ans
ayant atteint un niveau
spécifique de formation (1992)



ISCED 0/1/2 = Early childhood / primary / lower secondary education
 ISCED 3 = Upper secondary education
 ISCED 5 = Non-university tertiary education
 ISCED 6/7 = University education
 * 1993 data
 ** 1991 data

CITE 0/1/2 = Préscolaire / primaire / secondaire 1^{er} cycle
 CITE 3 = Secondaire 2^e cycle
 CITE 5 = Enseignement non universitaire
 CITE 6/7 = Enseignement supérieur universitaire
 * données 1993
 ** données 1991

C02: Gender differences in education

C02(B): INDEX OF GENDER DIFFERENCES IN EDUCATION

POLICY ISSUES

There is insufficient opportunity and/or incentive for women to reach the same levels of educational attainment as men in OECD countries.

KEY RESULTS

In most countries, differences in the educational attainment of men and women have been reduced since the 1960s. In all but one country, the evolution is in a direction that favours women.

In half of the countries, women aged 25 to 34 are advantaged in educational attainment: more women than men have completed upper secondary education, and have reached a tertiary qualification.

DESCRIPTION AND INTERPRETATION

Positive index scores indicate that men are advantaged; negative index scores indicate that women are advantaged.

In most Western European countries, men still hold the advantage when it comes to educational attainment. In Austria and Switzerland, this advantage is considerable. On the other hand, in the Nordic and North American countries and (especially) in Ireland, women are advantaged. In Southern European countries the differences tend to be smaller, and generally in favour of women.

Turkey is the only country where the gender gap has widened, and in favour of men.

Men are most advantaged in Australia and Switzerland. In Denmark, Germany and the Netherlands women have vastly improved their educational attainment. In half the countries, the advantage crossed over from men to women.

In most countries, the gender differences are most pronounced in the lower educational categories. Differences in tertiary education are most significant in only four countries: Denmark, the Netherlands, Spain and Switzerland. As noted above, Australia and Switzerland both show wide differences favouring men. In Switzerland the high index score is caused mainly by the relatively low number of women (in comparison with men) with university education. In Australia the index score reflects the high proportion of males with trade qualifications, classified as upper secondary, as well as higher education retention rates for males until recent years. Female participation levels in Australia now exceed those for males as post-compulsory school and higher education levels.

The index is a composite of (dis)advantage scores in the lower and higher educational categories. In some countries advantages for men or women work in opposite directions, a phenomenon that can produce an overall evenness of the index. The score for Italy, zero, does not mean that there are no gender differences, but that the advantages and disadvantages of men and women are balanced.

The index conceals gender differences by not taking into account the different fields of study in secondary and tertiary education.

DEFINITIONS

The indicator is based on the assumption that possessing a diploma or degree of tertiary education is an advantage, and that not having completed upper secondary education is a disadvantage. If the percentage of *men* who have not completed upper secondary education is higher than the percentage of *women*, then men are disadvantaged. If the percentage of women who have completed tertiary education is higher than the percentage of men having such an education, then women are in a position of advantage.

The index of gender differences in education is calculated in accordance with the procedures described in the relevant technical note in Annex 3.

C02: Gender differences in education

C02 : Niveau de formation par sexe

Table C02(B)
Index of gender differences in education
by age group (in %) (1992)

Tableau C02-B1
Indice de disparité des niveaux de formation
par sexe et groupe d'âge (en %) (1992)

	Ages 25-34 25-34 ans	Ages 55-64 55-64 ans	
North America			Amérique du Nord
Canada	-1.2	4.2	Canada
United States	-0.8	3.4	États-Unis
Pacific Area			Pays du Pacifique
Australia *	8.3	12.2	* Australie
Japan	...	...	Japon
New Zealand	2.4	6.7	Nouvelle-Zélande
European Community			Communauté européenne
Belgium	-0.9	7.0	Belgique
Denmark	-0.2	10.3	Danemark
France	0.9	6.5	France
Germany	3.4	18.4	Allemagne
Greece	...	...	Grèce
Ireland	-2.8	-1.0	Irlande
Italy	0.0	5.1	Italie
Luxembourg	...	...	Luxembourg
Netherlands	2.1	11.7	Pays-Bas
Portugal **	-1.8	2.6	** Portugal
Spain	-1.2	4.5	Espagne
United Kingdom	2.8	10.7	Royaume-Uni
Other Europe - OECD			Autres pays d'Europe - OCDE
Austria	5.8	15.4	Autriche
Finland	-1.6	2.2	Finlande
Iceland	...	...	Islande
Norway	-1.4	5.3	Norvège
Sweden	-1.6	1.3	Suède
Switzerland	7.8	16.8	Suisse
Turkey	7.2	3.0	Turquie

* 1993 data
** 1991 data
See Annex 1 for notes

* données 1993
** données 1991
Voir notes en annexe 1

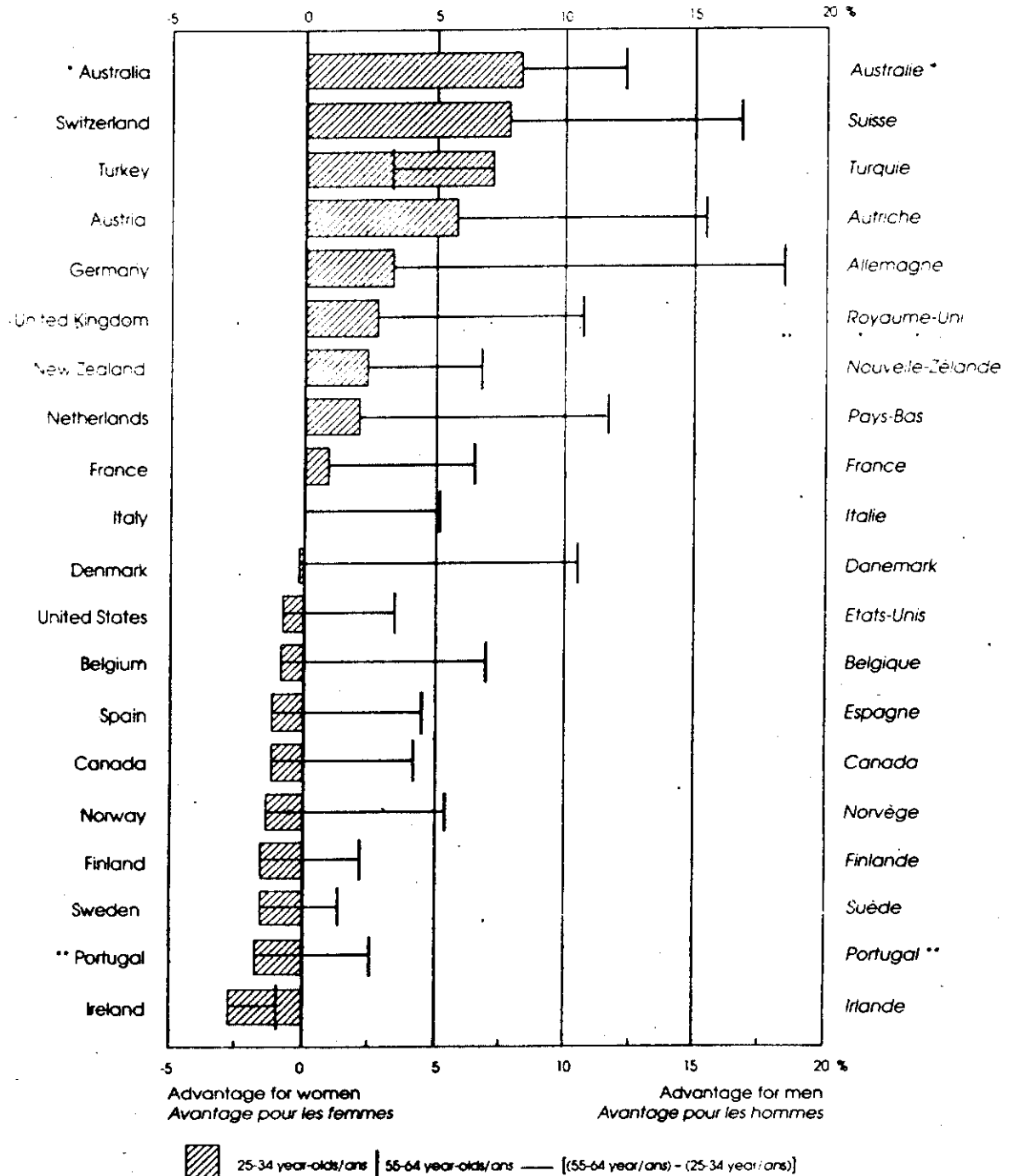
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C02: Gender differences in education

C02 - Niveau de formation par sexe

Chart C02(B):
Indexes of differences in education
relatively to gender and age,
between those 25-34 and 55-64 years old (1992)

Graphique C02(B):
Indice de disparité
des niveaux de formation par sexe et âge
entre le groupe d'âge 25-34 et 55-64 (1992)



* 1993 data
** 1991 data

* données 1993
** données 1991

C03: Youth and population

THE RELATIVE SIZE OF THE YOUNG POPULATION

POLICY ISSUES

The number of young people in a population influences the amount of funding and organisational efforts a country must put towards its education system. Larger proportions of young people suggest both more people to be educated and fewer people in the workforce. Therefore, countries with larger young populations must allocate a greater proportion of their national income to education in order to devote the same proportion of domestic product to each student.

KEY RESULTS

Turkey has the largest proportion of population aged between 5 and 14, namely nearly 22 per cent. It is closely followed by other, generally less prosperous countries: Ireland, Poland, Portugal and Russia. In these countries, 5 to 14 year-olds outnumber 15 to 24 year-olds. At the other end of the spectrum, Germany has the

smallest proportion of 5 to 14 year-olds, followed closely by Denmark and Switzerland.

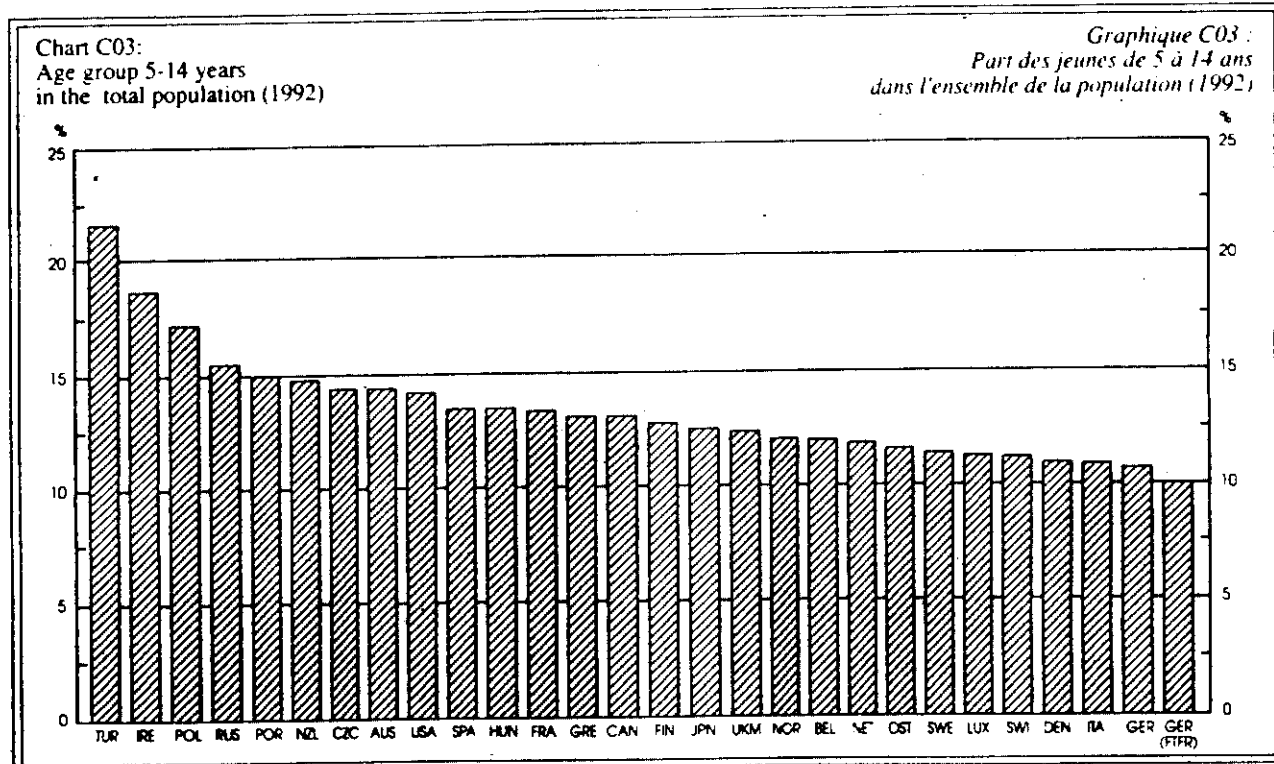
DESCRIPTION AND INTERPRETATION

The proportion of population aged 5 to 14 ranges from 10 per cent in Germany (FTFR) to over 21 per cent in Turkey. In most countries, the proportion of population aged 5 to 14 ranges between 11 and 14 per cent. The proportion of population falling into the 15 to 24 age group is slightly larger.

The least prosperous countries must devote a greater share of weak GDP to education to achieve the same absolute level of spending of the most prosperous countries, and then distribute this spending over more students.

DEFINITIONS

The relative size of the young population is the number of people aged 5 to 14 per 100 people in the total population. The total population includes all persons settled in the country, regardless of citizenship, educational or labour market status.



C03: Youth and population

C03: Jeunes et ensemble de la population

Table C03:
Share of persons in age groups
varying from 5 to 29 years
in the total population (in %) (1992)

Tableau C03
Population âgée de 5 à 29 ans
dans l'ensemble de la population
(en %, 1992)

	Age groups Groupes d'âge				
	5-29	5-14	15-24	25-29	
North America					Amérique du Nord
Canada	34.7	13.1	13.4	8.2	Canada
United States	36.3	14.2	14.2	8.0	États-Unis
Pacific Area					Pays du Pacifique
Australia	38.2	14.4	15.8	8.0	Australie
Japan	34.5	12.5	15.5	6.4	Japon
New Zealand	39.0	14.8	16.2	8.0	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	33.4	12.0	13.4	6.0	Belgique
Denmark	33.4	11.0	14.3	6.1	Danemark
France	35.5	13.4	14.6	7.6	France
Germany (FRG)	31.9	10.0	13.0	9.0	Allemagne (ex-terr. de la RFA)
Germany	32.4	10.7	12.8	8.8	Allemagne
Greece	35.2	13.1	14.5	7.6	Grèce
Ireland	42.8	18.7	17.1	7.0	Irlande
Italy	34.7	10.9	15.4	6.4	Italie
Luxembourg	32.6	11.3	12.7	8.6	Luxembourg
Netherlands	35.4	11.9	14.9	8.6	Pays-Bas
Portugal	42.3	15.0	17.6	9.8	Portugal
Spain	38.6 (11)	13.5 (14)	16.8	8.4 (22)	Espagne
United Kingdom	34.7	12.4	14.1	8.2	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	34.9	11.6	14.5	8.8	Autriche
Finland	33.1	12.8	12.7	7.5	Finlande
Iceland	...	...	...	...	Islande
Norway	34.7	12.1	14.9	7.7	Norvège
Sweden	31.9	11.4	13.2	7.3	Suède
Switzerland	32.9	11.2	13.2	8.5	Suisse
Turkey	49.7	21.6	19.9	8.2	Turquie
Country mean	35.9	13.1	14.8	8.1	Moyenne des pays
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	36.5	14.4	15.4	6.7	République tchèque
Hungary	34.5	13.5	15.1	5.9	Hongrie
Poland	38.3	17.2	14.4	6.7	Pologne
Russia	36.1	15.5	13.4	7.2	Russie

See Annex 1 for notes

Voir notes en annexe 1

C11: Labour force participation and education

LABOUR FORCE PARTICIPATION RATE BY LEVEL OF EDUCATIONAL ATTAINMENT

POLICY ISSUES

The level of educational attainment is a factor influencing participation rates in the labour force and the quality of economic activity.

KEY RESULTS

The higher the level of education, the higher labour force participation is. Differences in participation rates between the educational levels are much larger among women than among men.

Men have higher participation rates than women at all levels. This difference between the genders is on average around 10 percentage points among those with university education, but more than 30 percentage points at levels below upper secondary.

DESCRIPTION AND INTERPRETATION

Overall labour force participation rates, while uniformly high, vary substantially across countries, ranging from around 60-65 per cent of the population of 25 to 64 year-olds in Ireland and some of the Southern European countries to around 80-90 per cent of the

population in the Nordic countries, Switzerland and the United States [Table C11(3)].

These large variations are to a large extent due to differences in participation rates for women. Sweden has the highest and Turkey the lowest, and the range between them is more than 50 percentage points. With regard to men, Switzerland has the highest and Austria and Belgium the lowest participation rate, but only 14 percentage points separate the extremes.

The same type of pattern can be seen at each educational level. The variation in labour force participation rates between the countries is much larger for women than for men, as is the variation between educational levels in each country. These variations are influenced by social, cultural and economic factors in the different countries.

Differences between countries with regard to women's labour market behaviour seem, however, to be decreasing. Among younger women aged 25 to 34, the range in labour force participation rates between countries is much smaller than among older women.

DEFINITIONS

The labour force participation rate is calculated as the percentage of the population that belongs to the labour force. The labour force is defined in accordance with *OECD Labour Force Statistics*.

C11: Labour force participation and education

C11 : Taux d'activité et niveau de formation

Table C11.1:
Labour force participation rate by level of educational attainment for men 25 to 64 years of age (1992)

Table C11.1:
Taux d'activité par niveau de formation pour la population masculine âgée de 25 à 64 ans (1992)

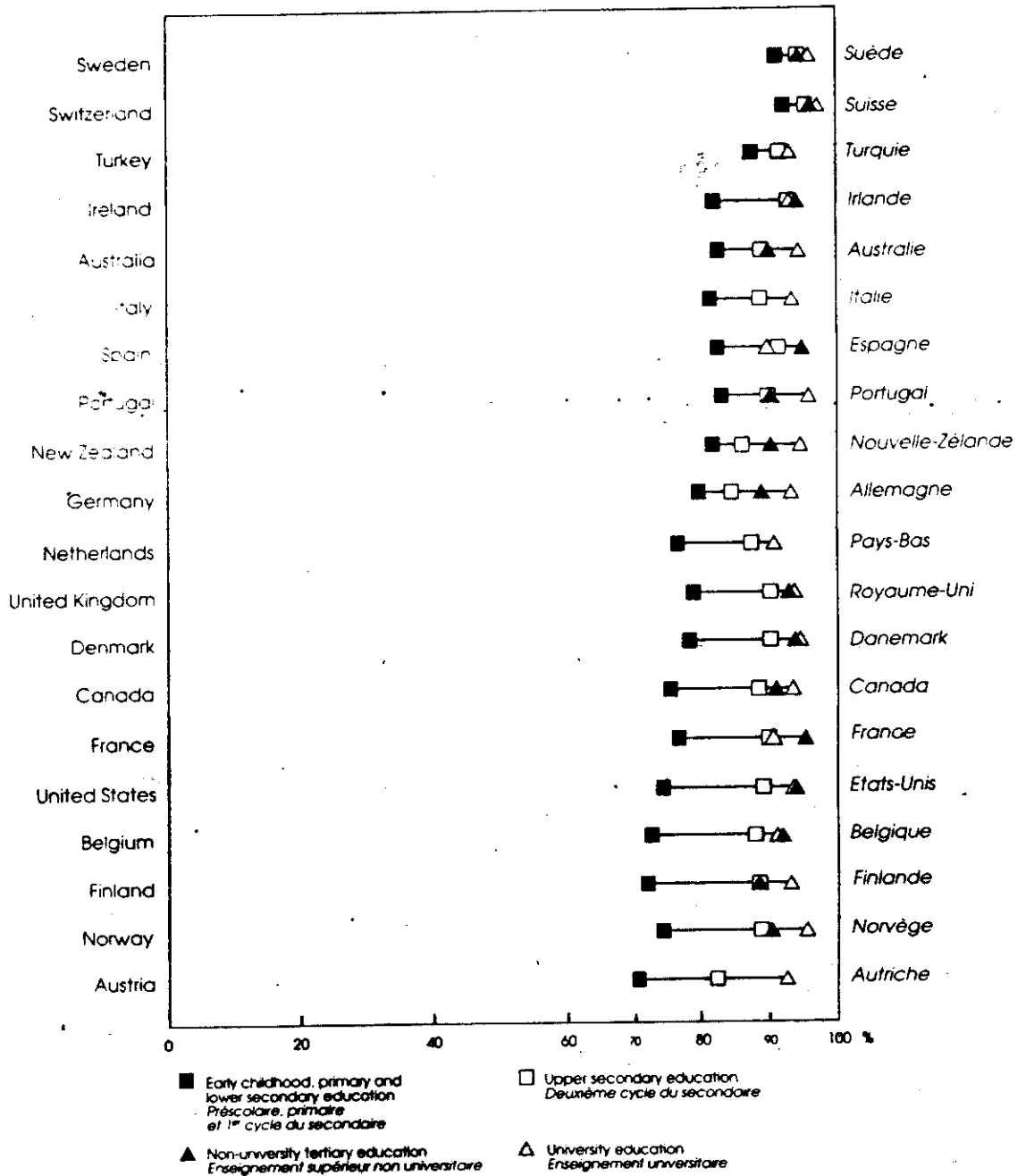
	Early childhood, primary and lower secondary education Éducation préscolaire et primaire et secondaire	Upper secondary education Enseignement secondaire 2 ^e cycle	Non-university tertiary education Enseignement non universitaire	University education Enseignement universitaire	Total Total	
North America						Amerique du Nord
Canada	76.2	89.4	91.4	93.8	86.6	Canada
United States	75.2	89.8	94.1	93.8	88.1	États-Unis
Pacific Area						Pays du Pacifique
Australia	82.9	89.8	90.7	94.8	88.0	Australie
Japan	...	...	...	...	...	Japon
New Zealand	82.2	87.5	90.9	95.0	86.8	Nouvelle-Zélande
European Community						Communauté européenne
Belgium	73.4	88.9	92.5	91.8	81.3	Belgique
Denmark	78.8	90.8	94.1	94.9	87.1	Danemark
France	77.4	90.6	95.4	91.2	85.1	France
Germany	80.2	85.6	89.4	93.8	86.7	Allemagne
Greece	...	...	...	...	...	Grèce
Ireland	82.4	93.4	94.3	93.6	86.5	Irlande
Italy	81.8	89.6	x	93.9	84.5	Italie
Luxembourg	...	...	...	...	...	Luxembourg
Netherlands	77.1	88.5	x	91.3	85.0	Pays-Bas
Portugal	83.3	91.1	91.1	96.0	84.7	Portugal
Spain	82.9	92.2	95.3	90.5	85.2	Espagne
United Kingdom	79.4	91.1	93.2	94.2	88.6	Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	71.6	83.6	x	93.1	81.7	Autriche
Finland	73.1	89.5	89.2	93.4	83.6	Finlande
Iceland	...	...	...	...	...	Islande
Norway	75.3	89.8	91.0	95.9	87.9	Norvège
Sweden	90.8	94.8	94.7	96.1	93.7	Suède
Switzerland	91.8	95.5	96.3	97.6	95.4	Suisse
Turkey	87.6	92.1	x	93.6	88.5	Turquie
Country mean	80.2	90.2	92.7	93.9	86.8	Moyenne des pays

See Annex 1 for notes

Voir notes en annexe 1

Chart C11(1)
Range in labour force participation rates for men in the population aged 25 to 64 by level of educational attainment (1992)

Graphique C11(1)
Taux d'activité des hommes dans la population de 25 à 64 ans selon le niveau de formation (1992)



Countries are ranked by the difference in labour force participation rates between the lowest and the highest education level attained

Les pays sont classés en fonction de la différence entre les taux d'activité des hommes les moins instruits et les taux des plus instruits

C11: Labour force participation and education

C11: Taux d'activité et niveau de formation

Table C11(2):
Labour force participation rate by level
of educational attainment for women
25 to 64 years of age (1992)

Tableau C11(2)
Taux d'activité par niveau de formation
pour la population féminine
âgée de 25 à 64 ans (1992)

	Early childhood, primary and lower secondary education Éducation préscolaire, enseignement primaire et secondaire	Upper secondary education Enseignement secondaire 2 ^e cycle	Non-university tertiary education Enseignement non universitaire	University education Enseignement universitaire	Total Total	
North America						Amerique du Nord
Canada	48.5	72.0	79.6	84.3	68.9	Canada
United States	45.6	70.7	81.0	82.2	70.0	États-Unis
Pacific Area						Pays du Pacifique
Australia	53.4	62.2	75.7	82.3	60.8	Australie
Japan	...	...	...	...	...	Japon
New Zealand	55.5	65.8	75.9	81.0	63.8	Nouvelle-Zélande
European Community						Communauté européenne
Belgium	39.7	67.5	80.4	83.4	54.6	Belgique
Denmark	68.3	86.6	92.8	92.3	79.4	Danemark
France	54.6	74.9	84.7	81.9	65.7	France
Germany	46.1	67.3	80.9	82.4	64.2	Allemagne
Greece	...	...	...	...	...	Grèce
Ireland	29.2	54.3	71.4	79.8	43.9	Irlande
Italy	36.6	69.3	x	86.4	46.2	Italie
Luxembourg	...	...	...	...	...	Luxembourg
Netherlands	38.4	63.2	x	77.4	53.8	Pays-Bas
Portugal	48.4	85.2	91.0	94.4	54.0	Portugal
Spain	34.8	65.9	76.7	81.9	42.9	Espagne
United Kingdom	54.2	71.4	77.7	83.6	66.4	Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	42.8	61.1	x	82.0	54.7	Autriche
Finland	66.4	80.1	82.4	89.4	75.9	Finlande
Iceland	...	...	...	...	...	Islande
Norway	55.1	76.7	86.6	89.2	74.6	Norvège
Sweden	81.0	91.2	93.9	94.1	89.1	Suède
Switzerland	61.3	70.2	78.8	82.1	69.1	Suisse
Turkey	31.4	41.3	x	82.2	33.4	Turquie
Country mean	49.6	69.8	81.8	84.6	61.6	Moyenne des pays

See Annex 1 for notes

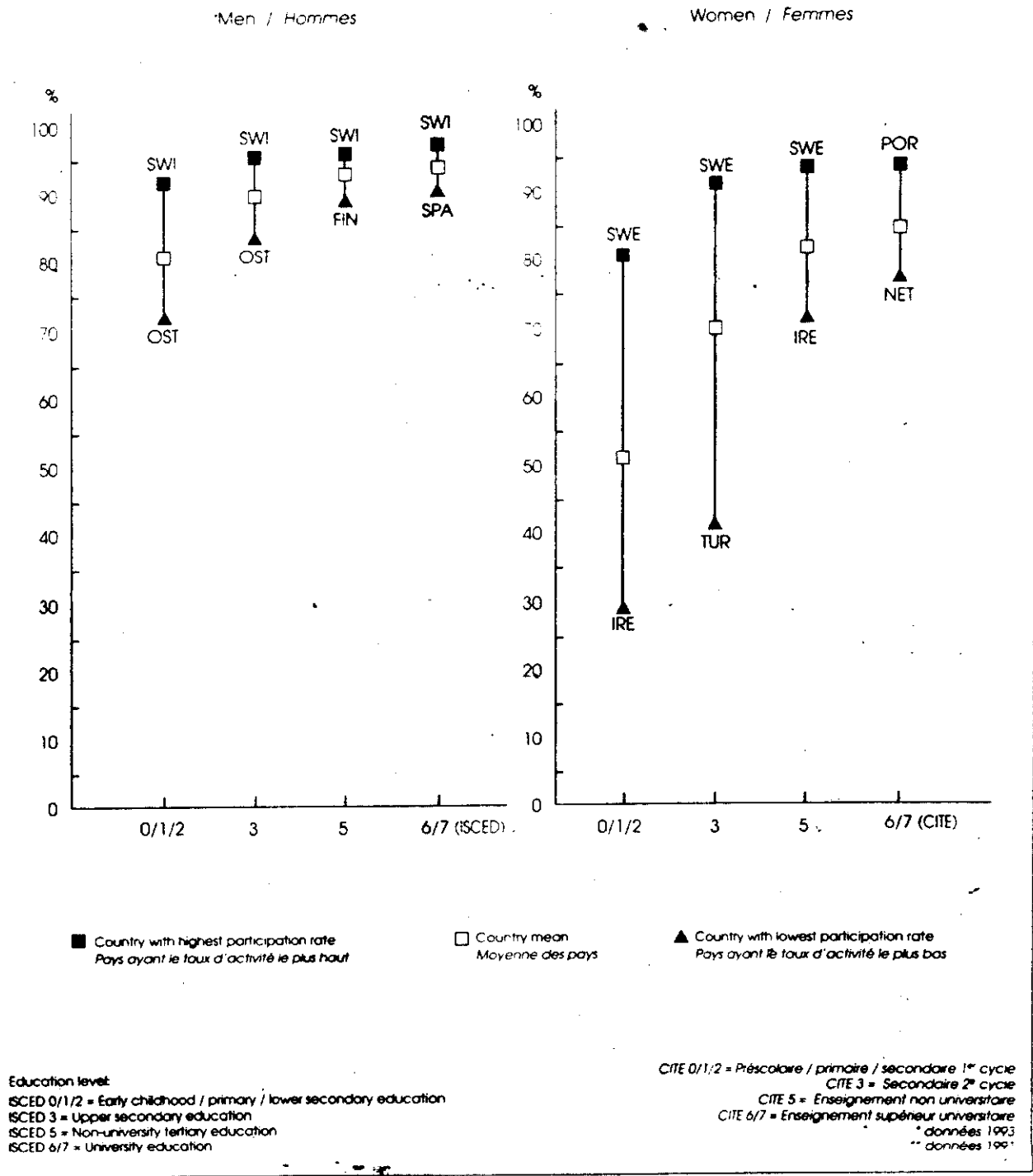
Voir notes en annexe 1

C11: Labour force participation and education

C11: Taux d'activité et niveau de formation

Chart C11(2):
Range in labour force participation
rates for men and women, aged 25 to 64 (1992)

Graphique C11(2):
Taux d'activité des hommes et des femmes
de 25 à 64 ans (1992)

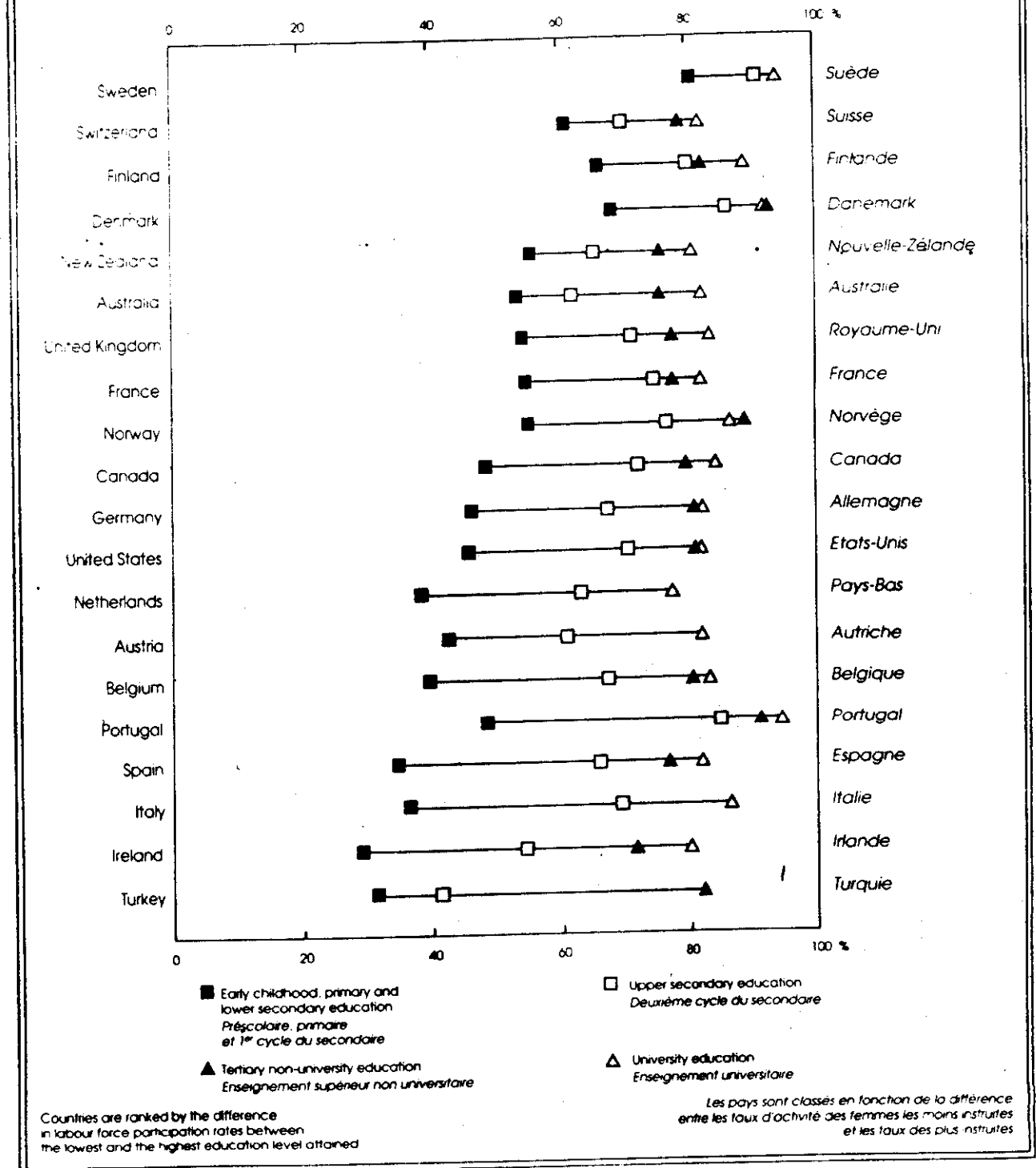


C11: Labour force participation and education

C11: Taux d'activité et niveau de formation

Chart C11.3:
Range in labour force participation rates for women in the population aged 25 to 64 (1992)

Graphique C11.3:
Taux d'activité des femmes dans la population des 25 à 64 ans selon le niveau de formation (1992)



C12: Unemployment among youth and adults

C12(A): UNEMPLOYMENT RATES BY GENDER AND AGE GROUP

C12(B): YOUTH LABOUR FORCE PARTICIPATION AND UNEMPLOYMENT

POLICY ISSUES

Youth labour force participation and the deeply troubling phenomenon of youth unemployment are both linked to factors influencing the decision whether to stay in school or enter the workforce. Students need to feel (justifiably) confident that education will effectively prepare them for the working world. In this respect, the success stories of Japan and Germany merit special attention.

KEY RESULTS

In every country except Germany (FTFR), youth are more likely to find themselves unemployed than any other portion of the labour force. When measured as a percentage of the population aged 15-24, the percentage of unemployed youths ranges from 2 per cent in Japan to 16.6 per cent in Spain [see Table C12(B)].

Labour force participation among youths also varies across countries [see Table C12(B)]. Over 65 per cent of youths aged 15 to 24 participate in the labour force in four countries: Australia, Canada, Denmark and the United Kingdom. Five countries - Belgium, France, Hungary, Italy and Poland - have youth labour force participation rates below 45 per cent. The percentage of unemployed youths appears unrelated to the percentage of youths participating in the labour force.

DESCRIPTION AND INTERPRETATION

Labour force participation and unemployment among youths reflect factors influencing their decision

whether to stay in school or enter the workforce. High rates of labour force participation may reflect societal expectations that youths leave school and enter the labour force at an earlier age. High unemployment, particularly among youths, often provides an incentive for students to stay longer in school. In the short term, the prospect of an extended job search serves as a disincentive to enter the labour force. More generally, employment prospects tend to be brighter for people with more skills, education, and training.

Germany (FTFR) excepted, unemployment rates are higher among youths than among other labour force participants. In Germany, low unemployment rates among young women lead to lower overall unemployment rates among youths. The youth unemployment rate is also low (4.4 per cent) in Japan, which has a low total unemployment rate (2.2 per cent). The apparent success of those two countries in keeping youth unemployment relatively low raises interesting questions about what makes the school-to-work transition so effective.

DEFINITIONS

The unemployment rate is the percentage of people in the labour force (the currently active population) without work (i.e. not in paid employment or self-employment). Labour force participation is defined as the proportion of the population that *a*) is working for pay, *b*) is self-employed, or *c*) meets the following two conditions: seeking work (i.e. taking specific steps in a specified recent period to seek paid employment or self-employment); and currently available for work.

Tables C12(A) and C12(B) present two different measures of the youth unemployment rate. Table C12(A) presents the proportion of all people who are in the labour force and not full-time students who are not employed. Table C12(B) presents the proportion of the total population aged 15 to 24 who are in the labour force and not currently working for pay or self-employed.

C12: Unemployment among youth and adults

C12: Chômage des jeunes et des adultes

Table C12 A:
Unemployment rates for men and women
by age group (1992)

Tableau C12 A:
Taux de chômage par sexe
et groupe d'âge (1992)

	Total unemployment rate (age 15-64) Taux de chômage global (15-64 ans)			
	M+W H+F	Men Hommes	Women Femmes	
North America				Amérique du Nord
Canada	11.4	12.1	10.4	Canada
United States	7.8	8.9	6.6	États-Unis
Pacific Area				Pays du Pacifique
Australia*	10.9	11.8	9.6	* Australie
Japan	2.2	2.1	2.2	Japon
New Zealand	10.2	11.1	9.0	Nouvelle-Zélande
European Community				Communauté européenne
Belgium	9.6	5.8	13.6	Belgique
Denmark	10.7	9.7	11.7	Danemark
France	10.1	8.0	12.8	France
Germany (FRG)	5.8	5.4	6.4	Allemagne (ex-ter de la RFA)
Germany	6.1	4.7	8.0	Allemagne
Greece	9.0	5.7	14.5	Grèce
Ireland	15.6	15.6	15.6	Irlande
Italy	11.7	8.2	17.5	Italie
Luxembourg	16.0	...	...	Luxembourg
Netherlands	6.6	5.0	8.3	Pays-Bas
Portugal**	6.1	4.1	8.8	** Portugal
Spain	18.5 (15.9)	14.4 (12)	25.8 (22.2)	Espagne
United Kingdom	9.7	11.6	7.2	Royaume-Uni
Other Europe - OECD				Autres pays d'Europe - OCDE
Austria	3.7	3.6	3.9	Autriche
Finland	12.9	15.0	10.6	Finlande
Iceland	...	...	...	Islande
Norway	6.0	6.7	5.2	Norvège
Sweden	4.8	5.7	3.8	Suède
Switzerland	3.1	2.5	3.8	Suisse
Turkey	8.1	8.3	7.5	Turquie
Central and Eastern Europe				Europe centrale et orientale
Czech Republic	3.1	2.3	4.2	République tchèque
Hungary	9.9	11.0	8.7	Hongrie
Poland	13.5	12.3	14.9	Pologne
Russia	...	...	...	Russie

* 1993 data
** 1991 data
See Annex 1 for notes

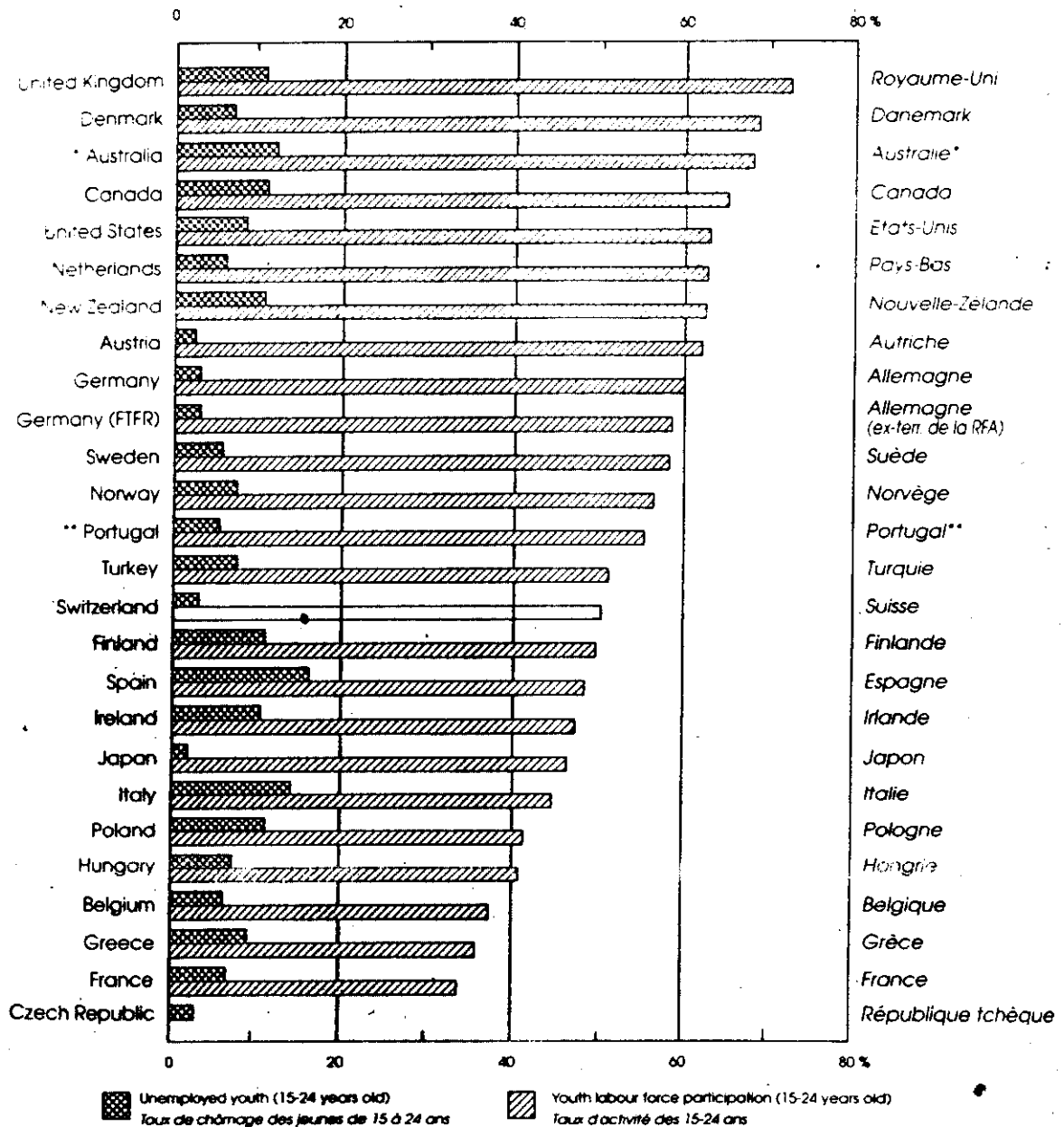
* données 1993
** données 1991
Voir notes en annexe 1

C12: Unemployment among youth and adults

C12: Chômage des jeunes et des adultes

Chart C12 A:
Youth labour force participation and unemployment
for population aged 15 to 24 (1992)

Graphique C12 A:
Taux d'activité et de chômage des jeunes
âges de 15 à 24 ans (1992)



Countries are ranked in descending order by youth labour force participation
* 1993 data
** 1991 data

Les pays sont classés par ordre décroissant du taux d'activité des jeunes
* données 1993
** données 1991

C12: Unemployment among youth and adults

C12: Chômage des jeunes et des adultes

Table C12(B):
Youth labour force participation and unemployment
as a percentage of the population 15 to 24 years
of age, men and women (1992)

Tableau C12(B):
Taux d'activité et de chômage des jeunes
en pourcentage de la population âgée
de 15 à 24 ans, hommes et femmes (1992)

	unemployed youth as a percentage of all persons in the population 15-24 years of age <i>Jeunes au chômage par rapport au total de la population âgée de 15 à 24 ans</i>	Youth in the labour force as a percentage of all persons in the population 15-24 years of age <i>Jeunes actifs par rapport au total de la population âgée de 15 à 24 ans</i>	
North America			Amerique du Nord
Canada	11.6	65.1	Canada
United States	8.9	63.0	Etats-Unis
Pacific Area			Pays du Pacifique
Australia *	12.5	58.2	Australie
Japan	2.0	45.4	Japon
New Zealand	11.2	62.6	Nouvelle-Zélande
European Community			Communauté européenne
Belgium	6.6	37.4	Belgique
Denmark	7.5	68.8	Danemark
France	7.1	34.0	France
Germany (FTFR)	3.3	60.1	Allemagne (ex-terr. de la RFA)
Germany	3.2	58.6	Allemagne
Greece	9.7	36.0	Grèce
Ireland	11.0	47.2	Irlande
Italy	14.6	44.7	Italie
Luxembourg	...	...	Luxembourg
Netherlands	6.5	62.8	Pays-Bas
Portugal **	5.7	55.4	** Portugal
Spain	16.6 (1993)	48.2	Espagne
United Kingdom	11.2	72.5	Royaume-Uni
Other Europe - OECD			Autres pays d'Europe - OCDE
Austria	2.7	62.2	Autriche
Finland	11.6	49.5	Finlande
Iceland	...	...	Islande
Norway	7.8	56.6	Norvège
Sweden	6.3	58.5	Suède
Switzerland	3.2	50.4	Suisse
Turkey	8.2	51.3	Turquie
Central and Eastern Europe			Europe centrale et orientale
Czech Republic	3.0	...	République tchèque
Hungary	7.7	40.9	Hongrie
Poland	11.7	41.5	Pologne
Russia	...	...	Russie

* 1993 data
** 1991 data
See Annex I for notes

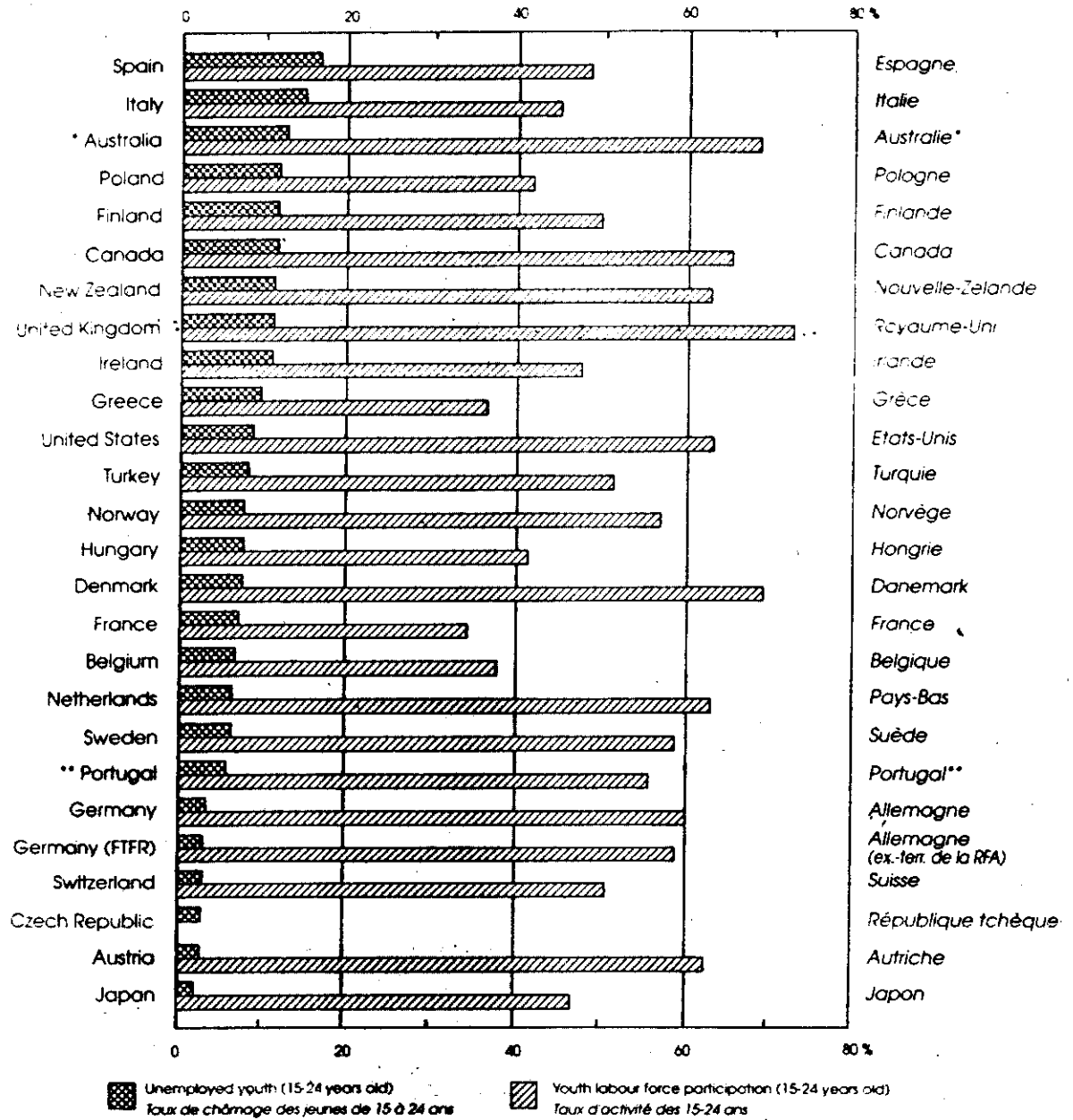
* données 1993
** données 1991
Voir notes en annexe I

C12: Unemployment among youth and adults

C12: Chômage des jeunes et des adultes

Chart C12.B)
Youth labour force participation and unemployment
for population aged 15 to 24 (1992)

Graphique C12.B)
Taux d'activité et de chômage des jeunes
âgés de 15 à 24 ans (1992)



Countries are ranked in descending order by youth unemployment
* 1993 data
** 1991 data

Les pays sont classés par ordre décroissant du taux de chômage des jeunes
* données 1993
** données 1991

C13: National income per capita

GDP PER CAPITA, 1982-1992

POLICY ISSUES

Gross domestic product (GDP) per capita provides a measure of a country's prosperity and ability to finance educational programmes among other things. More prosperous countries can invest a higher absolute level of resources in education for the same percentage of GDP. At the other end of the spectrum, less affluent countries must spend a greater percentage of their per capita GDP to achieve the same level of spending on education. They must also spend a greater percentage on other basics, and so education must compete for a share of even more limited resources.

KEY RESULTS

The range of per capita GDP among OECD countries is very wide. The most prosperous country, the United States, has a per capita GDP that is more than twice the GDP of the three poorest countries: Greece, Portugal and Turkey.

DESCRIPTION AND INTERPRETATION

Average per capita GDP (reported in constant dollars) has increased steadily over the decade. In 1982, the average was US\$ 10 703. By 1992, this average had reached US\$ 13 020.

As noted above, vast disparities exist in the GDP per capita, though differences between the richest and poorest countries have diminished somewhat. In 1982, five countries had a GDP per capita less than one-half that of the most prosperous country. By 1992, only four countries were in this position. In general, countries' growth rates were unrelated to their 1982 rankings.

Turkey has remained the least prosperous nation over the period covered, and the United States and Switzerland have maintained their respective positions as the most and second most prosperous nations. However, rankings of countries in the middle have shifted. For example, in 1982, Norway ranked ninth from the bottom; by 1992, it had overtaken five other countries.

Growth disparities in countries' per capita GDP have also been dramatic. GDP per capita in Iceland and New Zealand grew less than 10 per cent over the period covered, while in Ireland it grew by over 40 per cent. The least prosperous countries tended to have less growth, although there were exceptions to this as well. Ireland, for example, experienced a very high growth rate.

Comparing this indicator with C03, the relative size of the young population, it appears that the least prosperous countries must educate the largest number of students. In these nations, already thin resources must be spread that much farther.

DEFINITIONS

GDP per capita is measured in accordance with definitions used by the OECD for calculating national accounts statistics; thus it is expressed in national currency units per US dollar. It is measured at 1985 price levels, and adjusted for differences in the purchasing power parity index (PPP) of 1985. The total population, by which the GDP is divided, includes all persons settled in the country, regardless of citizenship, educational, or labour market status.

The chart represents the proportional growth in per capita GDP between 1982 and 1992. The figures presented there are derived by dividing the 1992 per capita GDP by that of 1982 and multiplying the result by 100.

C13: National income per capita

C13 : Revenu national par habitant

Table C13:
GDP per capita in 1982, 1985,
1990 and 1992 at 1985 price levels
and converted using PPPs (US dollars)

Tableau C13
PIB par habitant en 1982, 1985, 1990 et 1992
aux niveaux de prix de 1985
convertis en PPA (dollars E.-U.)

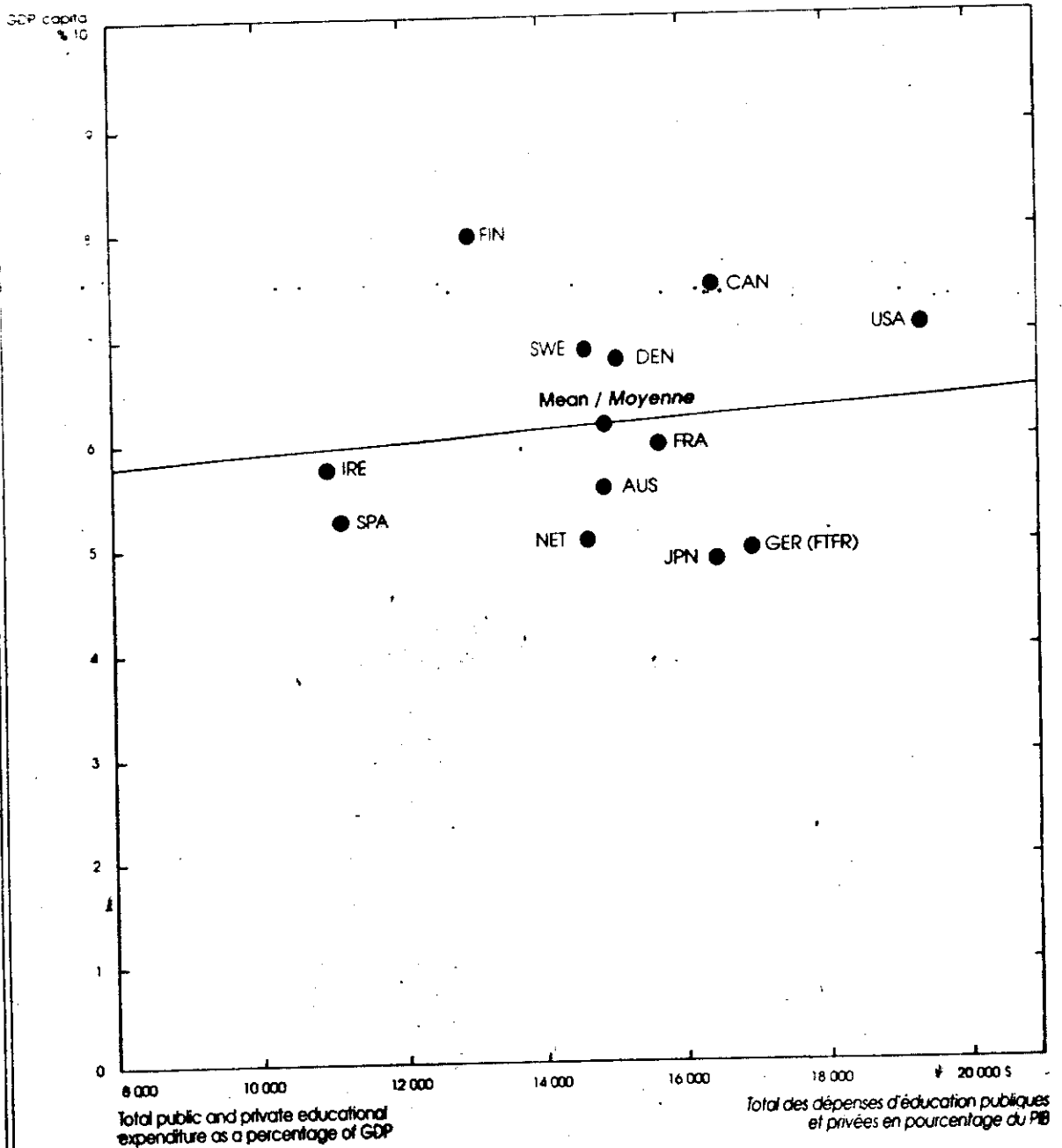
	GDP per capita (1992) PIB par habitant (1992)	GDP per capita indices (1985 = 100) Indices du PIB par habitant (1985 = 100)				Annual change (in %) Variation annuelle (en %)	
		1992	1990	1985	1982		
Turkey	3 960	121	119	100	91	2.6	Turquie
Greece	6 350	109	107	100	95	1.2	Grèce
Portugal	7 210	126	123	100	102	2.0	Portugal
Ireland	9 940	135	127	100	95	3.3	Irlande
Spain	10 110	126	123	100	95	2.6	Espagne
New Zealand	11 270	99	100	100	94	0.4	Nouvelle-Zélande
Finland	12 000	103	116	100	93	0.9	Finlande
United Kingdom	12 820	112	116	100	91	1.8	Royaume-Uni
Iceland	13 450	105	110	100	97	0.7	Islande
Italy	13 620	117	115	100	95	1.9	Italie
Netherlands	13 630	115	113	100	94	1.8	Pays-Bas
Sweden	13 650	105	109	100	93	1.1	Suède
Australia	13 900	108	107	100	90	1.7	Australie
Norway	13 920	110	106	100	87	2.2	Norvège
Belgium	14 000	118	115	100	97	1.8	Belgique
Denmark	14 100	108	107	100	89	1.8	Danemark
Austria	14 240	116	113	100	94	1.9	Autriche
France	14 670	114	113	100	97	1.4	France
Canada	15 440	105	109	100	89	1.5	Canada
Japan	15 450	128	122	100	91	3.2	Japon
Germany (FRG)	15 940	118	114	100	93	2.2	Allemagne (ex-terr. de la RFA)
Luxembourg	17 080	124	121	100	89	3.0	Luxembourg
Switzerland	17 400	109	112	100	95	1.3	Suisse
United States	18 360	109	110	100	90	1.8	Etats-Unis
Country mean	13 020	113	113	100	93	1.8	Moyenne des pays

C13: National income per capita

C13 : Revenu national par habitant

Chart C13:
Relationship between
GDP per capita
and educational expenditures (1992)

Graphique C13
Relation entre le PIB
par habitant
et les dépenses d'éducation (1992)



Only 12 countries have provided figures for total public and private educational expenditures as a percentage of GDP

12 pays seulement ont donné les chiffres des dépenses d'éducation, publiques et privées en pourcentage du PIB

C21: Importance of school subjects

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C21: IMPORTANCE OF SECONDARY SCHOOL SUBJECTS

POLICY ISSUES

When public perception of what should be taught in school does not match the current policy agenda – or developments such as rapid technological advance – governments must take such (possibly unexpected) input into account.

KEY RESULTS

There is a high level of agreement across countries regarding the importance of two subjects: native (school) language and mathematics; the latter subject is viewed as one of the top two priorities in all countries except the Netherlands. Some subjects – such as social studies – receive very different rankings.

Foreign languages receive an equally high ranking in all but two countries (the United Kingdom and the United States).

The arts have the lowest priority in all countries except Switzerland and the United States, where technology/technical studies rank lowest.

Technology/technical studies are generally ranked near the bottom. The countries in which technology/technical studies receive their highest ranking are Austria, Portugal, Spain and the United Kingdom.

DESCRIPTION AND INTERPRETATION

Both the table and the chart provide a country-by-country comparison of the importance given by the general public in twelve OECD countries to subjects in secondary school curriculum. Figures refer to the percentage of respondents who said that a subject was "essential" or "very important". The table lists all ten subjects used in the survey, while the chart highlights only four: three top-priority subjects, and one showing wide variation among countries: social subjects.

The table also provides a "subject average", an overall measure of the importance accorded to the ten subjects by individual countries. At the bottom of the table are the "country averages" for each subject.

On each chart, the cross-country average for the subject is represented by a horizontal line. The size of the column above or below the horizontal line shows how far any individual country differs from the cross-country average.

Country averages are useful because:

- They offer a view of the international ranking of subjects.
- In conjunction with the subject average, they show the extent to which a subject's ranking within any individual country is similar or dissimilar to its international ranking.
- Represented as lines on the charts, they allow visual identification of countries that fall above or below country averages.

Subject averages are useful because:

- They give a reading of how the public in any individual country responded overall. This may say something about the strength with which people in various countries express their views, or it may show absolute differences among countries.
- The importance of any individual subject within a country can be gauged in comparison with the subject average for that country – that is, the hanging bars chart may be drawn for any individual country using the subject average as a base line.

In conclusion, the most value to be derived from the indicator may lie in examination of relative relationships within and across countries rather than simply by making a comparison of raw percentages.

DEFINITIONS

The indicator refers to the percentage of the general public who responded "essential" or "very important" to this question: "The following are ten examples of things that young people study or could study in secondary school. In your view how important are each of these?" (It should be noted that one or two optional items were added in some countries.)

Other response categories were "fairly important", "not very important", "not at all important", "not sure either way" or, in some countries, "don't know".

C21: Importance of school subjects

C21 : Importance des matières d'enseignement

Table C21:
Percentage of respondents who thought the subjects were "essential" or "very important" (1993/94)

Tableau C2
Pourcentage des répondants qui estimaient que les matières étaient "essentiels" ou "très importantes" (1993/94)

	Physical education Sciences physiques	The arts L'enseignement des matières artistiques	The sciences Sciences expérimentales	Foreign languages Langues étrangères	Religion Enseignement religieux	Social studies (e.g. History, Geography) Histoire, géographie	Mathematics Mathématiques	Education for citizenship Éducation civique	Technology (e.g. Home Economics, Studies Technology) Technologie	Information Technology (e.g. Computing) Informatique	Subject average within each country Moyenne des matières par pays	
Austria	73	43	67	91	92	72	92	64	60	79	73.2	Austria
Belgium (Flemish community)	63	29	57	88	86	44	80	56	53	77	64.3	Belgique (Communauté flamande)
Denmark	38	36	46	79	85	41	81	46	...	55	56.3	Danemark
Finland	61	31	53	87	77	49	84	35	39	71	58.9	Finlande
France	50	31	63	87	97	69	88	67	47	69	66.8	France
Netherlands	41	31	64	85	90	47	69	41	42	75	58.6	Pays-Bas
Portugal	71	55	76	85	91	75	86	73	66	76	75.5	Portugal
Spain	52	44	65	72	67	66	73	66	63	66	63.4	Espagne
Sweden	54	31	65	87	94	58	91	70	38	63	65.0	Suède
Switzerland	67	58	63	77	84	62	82	65	52	71	68.1	Suisse
United Kingdom	41	26	66	56	88	50	93	36	57	72	58.4	Royaume-Uni
United States	62	47	85	53	92	80	96	77	36	86	71.3	Etats-Unis
Country average for each subject	56.0	38.4	64.1	79.0	86.9	59.5	84.6	59.0	50.3	71.5		Moyenne des pays pour chaque matière

See Annex 1 for notes

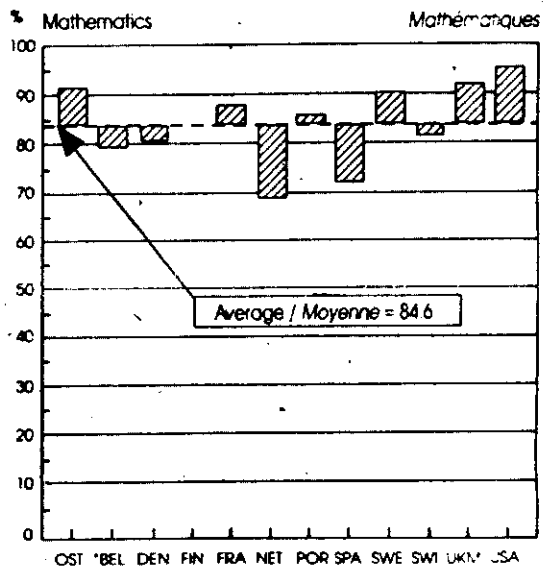
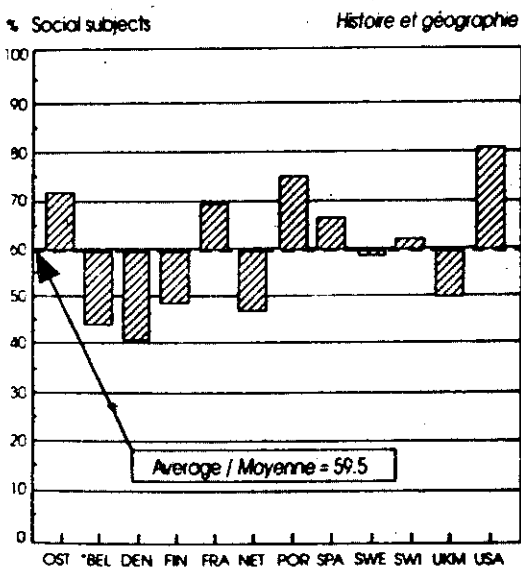
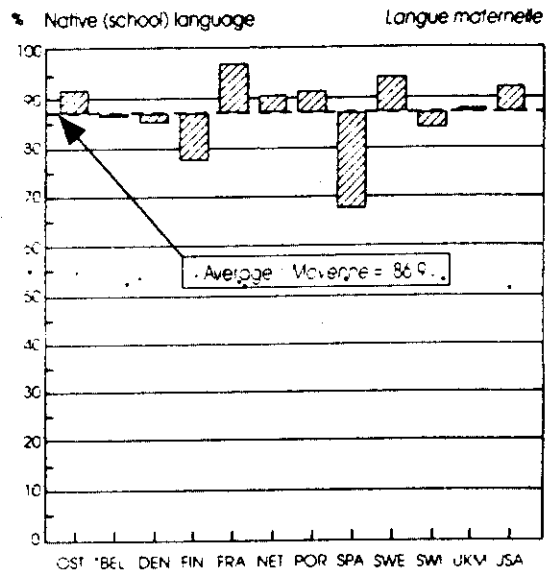
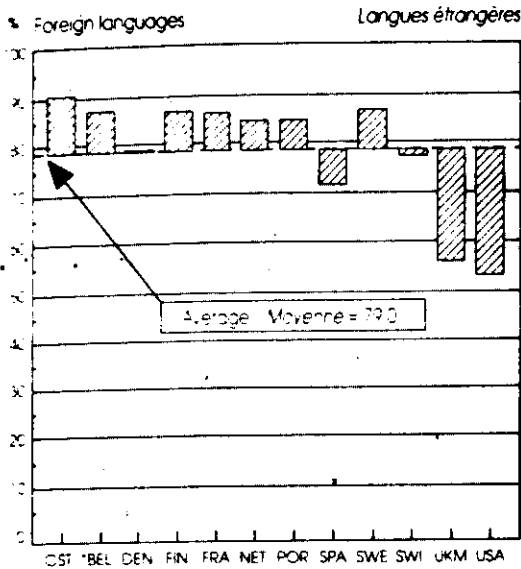
Voir notes en annexe

C21: Importance of school subjects

C21: Importance des matières d'enseignement

Chart C21:
Percentage of respondents who thought
the following subjects were "essential"
or "very important" (1993/94)

Graphique C21
Pourcentage des répondants qui estimaient
que les matières suivantes étaient "essentielle"
ou "très importantes" (1993/94)



* Flemish community
Countries are ranked by English alphabetical order

* Communauté flamande
Les pays sont classés dans l'ordre alphabétique anglais

C22: Importance of qualities/aptitudes

C22: IMPORTANCE OF QUALITIES/APTITUDES

POLICY ISSUES

What can be done to enhance secondary school's ability to develop aptitudes and qualities such as self-confidence? The public place a high priority on such qualities, although they are difficult to quantify.

KEY RESULTS

On the whole, countries rate personal, social and vocational qualities and/or aptitudes higher than curriculum subjects. The country averages range from 88.4 to 64.2 per cent for qualities, as compared with 86.9 to 38.4 per cent for subjects (Table C21).

"Self-confidence" and "skills and knowledge to get a job" are consistently rated as high priorities in all countries.

"Understanding of other countries of the world" has a significantly lower country average than the seven others, and is rated as a bottom priority (or bottom equal) in ten of the twelve countries. Austria and Switzerland are exceptions with "understanding other countries" higher than "being a good citizen".

The latter quality shows the least consistency in its ranking across countries — high in Portugal, middle in Belgium (Flemish community) and Finland, and low in Austria and Switzerland.

DESCRIPTION AND INTERPRETATION

Both the table and the chart provide a country-by-country comparison of the importance that the general public in twelve OECD countries attach to qualities. Figures refer to the percentage of respondents who said that a quality was "essential" or "very important". The table lists all eight qualities, while the chart highlights four of qualities rated as most important.

The table provides a "qualities average", an overall measure of the importance accorded to the eight qual-

ities by individual countries. The country averages for each quality are at the bottom of the table.

The chart presents country averages as a horizontal line. This allows an "at a glance" reading of the level of priority given to that quality across countries.

The size of the column above or below the horizontal line shows how much any individual country differs from the country average.

In interpreting the information, it is helpful to set these data alongside those on the importance of subjects (Indicator C21). Useful comparisons can be made in two areas in particular: *i*) qualities averages in relation to subject averages; and *ii*) country averages for subjects and for qualities.

Within this indicator it is also useful to examine country averages, because:

- They give a view of international consensus or the ranking of qualities.
- They show the extent to which a qualities ranking within any individual country is similar or dissimilar to its international ranking.
- They allow visual identification of countries that fall above or below the line.

Qualities averages give a reading of how the public in any country responded overall. In addition, the importance of any individual quality within a country can be gauged in comparison with the qualities average for that country.

DEFINITIONS

This indicator refers to the percentage of the general public who responded "essential" or "very important" to this question: "The following are qualities that young people may have developed by the end of their compulsory schooling. In your view, how important is it that schools aim to develop such qualities?".

Other response categories were: "fairly important", "not very important", "not at all important" and "not sure either way" or, in some countries, "don't know".

C22: Importance of qualities/aptitudes

C22: Importance de certaines qualités

Table C22:
Percentage of respondents who thought the following
qualities were "essential" or "very important" (1993/94)

Tableau C22
Pourcentage des répondants qui estimaient que les qualités
suivantes étaient "essentielle" ou "très importantes" (1993/94)

	Self confidence La confiance en soi	How to live (learning) people from different backgrounds La capacité de vivre avec des personnes de différents milieux	A desire for continue studies or training to increase one's knowledge Le désir de continuer sa formation	An understanding of other countries of the world La compréhension des autres pays du monde	Skills and knowledge which will help to get a job Les compétences et les connaissances qui aident à trouver un emploi	Skills and knowledge which will help to solve the problems of living Les compétences et les connaissances qui aident à résoudre les problèmes de la vie	A lifestyle which promotes good health Un mode de vie équilibré et sain	Being a good citizen Un esprit et un comportement civiques	Qualities average within each country Moyenne des qualités par pays	
Austria	93	83	79	71	92	88	83	68	82.3	Autriche
Belgium (Flemish community)	90	81	75	61	85	76	78	80	78.5	Belgique (Communauté flamande)
Denmark	87	84	65	61	75	70	61	63	70.6	Danemark
Finland	89	87	68	62	82	76	77	76	77.1	Finlande
France	93	83	87	64	91	84	85	82	83.5	France
Netherlands	90	85	73	63	80	83	61	65	74.8	Pays-Bas
Portugal	82	82	81	71	85	85	86	87	82.6	Portugal
Spain	75	73	70	65	77	73	72	75	72.5	Espagne
Sweden	90	75	68	61	85	80	72	76	75.9	Suède
Switzerland	93	88	76	74	89	86	79	58	80.4	Suisse
United Kingdom	89	73	69	49	91	...	72	82	75.1	Royaume-Uni
United States	89	82	88	67	94	90	83	86	84.8	Etats-Unis
Country average for each quality	88.4	81.3	74.8	64.2	85.5	81.2	75.7	74.9		Moyenne des pays pour chaque qualité

See Annex 1 for notes

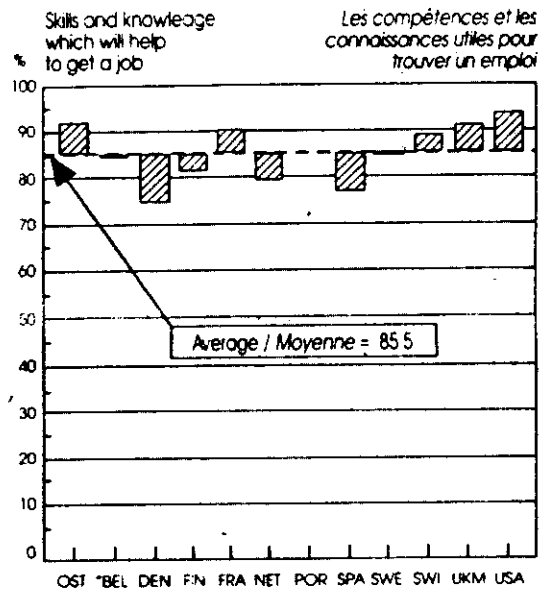
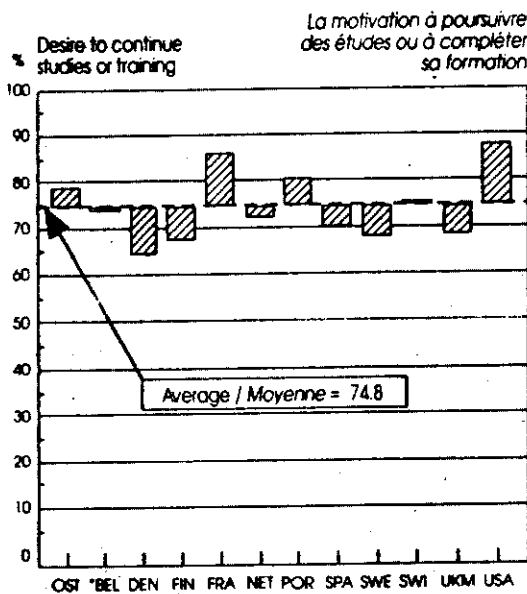
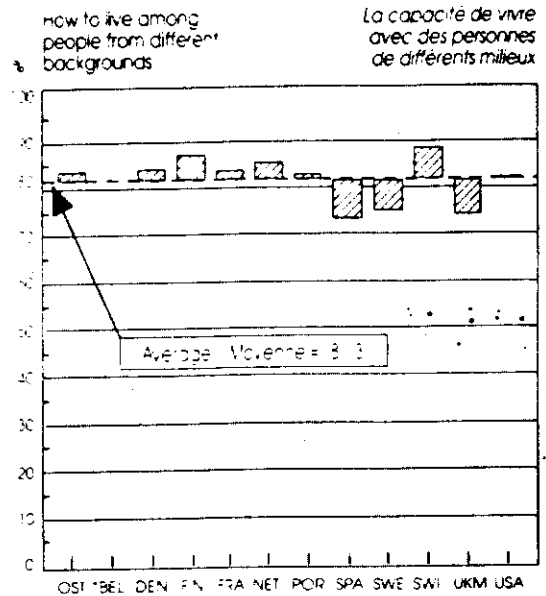
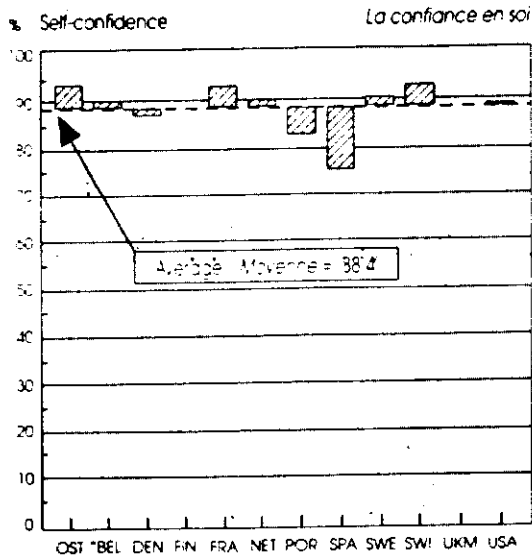
Voir notes en annexe 1

C22: Importance of qualities/aptitudes

C22: Importance de certaines qualités

Chart C22.
Percentage of respondents who thought
the following qualities were "essential"
or "very important" (1993/94)

Graphique C22
Pourcentage des répondants qui estimaient
que les qualités suivantes étaient "essentiellés"
ou "trés importantes" (1993/94)



* Flemish community
Countries are ranked by English alphabetical order

* Communauté flamande
Les pays sont classés dans l'ordre alphabétique anglais

C23: CONFIDENCE IN THE TEACHING OF SUBJECTS AND DEVELOPMENT OF QUALITIES

POLICY ISSUES

The gap between confidence in the achievement of objectives and the perceived importance of those objectives may, in terms of policy, be taken as one index of satisfaction or dissatisfaction with schools. Where precisely is improvement needed? What can be done in practical terms?

KEY RESULTS

The general public's confidence in the teaching of important subjects is consistently higher than its confidence in the development of important qualities – except in Portugal, where they are equal.

The difference between the two levels is marginally higher in two or three countries (e.g. in Denmark, Spain and the United States – 4 to 9 percentage points) and very much higher in three others (Finland, France and Sweden – 22 percentage points).

Confidence in the teaching of important subjects in France is high in absolute terms (84 per cent) and relatively high in comparison with other countries.

In Sweden, the confidence expressed in the development of qualities is low in absolute terms (18 per cent), and in relative terms conspicuously lower than in all other countries.

DESCRIPTION AND INTERPRETATION

The chart shows, for each country, and in two vertical columns, the public's level of confidence in the teaching of subjects and in the development of qualities rated "essential" or "very important".

The columns show the average percentage of important subjects or qualities that respondents believe – i.e., are "very confident" or "fairly confident" – to be well taught. These are subjects or qualities that each respondent deems "essential" or "very important", and the indicator equals the average of percentages across respondents.

The percentage figure is the average confidence figure across all ten subjects. For example, Belgium's (Flemish community) 72 per cent confidence in teaching of subjects is the average confidence figure across all 10 subjects. The 58 per cent figure for Belgium (Flemish community) is the average confidence figure across all eight qualities. Both are calculated by taking only those responses where people say that a subject or quality is "essential"/"very important" and then ascertaining whether or not they say they are "very confident"/"fairly confident" that subject is taught well.

The "country average" is calculated by averaging the confidence figure for each of the twelve countries. This is done twice, once for subjects, once for qualities. The two are represented in the chart by two horizontal lines, one solid (subjects) and one dotted line (qualities).

The table simply provides the figures on which the chart is based. A number of different measures might be used in interpreting the results:

- The satisfaction rating may be taken as the height of the column.
- The relative degree of satisfaction with subjects as compared with qualities may be read as the difference in height between the two relevant columns.
- Individual countries may be compared with the average across countries by examining the difference between the column height and the horizontal (country average) line.

DEFINITION

A subject or quality is regarded as important by a respondent if he or she said it was "essential" or "very important". The respondent is confident about the teaching of the subject if he or she also indicated that he or she was "very" or "fairly" confident it was taught (or developed) well.

The indicator is calculated using a four-step procedure finding:

- The number of times a respondent rated a subject or quality "essential" or "very important" (a).
- The number of times a respondent also said he or she was "very" or "fairly" confident about the teaching of the subject or quality (b).
- The average *b/a* for each respondent.
- The average for all respondents in each country, which forms the percentage score for the country.

C23: Public confidence in the schools

C23 : Confiance du public envers l'éco

Table C23:
Percentage of respondents who viewed subjects as important and who thought they were taught well, and percentage of respondents who thought qualities were important and that they were developed well (1993/94)

Tableau C23
Pourcentage des répondants qui estimaient que les matières étaient importantes et qu'elles étaient bien enseignées et pourcentage des répondants qui estimaient que les qualités étaient importantes et que leur acquisition était favorisée (1993/94)

	Average confidence in important subjects <i>Appréciation moyenne de l'importance des matières</i>	Average confidence in important qualities <i>Appréciation moyenne de l'importance des qualités</i>	
Austria	78	63	Autriche
Belgium (Flemish community)	72	58	Belgique (Communauté flamande)
Denmark	75	69	Danemark
Finland	77	55	Finlande
France	84	62	France
Netherlands	64	51	Pays-Bas
Portugal	58	58	Portugal
Spain	46	37	Espagne
Sweden	40	18	Suède
Switzerland	76	63	Suisse
United Kingdom	63	47	Royaume-Uni
United States	63	59	Etats-Unis
Country average	66.2	53.4	Moyenne des pays

See Annex 1 for notes

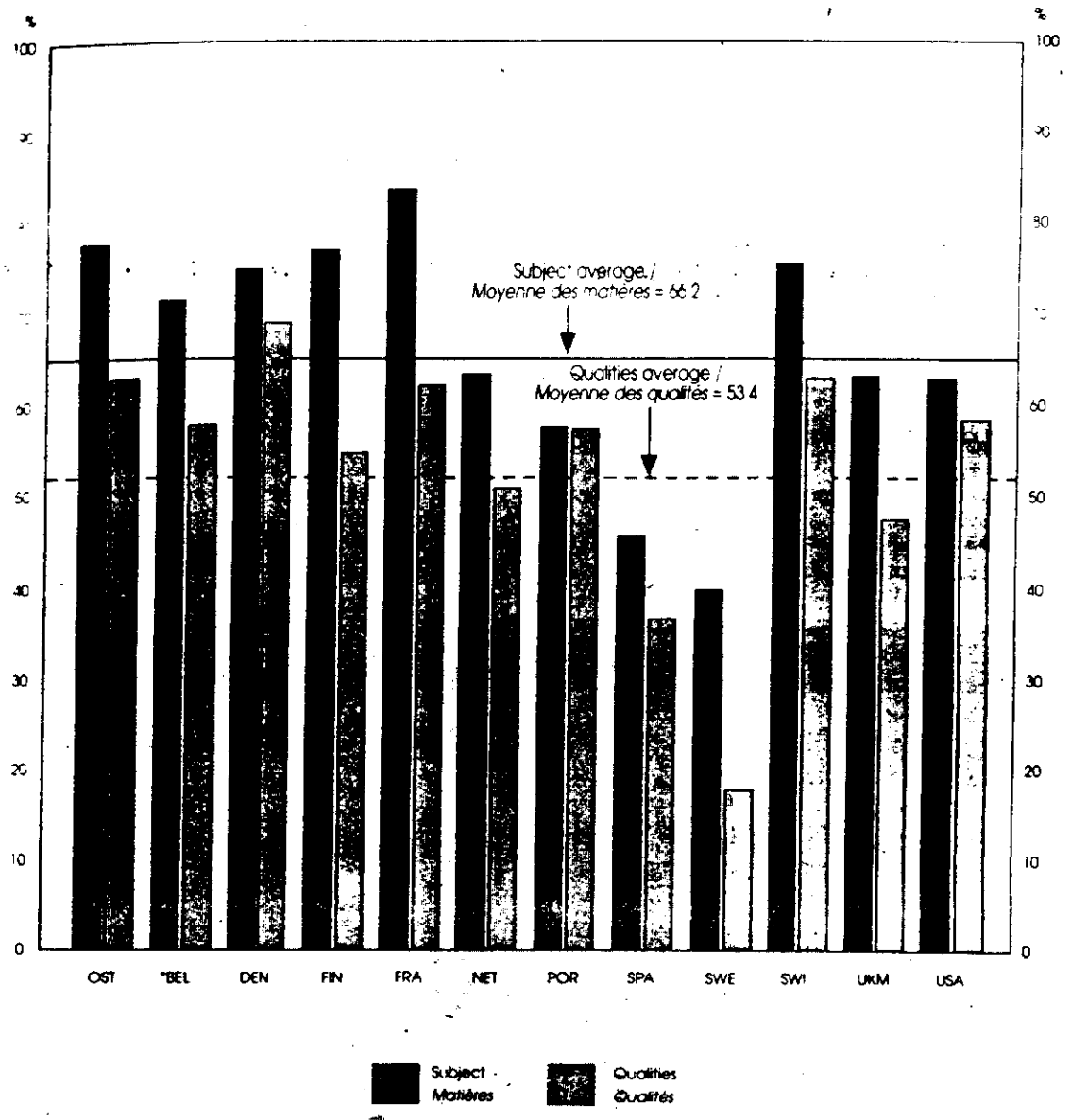
Voir notes en annexe 1

C23: Public confidence in the schools

C23 : Confiance du public envers l'école

Chart C23
Confidence in the teaching
of subjects and development of qualities
(1993/94)

Graphique C23
Appréciation de la qualité de l'enseignement
des matières et de l'acquisition de qualités
(1993/94)



* Flemish community
Countries are ranked by English alphabetical order

* Communauté flamande
Les pays sont classés dans l'ordre alphabétique anglais

école
C23
teaching
subjects
and development of qualities
(1993/94)

France
Belgium
Denmark
Finland
France
Netherlands
Portugal
Spain
Sweden
Switzerland
United Kingdom
United States
Other countries

C24: Educational responsibilities of schools

C24: HOME SCHOOL BALANCE FOR THE PERSONAL AND SOCIAL DEVELOPMENT OF YOUNG PEOPLE

POLICY ISSUES

Outside the schoolroom, what can be done to enhance home/community efforts towards nurturing the personal and social development of young people?

KEY RESULTS

In all countries, there is strong feeling that responsibilities for personal and social education should be shared between home and school. Denmark and Finland are the only exceptions, with more than half the population ascribing major responsibility to the home.

There are wide variations among countries in the percentage of the public assigning a major responsibility for personal and social development to the home.

In four countries (France, Portugal, Spain and the United Kingdom), less than 20 per cent of the public see the home as having more responsibility than the school.

There is a strong consensus across all countries that schools should not have the main responsibility for personal and social development. Portugal is the only country where more than 10 per cent of the public indicate the home should have less responsibility than the school.

DESCRIPTION AND INTERPRETATION

With the exception of Portugal, all of the variations among countries in the percentage of people assign-

ing most responsibility to the school fall within the survey's margin of error. Therefore, these figures should be regarded as approximately equal. The remaining interest, then, lies with the balance of shared responsibility and home responsibility, and the country breakdown as shown on the chart is most revealing.

Only in the Nordic countries – Denmark and Finland – did more than half of the sample (55 per cent) find that the home should bear more responsibility than the school. In the nine other countries, the majority of persons believed the responsibility should be shared, with percentages in six of the nine ranging from 53 to 67 per cent. France, Spain and the United Kingdom had the lowest share (14-15 per cent) of persons placing primary responsibility with the home.

It would be interesting to explore further the countries that fall well above and well below the country average for home responsibility. Policy context as well as current practice will be important in any attempt to explain the meaning or implications of those findings.

DEFINITIONS

The indicator refers to percentages of the general public who responded "main"/"shared equally"/"less" to the following question: "How much responsibility do you think the school should have (compared with the home) for the personal and social development of young people?".

C24: Educational responsibilities of schools

C24: Responsabilités éducatives de l'école

Table C24
Percentage of people who answered how much responsibility they thought the home should have compared to school for the personal and social development of young people (1993/94)

Tableau C24
Pourcentage de la population qui a répondu à la question sur la responsabilité que la famille devrait avoir par rapport à l'établissement scolaire en ce qui concerne l'épanouissement personnel et social des jeunes (1993-94)

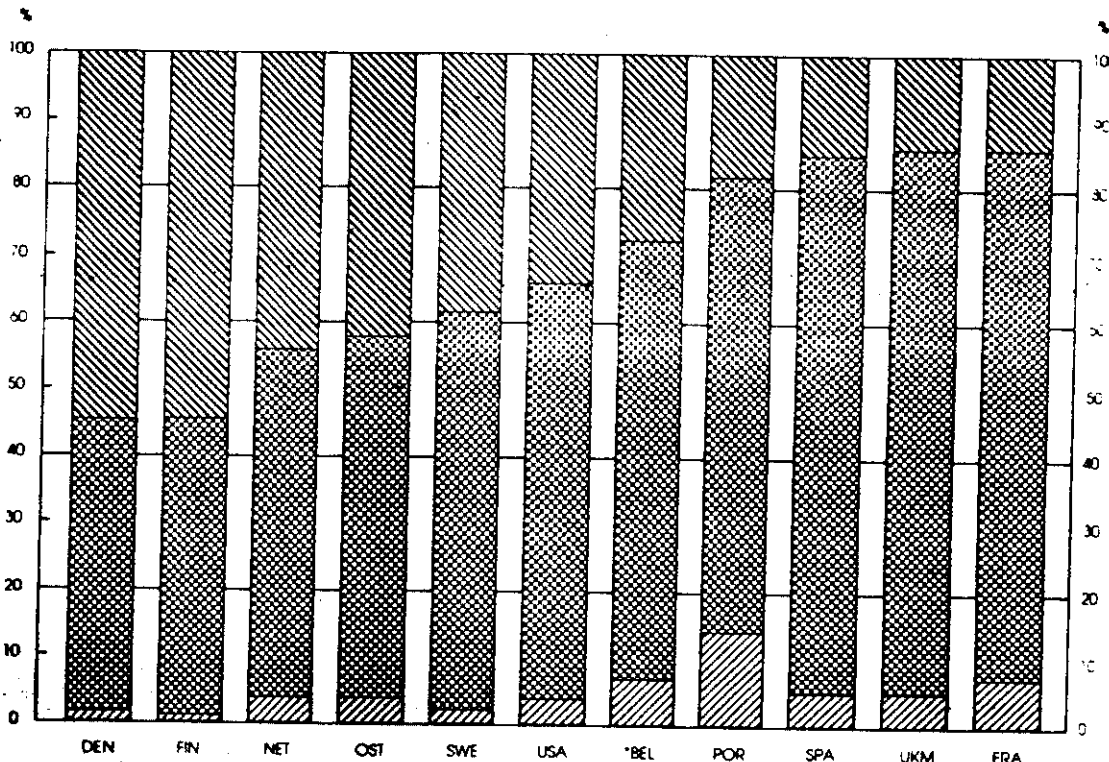
	Home should have more responsibility than the school <i>La famille devrait avoir plus de responsabilité que l'établissement scolaire</i>	Home should share responsibility equally with the school <i>La famille devrait avoir autant de responsabilité que l'établissement scolaire</i>	Home should have less responsibility than the school <i>La famille devrait avoir moins de responsabilité que l'établissement scolaire</i>	
Denmark	55	43	2	Danemark
Finland	55	44	1	Finlande
Netherlands	44	53	3	Pays-Bas
Austria	42	55	3	Autriche
Sweden	38	60	2	Suède
United States	34	63	3	Etats-Unis
Belgium (Flemish community)	28	65	7	Belgique (Communauté flamande)
Portugal	18	67	14	Portugal
Spain	15	80	5	Espagne
United Kingdom	14	81	5	Royaume-Uni
France	14	79	7	France
Country average	32.5	62.8	4.7	Moyenne des pays

See Annex 1 for notes

Voir notes en annexe 1

Chart C24
Percentage of people who answered how much responsibility they thought the home should have compared to school for the personal and social development of young people (1993/94)

Graphique C24
Pourcentage de la population qui a répondu à la question sur la responsabilité que la famille devrait avoir par rapport à l'établissement scolaire en ce qui concerne l'épanouissement personnel et social des jeunes (1993/94)



Less responsibility than the school
 Moins de responsabilité que l'établissement
 Responsibility shared-equally with the home
 Autant de responsabilité
 More responsibility than the school
 Plus de responsabilité que l'établissement

* Flemish community
Countries are ordered as the percentage who felt the home should have more responsibility than the school for the personal and social development of young people

* Communauté flamande
Les pays sont classés par ordre décroissant selon que la population attribue plus de responsabilité à la famille

C25: Respect for teachers

C25: RESPECT FOR SECONDARY TEACHERS

POLICY ISSUES

In providing information on the general public's level of respect for secondary teachers, this indicator translates into support or lack of support for the teaching profession. How people perceive the profession is likely to affect recruitment and the quality of new entrants. The information is likely to be of most use when taken together with that of other indicators on teachers, such as salary levels and working conditions.

KEY RESULTS

There is wide variation from country to country in the percentages of persons who said that teachers are "very" or "fairly respected", with figures ranging from 32 per cent in Spain to 74 per cent in Austria.

In all but three countries, less than 10 per cent think teachers are "very respected". Austria and the United States stand out from the overall pattern trend with around one person in five saying that teachers are "very respected".

Taking the eleven countries together, one in three of the general public considers that teachers are "not very respected".

In no country do more than 10 per cent of the public say that teachers are "not at all respected".

The percentage saying that they are "not sure" or "don't know" ranges in ten countries from 2 to 10 per cent. A notable exception is Portugal, where one in four said that they are "not sure" or "don't know".

DESCRIPTION AND INTERPRETATION

In the chart, countries are presented in alphabetical order from left to right. The column represents the percentage of the public who said that teachers were "very" or "fairly" respected. The average across countries for these two response categories is 57.6 per cent, and is represented by the horizontal line. Each individual country may then be seen as exceeding or falling short of that average rating.

DEFINITIONS

This indicator refers to the percentage of the general public who responded "very respected" or "fairly respected" to the question: "In your opinion how respected are secondary teachers as a profession?".

Other response categories were: "not very respected", "not at all respected" and "not sure either way".

C25: Respect for teachers

C25 Considération accordée aux enseignants

Table C25:
Different levels of respect
for secondary teachers
as professionals (percentage, 1993/94)

Tableau C25 :
Différents niveaux de considération
pour les enseignants du secondaire en tant
que professionnels (pourcentage, 1993-94)

	Very respected <i>Très bien considérés</i>	Fairly respected <i>Assez bien considérés</i>	Very and fairly respected <i>Très et assez bien considérés</i>	Not very respected <i>Pas très bien considérés</i>	Not at all respected <i>Mal considérés</i>	Not sure <i>Sans opinion</i>	
Austria	18	57	74	18	3	4	Autriche
Belgium (Flemish community)	8	56	64	29	6	2	Belgique (Communauté flamande)
Denmark	7	52	59	35	2	3	Danemark
Finland	7	51	58	40	2	...	Finlande
France	8	47	55	35	9	2	France
Netherlands	5	55	61	33	2	4	Pays-Bas
Portugal	12	47	59	13	3	25	Portugal
Spain	3	29	32	49	9	10	Espagne
Sweden	7	40	48	37	6	9	Suède
United Kingdom	7	49	56	32	6	7	Royaume-Uni
United States	20	48	68	24	5	3	Etats-Unis
Country average	9.3	48.3	57.6	31.3	4.8	6.9	Moyenne des pays

See Annex 1 for notes

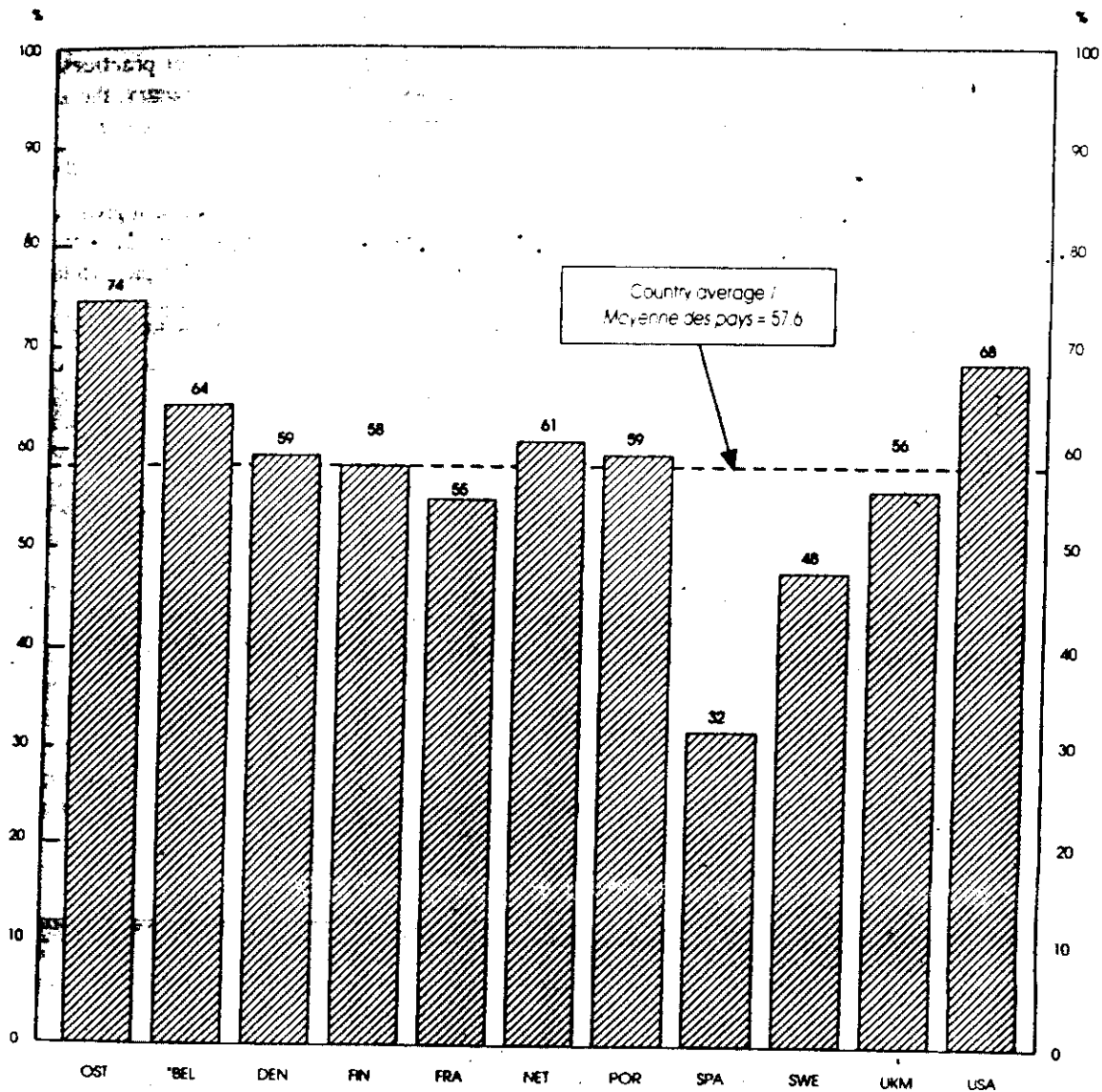
Voir notes en annexe 1

C25: Respect for teachers

C25 : Considération accordée aux enseignants

Chart C25:
Percentage of respondents
who thought that secondary teachers are "very"
or "fairly" respected (1993/94)

Graphique C25
Pourcentage des répondants qui estimaient
que les enseignants du secondaire sont
"très" ou "assez bien" considérés (1993/94)



* Remish community
Countries are ranked by English alphabetical order

* Communauté flamande
Les pays sont classés dans l'ordre alphabétique anglais

C26: Priorities in school practice

C26: PRIORITIES IN SCHOOL PRACTICE

POLICY ISSUES

This indicator provides information about the public's perception of effective school practices on which the public would like to see greatest investment of energy and resources.

KEY RESULTS

There is strong support among the general public in all countries for "helping with difficulties in learning", which is ranked as a top priority in each.

"Keeping parents well informed" is rated highly overall (country average: 82.3 per cent), and is also rated highly within eleven of the twelve countries. France, though, gives it relatively less weight than most other priorities.

"Careers advice and guidance" is rated highly overall (country average: 80.2 per cent), and rated highly within each of the twelve countries.

"Maintaining discipline" is seen in four countries (Finland, France, the United Kingdom and the United States) as a top priority, and in Finland and France it is ranked significantly higher than "keeping parents well informed".

"Regular homework" has the lowest country average overall (57.5 per cent), and is also low on the list in every country.

"A wide range of subjects taught" shows the greatest variation among countries; it is rated very low in Finland and relatively high in Belgium, Switzerland and the United States.

DESCRIPTION AND INTERPRETATION

The general public were asked to respond to seven aspects of school practice, each of which is shown in gra-

phic and tabular form for the twelve countries. Each of the seven charts illustrates one aspect of school practice, with countries shown alphabetically from left to right. The average for all countries taken together ("country average") is represented by a horizontal line. The distance of any country above or below the horizontal line shows the distance from the country average.

The table gives the same information in percentages, and also provides a "school practices" average which shows, for an individual country, the average response rate for all seven aspects of practice.

The "school practices" average is particularly useful in interpreting the figures, because it gives an immediate reading of the relative priority rating of any school practice for one country. For example, while "keeping parents well informed" is rated as "essential"/"very important" by 76 per cent of the public in France, this is not a high priority when it is noted that their school practices average 80.3 per cent.

The school practices average also makes it possible to take into account differences in response between Denmark and Spain, where it is generally quite low (59 per cent) as against the United States, for example, where it is generally high (87 per cent).

DEFINITIONS

This indicator refers to percentages of the general public who responded "essential" or "very important" to the following question: "In your view, how important are each of the following for schools to emphasize in order to achieve their goals?"

Other response categories were: "fairly important", "not very important", "not at all important" and "not sure either way" or, in some countries, "don't know".

C26: Priorities in school practice

C26 : Aspects prioritaires de l'action des écoles

Table C26:
Percentage of respondents who thought it is "essential" or "very important" for schools to emphasize the following practices in order to achieve their goals (1993/94)

Tableau C26 :
Pourcentage des répondants qui estimaient qu'il est "essentiel" ou "très important" que l'école prête une attention particulière aux aspects suivants pour s'acquitter de sa mission (1993/94)

	Careers advice and guidance L'aide à l'orientation des élèves et les informations sur les métiers	Helping with difficulties in learning L'aide aux élèves en difficulté	Strong leadership from the headteacher Une direction ferme assurée par le chef d'établissement	Maintaining discipline Le maintien de la discipline dans l'établissement	Regular homework Des devoirs donnés à la maison régulièrement	A wide range of different subjects taught Un large éventail de disciplines enseignées	Keeping parents well informed and involved L'information et la participation des parents d'élèves	School practices average within each country Moyenne générale par pays	
Austria	93	92	47	73	57	70	86	73.9	Autriche
Belgium (Flemish community)	76	92	73	81	58	74	85	76.9	Belgique (Communauté flamande)
Denmark	66	81	46	56	39	51	74	59.1	Danemark
Finland	74	89	42	91	71	29	72	66.8	Finlande
France	93	94	82	89	57	70	76	80.3	France
Netherlands	81	92	61	69	60	67	83	73.4	Pays-Bas
Portugal	81	87	69	79	67	38	87	72.6	Portugal
Spain	71	76	38	60	39	55	74	58.9	Espagne
Sweden	77	88	62	79	49	48	80	69.1	Suède
Switzerland	82	92	56	67	52	71	88	72.5	Suisse
United Kingdom	85	94	75	90	63	70	87	80.5	Royaume-Uni
United States	84	92	85	93	78	79	95	86.6	Etats-Unis
Country average for each school practice	80.2	89.1	61.4	77.1	57.5	60.2	82.3		Moyenne des pays pour chaque aspect

See Annex 1 for notes

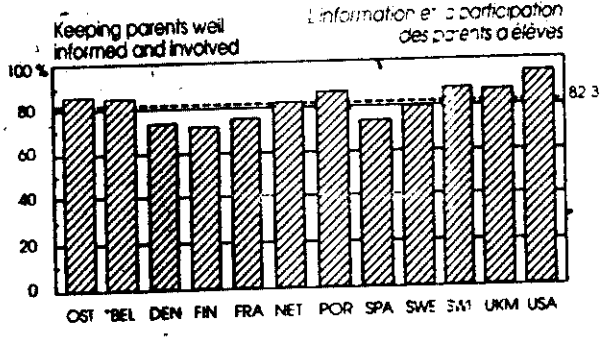
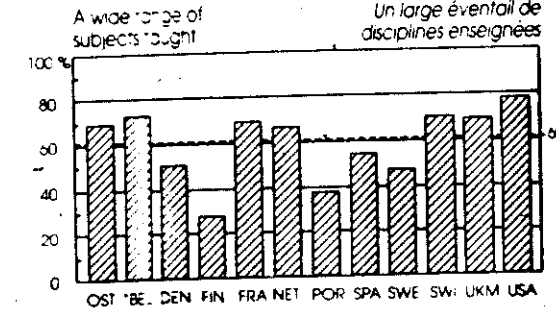
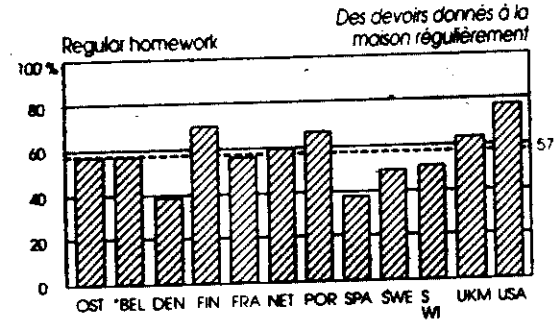
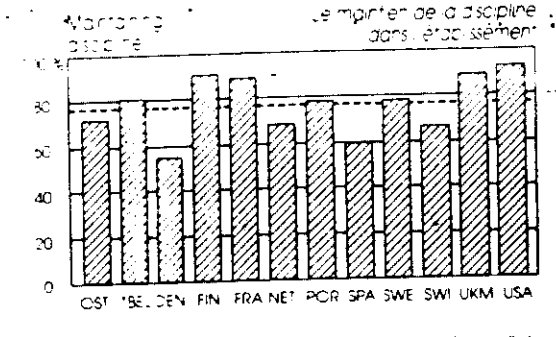
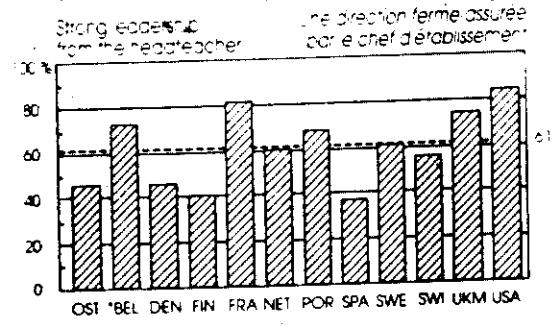
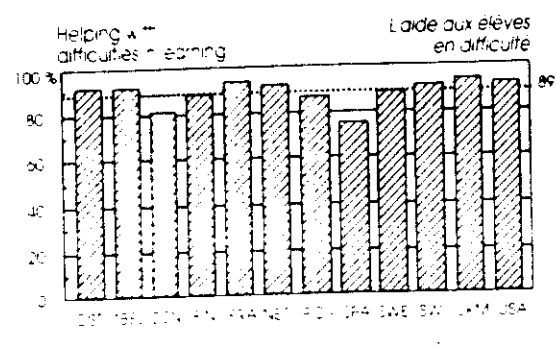
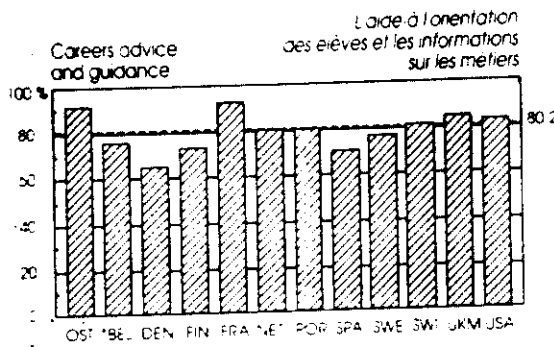
Voir notes en annexe 1

C26: Priorities in school practice

C26: Aspects prioritaires de l'action des écoles

Chart C26
Percentage of respondents who thought it is "essential" and "very important" for schools to emphasize the following practices in order to achieve their goals (1993/94)

Groupes C26
Pourcentage des répondants qui estiment que qu'il est "essentiel" ou "très important" que l'école prête une attention particulière aux aspects suivants pour s'acquitter de sa mission (1993/94)



* Flemish community
Countries are ranked by English alphabetical order

* Communauté flamande
Les pays sont classés dans l'ordre alphabétique anglais

C27: Decision-making at school level

C27: IMPORTANCE OF DECISION-MAKING AT SCHOOL LEVEL

POLICY ISSUES

This indicator shows aspects of school management for which people favour more local control. Devolution of responsibility to schools is a common policy issue among OECD countries, and one in which public views may confirm or question policy and practice.

KEY RESULTS

There is wide variation among countries with regard to support for school-level decision-making. There is also wide variation in the types of decision-making that are seen as most appropriate for schools.

In one country (the United States), a majority are in favour of schools exercising autonomy in all areas.

The areas for which school-level decision-making receives the strongest support are teacher selection and promotion, how the school budget is spent, and how subjects are taught. The areas in which it is least supported are what subjects are taught and teachers' salaries and working conditions.

In some countries (e.g. the United States), views are fairly consistent across all six areas of decision-making. In other countries, the public differentiate sharply between one area and another. For example, in Sweden, 51 per cent favour local control of school budgets, but only 17 per cent favour letting schools set teacher salaries. In the Netherlands, 47 per cent favour school control of teacher selection and promotion, but only 15 per cent want local control over the subjects taught.

The area in which there is widest divergence from country to country is teacher selection and promotion.

DESCRIPTION AND INTERPRETATION

The percentage of respondents who viewed it as "very important" that schools have control over each of

six areas of decision-making is shown in the chart and the table. The chart provides for each country a six-strand "web", and each of the six sectors between strands corresponds to an aspect of school-level decision-making. The distance the shaded area reaches from the centre of the web indicates the percentage of people favouring local control of the function indicated.

As well as giving an at-a-glance view of overall support among countries, the charts show how support leans towards certain kinds of decision-making. In Sweden, for example, the web extends more to the left (teacher selection and control over school budgets).

The table adds two other pieces of information. The country average at the bottom shows those areas of school-level decision-making that receive most and least support across all countries. The "items average" allows each area of school-level decision-making to be viewed at relative to the average for any individual country.

The context of national policy and practice is an important one in examining the meaning and implications of the data. For example, in France there is relative strong support for selecting and promotion of teachers at school level although this is not national practice of policy. A similar level of support is expressed in the United Kingdom where it is policy. This underlines the value of setting the indicator alongside others, such as levels of decision-making and resourcing and, of considering the findings in a wider national context, for example, awareness of how decisions are taken is likely to differ both between and within countries.

DEFINITIONS

The indicator refers to the percentage of a sample of the general public who responded "very important" to each of ten items following the question: "In your opinion, how important is it that the following decisions are made by the individual school itself?"

Other response categories were: "fairly important", "not very important", "not at all important" and "not sure either way".

C27: Decision-making at school level

C27 - Prise de décision au niveau de l'établissement

Table C27:
Percentage of respondents who thought it was "very important" for decisions to be made by schools themselves (1993-94)

Tableau C27
Pourcentage des répondants qui estiment qu'il est "très important" que les décisions soient prises par les établissements scolaires eux-mêmes (1993-94)

	What subjects by you taught Les cours des disciplines enseignées	How subjects by you taught La manière d'enseigner ces disciplines	Amount of time spent Teaching each subject Temps consacré à l'enseignement des matières de chaque	How subjects by you taught La manière d'enseigner ces disciplines	Level set self: curriculum promotion Le règlement et la promotion des enseignants	Level set self: curriculum promotion Le règlement et la promotion des enseignants	Items average within each country Moyenne des rubriques par pays	
Austria	31	36	28	35	31	18	29.6	Autriche
Belgium (Flemish community)	22	41	27	36	39	26	31.9	Belgique Communauté flamande
Denmark	20	32	16	34	31	12	24.0	Danemark
Finland	18	35	26	40	34	22	28.9	Finlande
France	34	56	51	50	59	43	48.7	France
Netherlands	15	35	22	31	47	24	28.9	Pays-Bas
Portugal	44	55	50	56	51	37	48.8	Portugal
Spain	13	19	17	19	20	13	16.9	Espagne
Sweden	23	38	24	51	44	17	32.8	Suède
Switzerland	18	32	21	22	26	14	22.0	Suisse
United Kingdom	39	50	44	57	50	32	45.3	Royaume-Uni
United States	53	60	57	64	67	57	59.8	Etats-Unis
Country average for each item	27.7	40.6	31.8	41.0	41.6	26.2		Moyenne des pays pour chaque rubrique

See Annex 1 for notes

Voir notes en annexe 1

C27: Decision-making at school level

C27: Prise de décision au niveau de l'établissement

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C27: *l'importance des décisions prises (1994)*

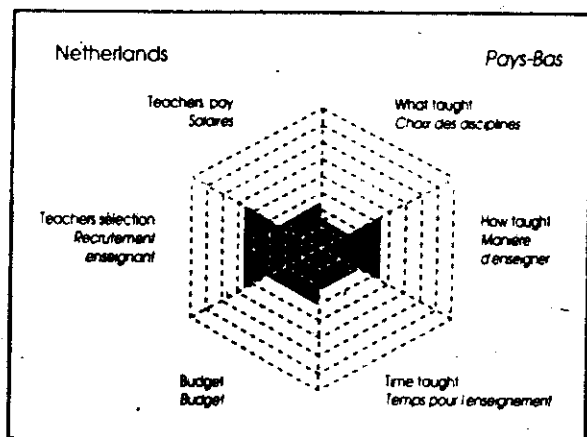
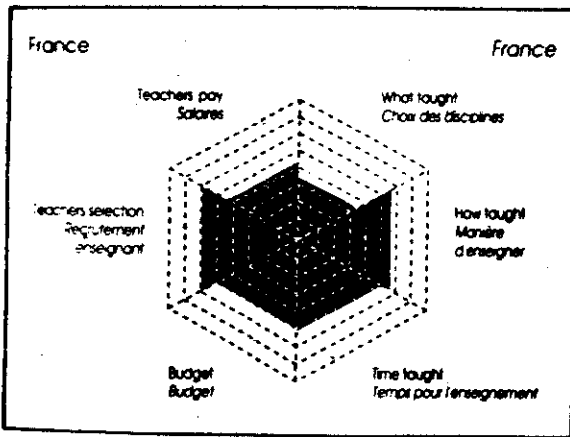
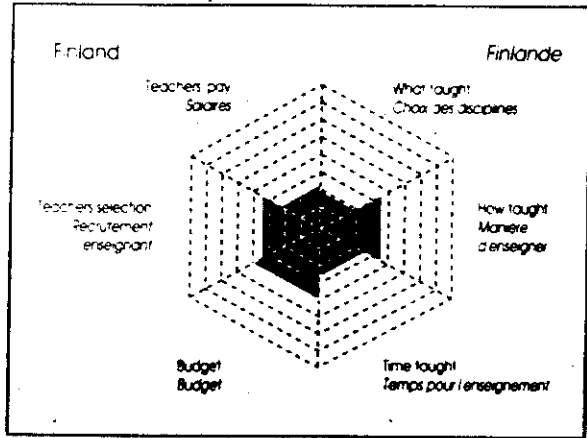
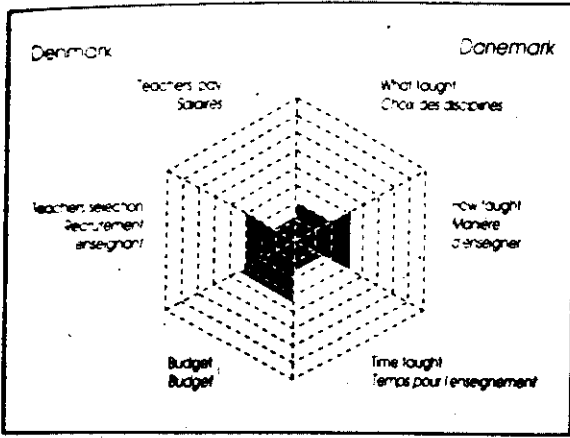
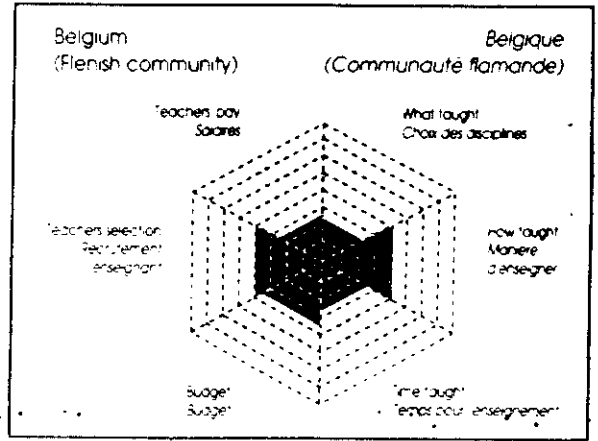
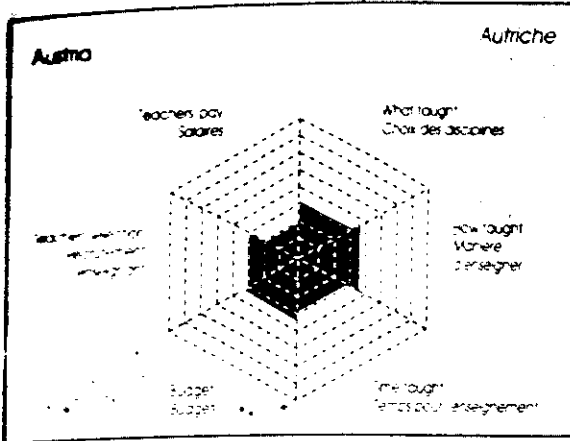
Autriche
Belgique
Danemark
Finlande
France
Pays-Bas
Portugal
Espagne
Suède
Suisse
États-Unis

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annexe 1

Chart C27
Importance of decisions at school level

Graphique C27
Importance des décisions au niveau de l'établissement scolaire



Countries are ranked by English alphabetical order.
The scale is in units of 10%.
The distance from the centre along a strand of the web shows the percentages which are given in the table.
The greater the distance the greater the percentage who thought it was very important for decisions to be made by the schools themselves.

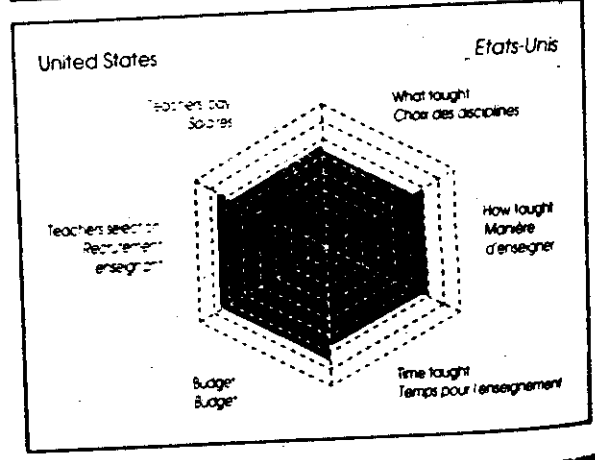
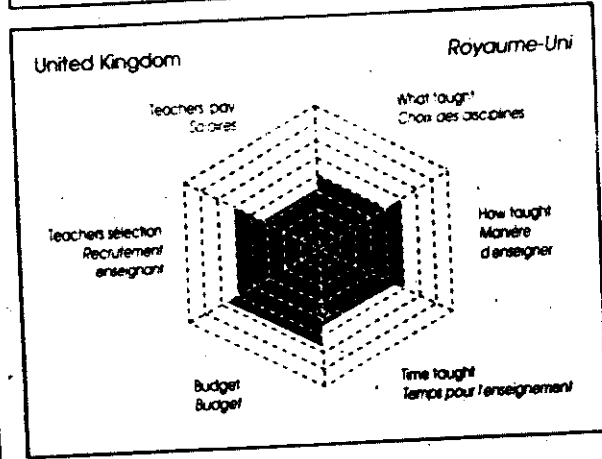
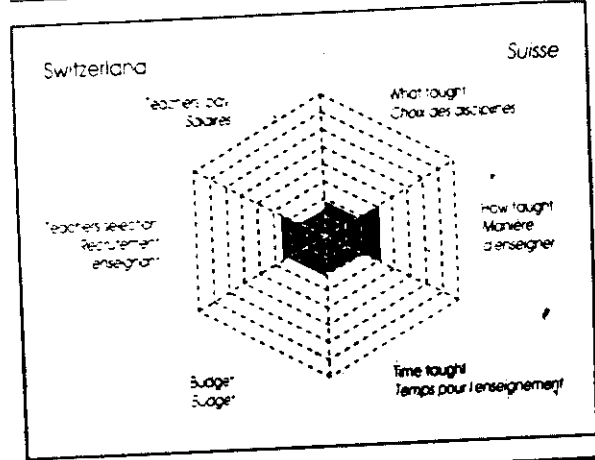
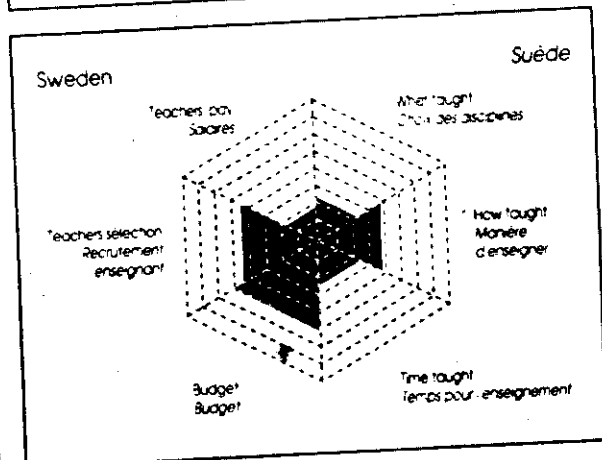
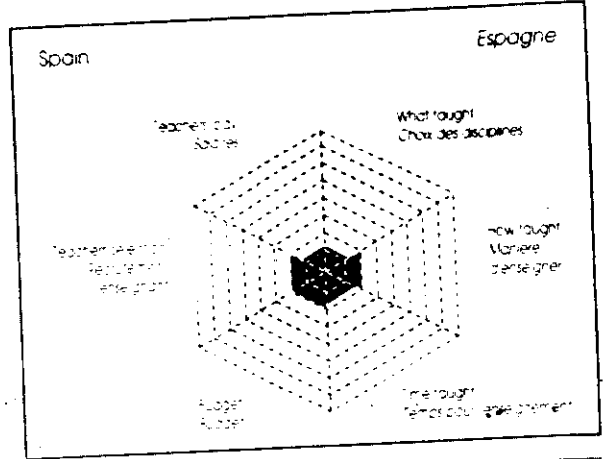
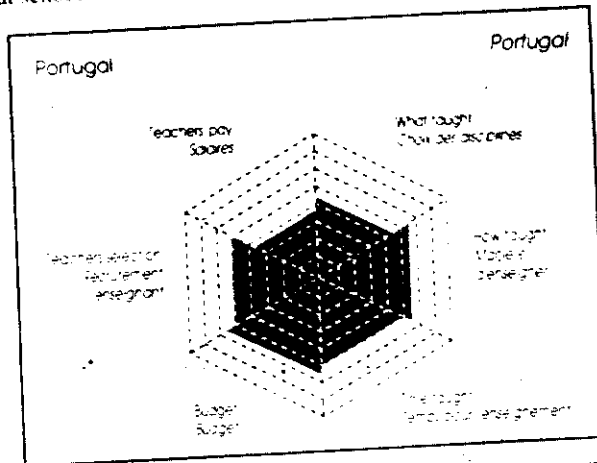
Les pays sont classés dans l'ordre alphabétique anglais.
Echelle en unités de 10%.
La distance du maillage à partir du centre correspond aux pourcentages indiqués dans le tableau.
Plus la distance est grande plus est élevée le pourcentage de ceux qui pensent qu'il est important que les écoles prennent des décisions.

C27: Decision-making at school level

C27 - Prise de décision au niveau de l'établissement

Chart C27
Importance of decisions
at school level

Graphique C27
Importance des décisions
au niveau de l'établissement scolaire



Countries are ranked by English alphabetical order.
The scale is in units of 10%.
The distance from the centre along a strand of the web shows the percentages which are given in the table.
The greater the distance the greater the percentage who thought it was very important for decisions to be made by the schools themselves.

Les pays sont classés dans l'ordre alphabétique anglais.
Echelle en unités de 10%.
La distance du maillage à partir du centre correspond aux pourcentages indiqués dans le tableau.
Plus la distance est grande, plus est élevé le pourcentage de ceux qui pensent qu'il est important que les écoles prennent des décisions.

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COSTS, RESOURCES, AND SCHOOL PROCESSES

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F01: Educational expenditure relative to GDP

EXPENDITURES FOR EDUCATION RELATIVE TO GROSS DOMESTIC PRODUCT (GDP)

POLICY ISSUES

The broadest policy decision that each country makes (explicitly or implicitly) in the realm of education finance concerns the share of total national resources to devote to educational activities. A closely related task is to divide educational resources among the various levels of education. Another choice concerns the share to be channelled to education through the public sector.

KEY RESULTS

The OECD countries as a whole spend 6.1 per cent of their collective GDP to support their educational institutions (all levels combined); most of that, 4.9 per cent, goes to support public institutions. The education share of GDP rises to 6.5 per cent when the indicator is broadened to include subsidies for students as well as funds for institutions.

The percentage of GDP spent for educational institutions varies from 4.8 to 7.9 among the individual countries. The share of GDP that goes to public institutions generally ranges from 3.6 to 7.3 per cent; an exception is the Netherlands, where the percentage is much lower because of the high degree of reliance on private institutions.

Public spending for primary and secondary education (including subsidies to the private sector) amounts to 3.5 per cent of GDP for OECD as a whole, varying from 2.6 to 5.1 per cent among the individual countries. Public spending for tertiary education averages 1.1 per cent of GDP; it generally ranges from 0.8 to 2.4 per cent among the individual countries, but accounts for only 0.3 per cent of GDP in Japan.

DESCRIPTION AND INTERPRETATION

Ideally, this indicator would compare countries with respect to shares of GDP devoted to education without differentiating either between public and private institutions, or between funds from public and private sources. However, because many countries are still unable to

report private funding, it is necessary to emphasize comparisons of expenditures from public sources and expenditures of public institutions, even though these yield a less-than-complete picture of national efforts to support education. (In this indicator, the category "private institutions" includes both government-dependent and independent institutions.)

Table F01(A) shows large disparities in the share of GDP put towards public educational institutions. Canada, Finland and Hungary each spend 7.2 or 7.3 per cent of GDP for such institutions, while Australia, Japan, Germany (FTFR), the Netherlands, Spain and the United Kingdom spend 4.5 per cent or less. However, the disparities are smaller when the expenditures of private institutions are taken into account, with most countries spending between 5 and 7 per cent of GDP on public and private institutions combined.

As can be seen from Tables F01(B), it is possible to compare many countries with respect to the share of GDP devoted to public expenditure on education, but only a handful can be compared with respect to spending from both public and private sources.

The percentages of GDP devoted to public expenditures for primary and secondary education are highest (between 4.1 and 5.0 per cent) for the Nordic countries (Denmark, Finland, Norway, Sweden), Switzerland and Hungary; they are lowest (3.2 per cent or less) for countries in the Pacific area (Australia, New Zealand and Japan), Germany (FTFR) and the Czech Republic. The remaining European countries and the United States fall into the mid range, with public expenditures between 3.3 and 3.8 per cent of GDP. Inclusion of funds from private sources raises the GDP shares of France, Japan and the United States by around one-tenth, and the share of Spain by about one-sixth.

The typical OECD country devotes 1.4 per cent of its GDP to public funding of tertiary education (including subsidies for student living expenses); only a small – often negligible – additional percentage comes from private sources. Countries spending significantly larger fractions of GDP on tertiary education (2 per cent or more) include the English-speaking countries of Australia, Canada and New Zealand, plus Denmark and Finland. Most Western European countries outside the Nordic area – Belgium, France, Germany (FTFR), Italy, Spain, the United Kingdom, Austria and Switzerland – appear from these

F01: Educational expenditure relative to GDP

figures to allocate relatively low fractions of GDP (1.2 per cent or less) to tertiary education. However, the inclusion of now-omitted private funds and expenditures for research would raise these percentages significantly for some countries. Japan spends a smaller percentage of its GDP on tertiary education than the other OECD countries – only 0.8 per cent, including both public and private funds.

The percentage of GDP spent by public authorities for all levels of education combined varies by more than a factor of two among the OECD countries. At the high end, with public expenditures exceeding 7 per cent of GDP, are the Nordic countries and Canada; at the low end are Japan and Germany (FTFR), with public outlays of 3.6 and 4.1 per cent of GDP respectively. It should be noted that the inclusion of private expenditures has an important effect on the relative positions of such countries as France, Japan, Spain and the United States.

The results mentioned here and presented in the tables are affected by various data gaps and comparability problems. Among the major problems (apart from omitted private expenditures) are uneven coverage of spending for pre-primary education, the omission of private costs of apprenticeship programmes, inconsistent measurement of pension costs, and uneven coverage of expenditures of tertiary institutions for research and ancillary services.

DEFINITIONS

In this indicator, multiple measures of educational expenditure and its components are expressed as percentages of GDP.

The figures on expenditures for educational institutions in Table F01(A) exclude two forms of spending outside the institutions: direct household purchases of educational goods and services; and subsidies for student living expenses, see F11 and Chart F11. Expenditures relative to GDP, for public institutions and public and private institutions combined, are calculated for primary and secondary education; tertiary education; the sub-total of primary, secondary, and tertiary education; and all levels of education combined. (The last includes expenditures for early childhood education and expenditures not allocated by level.)

Tables F01(B) distinguish between education funds originating in the public and private sectors. This distinction is based on the *initial* source of funds and does not reflect subsequent public-to-private or private-to-public transfers. A major reason for the differentiation is to allow comparisons to include the many countries that are able to report only expenditures from public sources.

The first of the two columns under the heading "Funds originating in the public sector" includes only public expenditures for educational institutions; the second includes expenditures for institutions plus public subsidies to the private sector. The latter consist mostly of scholarships and other forms of financial aid to students. The amounts shown under "Funds originating in the private sector" consist mainly of tuition and other fees (net of offsetting public subsidies) paid to educational institutions by students or households. The final column of Tables F01(B) is total expenditure from both public and private sources. Public subsidies have been netted out where necessary to avoid double counting.

F01: Educational expenditure relative to GDP

F01 : Dépenses d'éducation en pourcentage du PIB

Table F01(A)
Educational expenditure
as a percentage of GDP by type of institution (1992)

Tableau F01(A) :
Dépenses d'éducation
en pourcentage du PIB par type d'établissement (1992)

	Public institutions only Etablissements publics seuls				Public and private institutions combined Etablissements publics et privés				
	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	Primary, secondary and tertiary education Enseignement primaire secondaire et supérieur	All levels of education combined* Tous niveaux confondus*	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	Primary, secondary and tertiary education Enseignement primaire, secondaire et supérieur	All levels of education combined* Tous niveaux confondus*	
North America	...	2.4	...	7.2	...	2.4	...	7.4	Amerique du Nord
Canada	...	...	...	...	...	...	...	...	Canada
United States	3.9	1.6	5.5	5.7	4.3	2.5	6.7	7.0	Etats-Unis
Pacific Area	...	1.8	...	4.5	...	1.9	...	5.5	Pays du Pacifique
Australia	...	...	...	...	...	...	...	...	Australie
Japan	2.8	0.3	3.1	3.6	3.1	0.8	3.9	4.8	Japon
New Zealand	...	...	...	...	...	...	...	...	Nouvelle-Zélande
European Community	...	...	...	...	...	...	...	...	Communauté européenne
Belgium	...	...	...	...	...	...	...	...	Belgique
Denmark	3.9	1.3	5.2	6.2	4.1	1.3	5.4	6.7	Danemark
France	3.4	0.9	4.3	5.1	4.0	1.0	5.0	5.9	France
Germany (FRG)	2.4	1.0	3.4	3.7	3.4	1.0	4.4	4.9	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	...	...	...	...	Allemagne
Greece	...	...	...	...	...	...	...	...	Grèce
Ireland	3.7	1.4	5.1	5.7	3.7	1.4	5.1	5.7	Irlande
Italy	...	...	...	...	...	...	...	...	Italie
Luxembourg	...	...	...	...	...	...	...	...	Luxembourg
Netherlands	0.8	0.8	1.6	1.7	3.0	1.4	4.5	5.0	Pays-Bas
Portugal	4.0	0.9	4.9	5.2	...	...	...	...	Portugal
Spain	2.9(3.3)	0.9(1.1)	3.8(4.4)	4.2(5.1)	3.7(4.3)	0.9(1.1)	4.7	5.2(5.7)	Espagne
United Kingdom	4.0	0.1	4.1	4.1	...	0.8	...	...	Royaume-Uni
Other Europe - OECD	...	...	...	...	...	...	...	...	Autres pays d'Europe - OCDE
Austria	...	...	...	...	...	...	...	...	Autriche
Finland	4.6	1.8	6.4	7.3	4.9	1.9	6.8	7.9	Finlande
Iceland	...	...	...	...	...	...	...	...	Islande
Norway	...	...	...	...	...	...	...	...	Norvège
Sweden	4.6	1.0	5.6	6.7	4.6	1.0	5.6	6.8	Suède
Switzerland	...	...	...	...	...	...	...	...	Suisse
Turkey	...	...	...	...	...	...	...	...	Turquie
Country mean	3.4	1.2	4.6	5.1	3.9	1.4	5.3	6.1	Moyenne des pays
OECD total	3.4	1.2	4.7	4.9	3.9	1.7	5.5	6.1	Total OCDE
Central and Eastern Europe	...	...	...	...	...	...	...	...	Europe centrale et orientale
Czech Republic	...	...	...	...	...	...	...	...	République tchèque
Hungary	4.7	1.6	6.3	7.3	4.8	1.6	6.3	7.3	Hongrie
Poland	...	...	...	...	...	...	...	...	Pologne
Russia	...	...	...	...	...	...	...	...	Russie

See Annex 1 for notes
* Including early childhood education and undistributed

Voir notes en annexe 1
* Education préscolaire et dépenses non affectées incluses

F01: Educational expenditure relative to GDP

F01 : Dépenses d'éducation en pourcentage du PIB

Table F01(B1): Educational expenditure as a percentage of GDP for primary and secondary education by origin of funds (1992)		Tableau F01(B1): Dépenses d'éducation en pourcentage du PIB par source de financement: enseignement primaire et secondaire (1992)			
	Funds originating in the public sector Fonds provenant du secteur public		Funds originating in the private sector Fonds provenant du secteur privé	Total expenditure from both public and private sources Ensemble des dépenses provenant des secteurs public et privé	
	Direct public expenditure for educational institutions Dépenses directes des administrations publiques pour les établissements	Total public expenditure including subsidies to the private sector Ensemble des dépenses des administrations publiques, incluant les subventions au secteur privé	Private payments to educational institutions (net of public subsidies) Paiements privés aux établissements (net des subventions publiques)		
North America					Amérique du Nord
Canada	...	...	...	...	Canada
United States	3.9	3.9	0.4	4.3	États-Unis
Pacific Area					Pays du Pacifique
Australia	2.9	3.0	...	...	Australie
Japan	2.8	2.8	0.3	3.1	Japon
New Zealand	3.2	3.2	...	...	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	3.2	3.4	...	...	Belgique
Denmark	4.0	4.5	...	4.5	Danemark
France	3.7	3.8	0.3	4.2	France
Germany (FRG)	2.5	2.6	...	...	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	3.6	3.7	...	...	Irlande
Italy	3.4	3.4	...	...	Italie
Luxembourg	2.9	...	...	...	Luxembourg
Netherlands	2.9	3.3	...	3.4	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	3.3	3.3	0.5	4.1	Espagne
United Kingdom	4.0	4.1	...	...	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	3.7	3.7	...	...	Autriche
Finland	4.8	5.0	...	...	Finlande
Iceland	...	...	...	...	Islande
Norway	5.0	...	...	...	Norvège
Sweden	4.6	5.1	...	5.1	Suède
Switzerland	3.8	4.1	...	...	Suisse
Turkey	...	...	...	...	Turquie
Country mean	3.6	3.7	...	4.1	Moyenne des pays
OECD total	3.5	3.5	...	4.0	Total OCDE
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	3.0	3.0	...	...	République tchèque
Hungary	4.3	4.4	...	...	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F01: Educational expenditure relative to GDP

F01 : Dépenses d'éducation en pourcentage du PIB

Table F01(B2):
Educational expenditure as a percentage of GDP
for tertiary education by origin of funds (1992)

Tableau F01(B2):
Dépenses d'éducation en pourcentage du PIB
par source de financement, enseignement supérieur (1992)

	Funds originating in the public sector Fonds provenant du secteur public		Funds originating in the private sector Fonds provenant du secteur privé	Total expenditure from both public and private sources Ensemble des dépenses provenant des secteurs public et privé	
	Direct public expenditure for educational institutions Dépenses directes des administrations publiques pour les établissements	Total public expenditure, including subsidies to the private sector Ensemble des dépenses des administrations publiques, incluant les subventions au secteur privé	Private payments to educational institutions (net of public subsidies) Paiements privés aux établissements (net des subventions publiques)		
North America					Amérique du Nord
Canada	2.1	2.4	0.1	2.6	Canada
United States	1.2	1.3	1.1	2.6	Etats-Unis
Pacific Area					Pays du Pacifique
Australia	1.5	1.9	0.4	2.3	Australie
Japan	0.3	0.3	0.5	0.8	Japon
New Zealand	1.4	2.0	...	...	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	0.6	0.9	...	...	Belgique
Denmark	1.3	2.0	...	2.0	Danemark
France	0.8	0.9	0.1	1.1	France
Germany (FRG)	0.9	1.0	...	...	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	1.0	1.3	0.3	1.6	Irlande
Italy	0.8	0.8	...	...	Italie
Luxembourg	...	...	...	...	Luxembourg
Netherlands	1.2	1.8	...	1.8	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	0.8	0.8	0.2	1.1	Espagne
United Kingdom	0.8	1.1	...	1.1	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	1.1	1.2	...	...	Autriche
Finland	1.9	2.2	...	...	Finlande
Iceland	...	...	...	...	Islande
Norway	1.4	...	...	...	Norvège
Sweden	1.0	1.6	...	1.6	Suède
Switzerland	1.1	1.2	...	...	Suisse
Turkey	...	...	...	...	Turquie
Country mean	1.1	1.4	...	1.7	Moyenne des pays
OECD total	1.0	1.1	...	1.9	Total OCDE
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	0.6	0.7	...	...	République tchèque
Hungary	1.1	1.3	...	...	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F01: Educational expenditure relative to GDP

F01 : Dépenses d'éducation en pourcentage du PIB

Table F01-B3:

Educational expenditure as a percentage of GDP for all levels of education combined by origin of funds (1992)

Tableau F01-B3:

Dépenses d'éducation en pourcentage du PIB par source de financement, tous niveaux scolaires confondus (1992)

	Funds originating in the public sector Fonds provenant du secteur public		Funds originating in the private sector Fonds provenant du secteur privé	Total expenditure from both public and private sources Ensemble des dépenses provenant des secteurs public et privé	
	Direct public expenditure for educational institutions Dépenses directes des administrations publiques pour les établissements	Total public expenditure including subsidies to the private sector Ensemble des dépenses des administrations publiques, incluant les subventions au secteur privé	Private payments to educational institutions (net of public subsidies) Paiements privés aux établissements (net des subventions publiques)		
North America					Amérique du Nord
Canada	6.9	7.2	0.2	7.6	Canada
United States	5.3	5.4	1.6	7.2	Etats-Unis
Pacific Area					Pays du Pacifique
Australia	4.8	5.5	0.7	6.2	Australie
Japan	3.6	3.6	1.1	4.8	Japon
New Zealand	5.9	6.5	...	...	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	5.5	6.0	...	...	Belgique
Denmark	6.1	7.6	0.2	7.8	Danemark
France	5.4	5.5	0.4	6.2	France
Germany (FRG)	3.9	4.1	...	...	Allemagne (ex-ter de la RFA)
Germany	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	5.2	5.6	0.4	6.0	Irlande
Italy	5.0	5.1	...	...	Italie
Luxembourg	...	...	...	...	Luxembourg
Netherlands	4.6	5.6	...	5.8	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	4.5	4.6	0.7	5.8	Espagne
United Kingdom	4.9	5.2	...	...	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	5.7	5.8	...	...	Autriche
Finland	7.7	8.3	...	...	Finlande
Iceland	...	...	...	...	Islande
Norway	7.6	...	...	...	Norvège
Sweden	6.7	7.7	0.1	7.8	Suède
Switzerland	5.3	5.7	...	...	Suisse
Turkey	...	...	...	...	Turquie
Country mean	5.5	5.8	...	6.5	Moyenne des pays
OECD total	4.9	5.1	...	6.5	Total OCDE
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	4.8	4.8	...	...	République tchèque
Hungary	6.4	6.6	...	...	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex 1 for notes

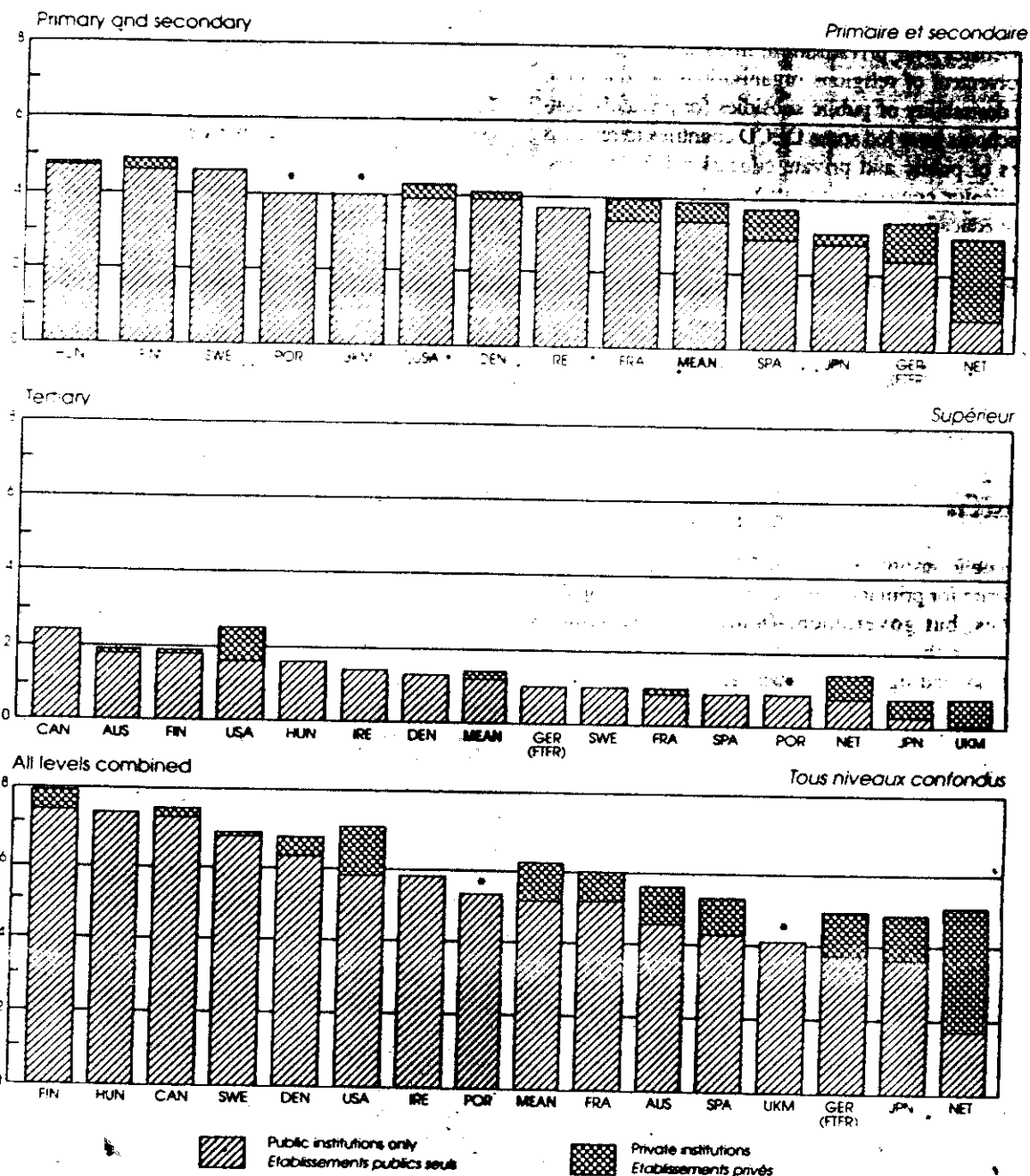
Voir notes en annexe 1

F01: Educational expenditure relative to GDP

F01 : Dépenses d'éducation en pourcentage du PIB

Chart F01
Expenditure for educational institutions
as a percentage of GDP by type
of institution (1992)

Graphique F01
Dépenses d'éducation
en pourcentage du PIB
par type d'établissement (1992)



Countries are ranked in order of decreasing expenditures from public educational institutions as a percentage of GDP

Les pays sont classés en ordre décroissant des dépenses d'éducation des établissements publics en pourcentage du PIB

* Expenditure from private institutions have not been reported

* Les dépenses des établissements privés n'ont pas été communiquées

F02: Expenditure of public and private educational institutions

EXPENDITURE OF PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS

POLICY ISSUES

Debates over privatisation, institutional diversity, the involvement of religious organisations in education, and the desirability of public subsidies for privately controlled schools have led some OECD countries to reassess the roles of public and private educational institutions. This indicator compares countries with respect to the shares of educational expenditure accounted for by public institutions, private institutions that are substantially publicly funded ("government-dependent" institutions), and private institutions that receive little or no public money ("independent" private institutions).

The indicator should be considered together with indicator P01, which shows the enrolment shares of the same three types of institutions.

KEY RESULTS

Public institutions account for the main share of expenditure for primary and secondary education in most countries, but government-funded private schools account for the largest share of expenditure in the Netherlands and significant, albeit lesser, shares in France and Spain. The large fraction of German secondary expenditure going to independent private institutions refers to costs incurred by private firms under the "dual system" of training apprentices.

Private pre-primary schools account for the dominant share of expenditures at that level in Japan and the Netherlands and major shares in Germany (FTFR), Spain and the United States, but they play minor or negligible roles in most of the other countries for which data are available.

Public institutions spend between 90 and 99 per cent of the total funds for tertiary education in most countries, but private institutions account for about 35 per cent of total tertiary spending in the United States, 44 per cent in the Netherlands, 62 per cent in Belgium and 60 per cent in Japan. Moreover, according to the definition used here, which is based on institutional governance rather than sources of funding, 78 per cent of spending for tertiary education in the United Kingdom qualifies as expenditure of government-dependent private institutions.

DESCRIPTION AND INTERPRETATION

Of the 14 countries that have reported expenditures by type of institution for all levels of education combined, eight report that public institutions account for at least 92 per cent of the total spending of public and private institutions. The countries reporting smaller shares of public institutions are the United States (82 per cent), Japan and Germany (FTFR) (75 per cent), France (86 per cent), Spain (80 per cent) and the Netherlands (only 35 per cent). The Netherlands figure reflects that country's high levels of enrolment in government-funded private institutions.

The expenditure shares of private institutions are understated in some cases. For example, some countries lack data on the expenditures of private occupational or trade schools, and some have omitted the expenditures of certain pre-primary institutions. Perhaps more importantly, an estimate of private expenditures for training apprentices has been provided only by Germany (FTFR).

The classification of institutions as public or private is generally clear-cut, but there are a few ambiguities. The case of United Kingdom tertiary institutions has been mentioned above. Ireland's primary and secondary schools have been described elsewhere as government-dependent private (i.e. church-operated) schools, but have been classified as public schools in the data submitted to the OECD. The distinction between government-dependent and independent private schools is clear in most instances, with ambiguity in only a few cases.

DEFINITIONS

The tables present the shares of total national expenditures for educational institutions accounted for by public institutions, government-dependent private institutions, and independent private institutions.

Public institutions are those owned and controlled by central, regional or local governments. Private institutions are owned and controlled by private (non-governmental) organisations, including business firms, religious organisations, and other non-profit entities.

The distinction between government-dependent and independent private institutions is based on the extent of government funding: the former receive substantial portions of their funding (at least 50 per cent, but usually much more) from public authorities; the latter receive little or no government money.

F02: Expenditure of public and private educational institutions

F02 : Dépenses des établissements d'enseignement publics et privés

Table F02(1):
Expenditure shares of public and private
educational institutions for early childhood
education (1992)

Tableau F02(1):
Répartition en pourcentage des dépenses
publiques et privées par type d'établissement.
Éducation préscolaire (1992)

	Public institutions Établissements publics	Government-dependent private institutions Établissements privés subventionnés	Independent private institutions Établissements privés non subventionnés	All private institutions Ensemble des établissements privés	All institutions Ensemble des établissements	
North America						Amerique du Nord
Canada	...	...	...	...	...	Canada
United States	64.7	13.1	22.2	35.3	100.0	États-Unis
Pacific Area						Pays du Pacifique
Australia	...	...	...	...	...	Australie
Japan	30.2	...	69.8	69.8	100.0	Japon
New Zealand	...	...	...	...	...	Nouvelle-Zélande
European Community						Communauté européenne
Belgium	...	...	...	...	...	Belgique
Denmark	98.7	1.3	x	1.3	100.0	Danemark
France	89.1	10.7	0.2	10.9	100.0	France
Germany (FTFR)	62.2	37.8	...	37.8	100.0	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	...	Allemagne
Greece	...	...	...	...	...	Grèce
Ireland	98.3	...	1.7	1.7	100.0	Irlande
Italy	...	...	...	...	...	Italie
Luxembourg	...	...	...	...	...	Luxembourg
Netherlands	32.9	67.1	x	67.1	100.0	Pays-Bas
Portugal	...	...	...	...	...	Portugal
Spain	64.2	5.2	30.6	35.8	100.0	Espagne
United Kingdom	100.0	...	...	x	100.0	Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	94.0	6.0	x	6.0	100.0	Autriche
Finland	100.0	x	...	x	100.0	Finlande
Iceland	...	...	...	...	...	Islande
Norway	100.0	x	...	x	100.0	Norvège
Sweden	100.0	...	...	...	100.0	Suède
Switzerland	...	...	...	...	...	Suisse
Turkey	...	...	...	...	...	Turquie
Country mean	79.6	...	...	20.4	100.0	Moyenne des pays
Central and Eastern Europe						Europe centrale et orientale
Czech Republic	...	...	...	...	...	République tchèque
Hungary	99.8	0.2	...	0.2	100.0	Hongrie
Poland	...	...	...	...	...	Pologne
Russia	...	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F02: Expenditure of public and private educational institutions

F02 - Dépenses des établissements d'enseignement publics et privés

Table F02(3):
Expenditure shares of public and private educational institutions for secondary education (1992)

Tableau F02(3):
Répartition en pourcentage des dépenses publiques et privées par type d'établissement, enseignement secondaire (1992)

	Public institutions Établissements publics	Government-dependent private institutions Établissements privés subventionnés	Independent private institutions Établissements privés non subventionnés	All private institutions Ensemble des établissements privés	All institutions Ensemble des établissements	
North America						Amérique du Nord
Canada						Canada
United States	92.2		7.8	7.8	100.0	États-Unis
Pacific Area						Pays du Pacifique
Australia						Australie
Japan	84.4		15.6	15.6	100.0	Japon
New Zealand						Nouvelle-Zélande
European Community						Communauté européenne
Belgium						Belgique
Denmark	94.7	5.3	x	5.3	100.0	Danemark
France	82.0	17.3	0.7	18.0	100.0	France
Germany (FTFR)	64.0	4.8	31.2	36.0	100.0	Allemagne (ex-ter. de la RFA)
Germany						Allemagne
Greece						Grèce
Ireland	99.7		0.3	0.3	100.0	Irlande
Italy						Italie
Luxembourg						Luxembourg
Netherlands	20.6	79.4	x	79.4	100.0	Pays-Bas
Portugal						Portugal
Spain	80.0	11.5	8.5	20.0	100.0	Espagne
United Kingdom						Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	99.3	0.7	x	0.7	100.0	Autriche
Finland	91.8	8.2		8.2	100.0	Finlande
Iceland						Islande
Norway	93.7	6.3		6.3	100.0	Norvège
Sweden	98.9	1.1		1.1	100.0	Suède
Switzerland						Suisse
Turkey						Turquie
Country mean	83.5			16.5	100.0	Moyenne des pays
Central and Eastern Europe						Europe centrale et orientale
Czech Republic						République tchèque
Hungary	98.8	1.2		1.2	100.0	Hongrie
Poland						Pologne
Russia						Russie

See Annex 1 for notes

Voir notes en annexe 1

F02: Expenditure of public and private educational institutions

F02 - Dépenses des établissements d'enseignement publics et privés

Table F02.4:
Expenditure shares of public and private educational institutions for tertiary education (1992)

Tableau F02.4:
Répartition des dépenses par établissement pour l'enseignement supérieur (1992)

	Public institutions Établissements publics	Government-dependent private institutions Établissements privés subventionnés	Independent private institutions Établissements privés non subventionnés	All private institutions Ensemble des établissements privés	All institutions Ensemble des établissements	
North America						Amerique du Nord
Canada	99.5		0.5	1.5	100.0	Canada
United States	65.1		34.9	35.0	100.0	États-Unis
Pacific Area						Pays du Pacifique
Australia						Australie
Japan	40.4		59.6	59.6	100.0	Japon
New Zealand						Nouvelle-Zélande
European Community						Communauté européenne
Belgium	38.2	61.8		61.8		Belgique
Denmark	100.0				100.0	Danemark
France	90.5	6.7	2.7	9.5	100.0	France
Germany (FRFR)	98.7	1.3		1.3	100.0	Allemagne (ex-ter. de la RFA)
Germany						Allemagne
Greece						Grèce
Ireland	99.0		1.0	1.0	100.0	Irlande
Italy						Italie
Luxembourg						Luxembourg
Netherlands	56.2	43.8	x	43.8	100.0	Pays-Bas
Portugal						Portugal
Spain	92.2		7.8	7.8	100.0	Espagne
United Kingdom	22.2	77.8	-	77.8	100.0	Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	91.9	8.1	x	8.1	100.0	Autriche
Finland	95.6	4.4		4.4	100.0	Finlande
Iceland						Islande
Norway	94.6	5.4	-	5.4	100.0	Norvège
Sweden	98.9		1.1	1.1	100.0	Suède
Switzerland						Suisse
Turkey						Turquie
Country mean	78.9	...	...	21.1	100.0	Moyenne des pays
Central and Eastern Europe						Europe centrale et orientale
Czech Republic						République tchèque
Hungary	99.5	0.5		0.5	100.0	Hongrie
Poland						Pologne
Russia						Russie

See Annex 1 for notes

Voir notes en annexe 1

F02: Expenditure of public and private educational institutions

F02: Dépenses des établissements d'enseignement publics et privés

Table F02-5:
Expenditure shares of public and private educational institutions for primary and secondary education (1992)

Tableau F02-5:
Répartition en pourcentage des dépenses publiques et privées par type d'établissement d'enseignement primaire et secondaire (1992)

	Public institutions Établissements publics	Government dependent private institutions Établissements privés subventionnés	Independent private institutions Établissements privés non subventionnés	All private institutions Ensemble des établissements privés	All institutions Ensemble des établissements	
North America						
Canada	95.6	...	4.4	4.4	100.0	Amerique du Nord
United States	92.9	...	7.1	7.1	100.0	Canada Etats-Unis
Pacific Area						
Australia	...	...	...	...	...	Pays du Pacifique
Japan	90.9	...	9.1	9.1	100.0	Australie Japon
New Zealand	...	...	...	...	...	Nouvelle-Zélande
European Community						
Belgium	...	...	...	...	...	Communauté européenne
Denmark	94.7	5.3	x	5.3	100.0	Belgique Danemark
France	83.6	15.8	0.6	16.4	100.0	France
Germany (FRG)	70.0	4.1	25.9	30.0	100.0	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	...	Allemagne
Greece	...	...	...	...	...	Grèce
Ireland	99.2	...	0.8	0.8	100.0	Irlande
Italy	...	...	...	...	...	Italie
Luxembourg	...	...	...	...	...	Luxembourg
Netherlands	25.0	75.0	x	75.0	100.0	Pays-Bas
Portugal	...	...	...	...	...	Portugal
Spain	77.4	15.4	7.2	22.6	100.0	Espagne
United Kingdom	...	...	...	...	...	Royaume-Uni
Other Europe - OECD						
Austria	99.4	0.6	x	0.6	100.0	Autres pays d'Europe - OCDE
Finland	94.7	5.3	...	5.3	100.0	Autriche Finlande
Iceland	...	...	...	...	...	Islande
Norway	95.5	4.5	...	4.5	100.0	Norvège
Sweden	99.1	0.9	...	0.9	100.0	Suède
Switzerland	...	...	...	...	...	Suisse
Turkey	...	...	...	...	...	Turquie
Country mean	86.0	...	...	14.0	100.0	Moyenne des pays
Central and Eastern Europe						
Czech Republic	...	...	...	...	...	Europe centrale et orientale
Hungary	99.0	1.0	...	1.0	100.0	République tchèque Hongrie
Poland	...	...	...	...	...	Pologne
Russia	...	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

E02: Expenditure of public and private educational institutions

E02 : Dépenses des établissements d'enseignement publics et privés

Table E02 (a)

Expenditure shares of public and private educational institutions for all levels of education combined (1992)

Tableau E02 (a)

Répartition en pourcentage des dépenses publiques et privées par type d'établissement, tous niveaux scolaires combinés (1992)

	Public institutions Établissements publics	Government-dependent private institutions Établissements privés subventionnés	Independent private institutions Établissements privés non subventionnés	All private institutions Ensemble des établissements privés	All institutions Ensemble des établissements	
North America						Amérique du Nord
Canada	97.0		3.0	3.0	100.0	Canada
United States	82.0	0.5	17.5	18.0	100.0	États-Unis
Pacific Area						Pays du Pacifique
Australia						Australie
Japan	75.0		25.0	25.0	100.0	Japon
New Zealand						Nouvelle-Zélande
European Community						Communauté européenne
Belgium						Belgique
Denmark	93.5	3.4	3.0	6.5	100.0	Danemark
France	85.9	13.2	0.9	14.1	100.0	France
Germany (FRG)	75.2	6.2	18.6	24.8	100.0	Allemagne (ex-ter. de la RFA)
Germany						Allemagne
Greece						Grèce
Ireland	99.1		0.9	0.9	100.0	Irlande
Italy						Italie
Luxembourg						Luxembourg
Netherlands	34.6	65.4	x	65.4	100.0	Pays-Bas
Portugal						Portugal
Spain	79.6	11.3	9.0	20.4	100.0	Espagne
United Kingdom						Royaume-Uni
Other Europe - OECD						Autres pays d'Europe - OCDE
Austria	96.9	3.1	x	3.1	100.0	Autriche
Finland	93.4	6.6		6.6	100.0	Finlande
Iceland						Islande
Norway	93.8	6.2		6.2	100.0	Norvège
Sweden	99.2	0.6	0.2	0.8	100.0	Suède
Switzerland						Suisse
Turkey						Turquie
Country mean	85.0			15.0	100.0	Moyenne des pays
Central and Eastern Europe						Europe centrale et orientale
Czech Republic						République tchèque
Hungary	99.2	0.8		0.8	100.0	Hongrie
Poland						Pologne
Russia						Russie

See Annex 1 for notes

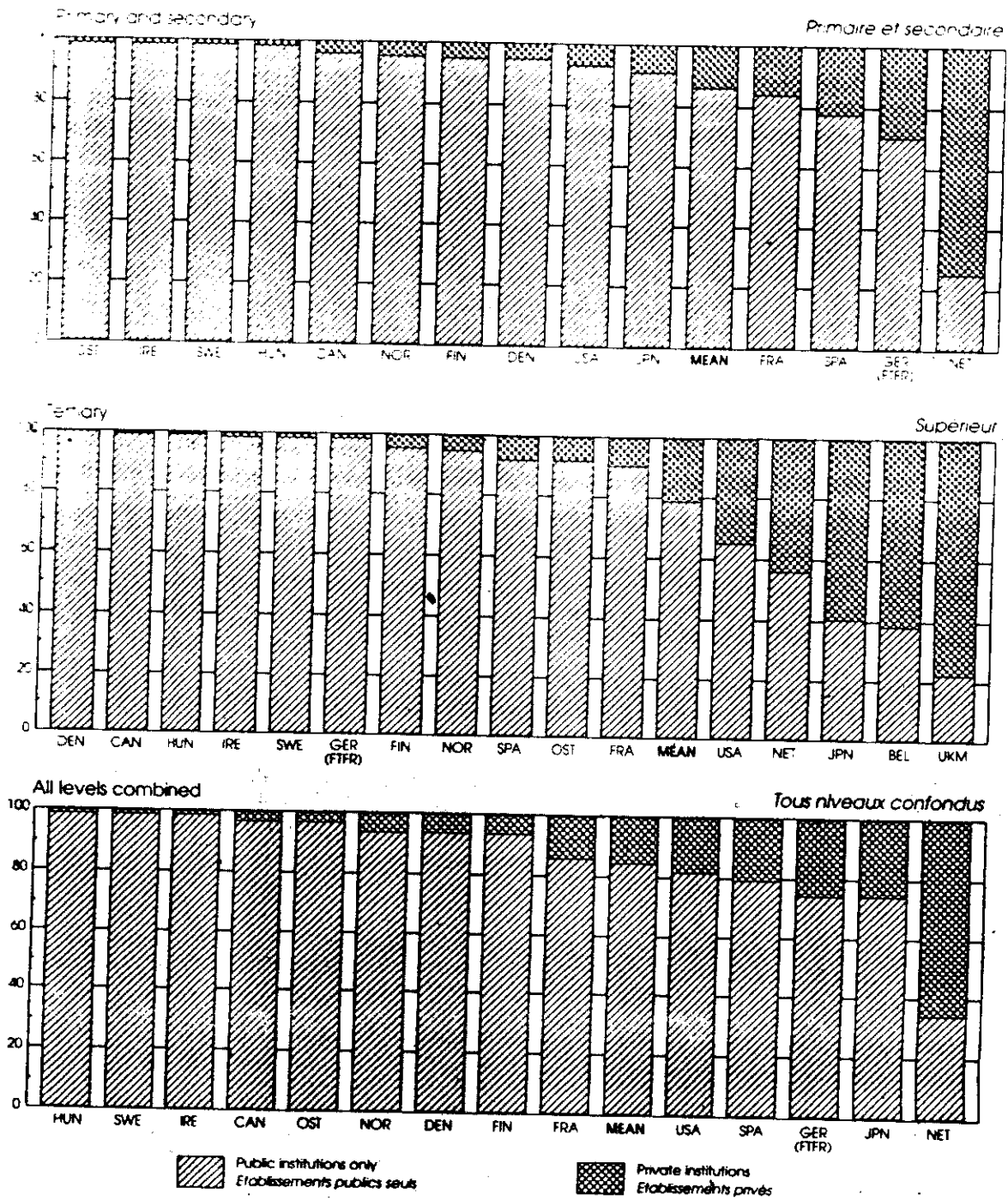
Voir notes en annexe 1

F02. Expenditure of public and private educational institutions

F02. Dépenses des établissements d'enseignement publics et privés

Figure F02
 Relative shares of public and private
 educational institutions for primary and secondary,
 tertiary and all (1992)

Graphique F02
 Répartition en pourcentage
 des dépenses publiques et privées
 en enseignement primaire et secondaire,
 supérieur, et tous niveaux confondus



Countries are ranked in order of decreasing
 expenditure share of public educational institutions

Les pays sont classés par ordre décroissant
 des dépenses d'éducation des établissements publics

E03: Expenditure for educational services per student

E03: EXPENDITURE PER STUDENT

POLICY ISSUES

A perennial issue facing education policy-makers around the world is whether the amount spent on each student's education is too low, too high, or "just right", given the conflicting demands for improved and more accessible education on the one hand, and for avoiding undue burden for taxpayers on the other. A major consideration is how a country's investment in education (human capital formation) compares with the investments of other countries. This indicator provides figures on expenditure per student in absolute terms (in US dollars) relative to the average expenditure per student for the OECD area as a whole, and relative to each country's per capita GDP.

KEY RESULTS

The OECD countries as a whole spend about \$4 170 per student in primary education, \$5 170 per student in secondary education, and \$4 700 per student in primary and secondary education combined. However, these OECD-wide averages, especially for primary education, are strongly influenced by the high expenditure level in the largest country, the United States. The levels of spending per student in the "typical" OECD country, as represented by the country mean, are: primary, \$3 410; secondary, \$4 760; and primary and secondary combined, \$4 180.

For OECD as a whole, expenditure per student averages 20.8 per cent of per capita GDP at the primary level and 26.7 per cent at the secondary level.

Even excluding the highest-spending and lowest-spending countries, the range in expenditure per student is wide: from about \$2 000 to over \$4 500 at the primary level and from less than \$3 000 to over \$6 000 at the secondary level.

The range in reported spending per pre-primary student is even greater – from under \$2 000 to more than \$7 000, but this reflects wide variations in the types of early childhood services whose costs have been included in the expenditure figures – see below.

The OECD countries as a whole spend an average of \$10 030 per tertiary student, or about 49 per cent of per capita GDP. The country mean, which may be more representative of the "typical" OECD country, is much

lower – \$7 940 per student or, on average, 45 per cent of the country's per capita GDP. Some countries spend less than \$7 000 per tertiary student, while others spend \$12 000 or more.

DESCRIPTION AND INTERPRETATION

The data used in calculating expenditure per student include only the expenditures of educational institutions. Public subsidies for student living expenses are excluded. This represents a procedural departure from *Education at a Glance* in previous years. Therefore, the expenditure-per-student figures for some countries, especially relative to tertiary education, are not comparable with those in the earlier editions.

The figures presented for most countries are expenditures per student in public educational institutions. Many countries have only small numbers of private institutions, or have no data on private school expenditures. However, for a few countries where government-dependent private schools play major roles in primary and secondary education – Belgium, France, the Netherlands and Spain – it was decided to present figures both for public schools and for public and government-dependent private schools combined. Similarly, the table for tertiary education includes, for a few countries, expenditures of private institutions and public and private institutions combined.

Of the 18 countries for which data are available on expenditure per primary student, five spend \$2 500 per student or less; seven spend between \$2 500 and \$4 000 per student; and six spend over \$4 000 per student. The countries that spend the most (over \$4 200 per student) are Denmark, Norway, Sweden and the United States; those that spend the least (less than \$2 300) are Hungary, Ireland, New Zealand and Spain.

At the secondary level, five countries spend \$6 000 or more per student; five spend \$3 500 per student or less; seven spend between \$3 500 and \$6 000. The highest-spending countries are Austria, Belgium, Germany (FTFR), Norway, Sweden and the United States. (The Austrian and German figures take into account, in different ways, the systems of apprenticeship training of these countries: see Annex 3.)

To interpret the figures on pre-primary spending per student, one must consider the differences between the Nordic countries and all the others. Pre-primary insti-

F03: Expenditure for educational services per student

tions in the Nordic countries often provide extended day and evening care for young children, the costs of which are included in reported spending per student. Thus, Denmark, Finland, Norway and Sweden report expenditures of \$6 000 per student or more, while all the other OECD countries report spending per student in the range of \$1 000 to \$3 300. Moreover, the spending levels of some of the latter countries may be understated, because the distinction between full-day and part-day programmes has not been taken into account in calculating spending per full-time-equivalent student.

Expenditure per tertiary student varies by more than a factor of three. Of the 21 countries for which data are available, five – Canada, Japan, Switzerland, the United Kingdom and the United States – report expenditures of more than \$10 000 per student (the figure for United States private institutions is over \$20 000). Twelve countries report expenditures of between \$6 000 and \$10 000 per student. The remaining four countries – Austria, the Czech Republic, Italy and Spain – report expenditures of less than \$6 000 per student, with the Czech Republic and Spain reporting only about \$3 600 and \$3 800, respectively.

As one would expect, higher income countries tend to spend more per student at all levels of education, but the correlation is far from perfect. As can be seen from Charts F03, the relationship between expenditure per student and per capita GDP is generally positive, but considerable variation in spending exists among both the richer and the poorer countries.

The following points should be considered in interpreting differences in expenditures per student:

- These do not always reflect variations in the real resources provided to students (e.g. variations in teacher/student ratios). In some cases, they reflect variations in relative prices. For example, a country may appear to spend an above-average amount because the salaries of its teachers are high relative to the country's general price level.
- The figures on spending per student are affected by certain problems in comparing expenditures among countries. For example, countries differ in whether, or to what extent, they have reported funds from private sources; whether they have included amounts spent by business firms to train apprentices; and how they measure the cost of pensions for education personnel. The results are sometimes strongly affected – especially at the tertiary

level – by differences in how countries define full-time, part-time and full-time-equivalent enrolment.

• An important comparability problem at the tertiary level is that the expenditures of some countries include essentially all spending for research in institutions of higher education, whereas the data from other countries exclude separately funded or separately budgeted research. This problem is addressed in a special supplement to this indicator in Annex 3.

DEFINITIONS

Expenditure per student in national currency is calculated by dividing the total expenditures of or for educational institutions of a particular type (public, government-dependent private, independent private), and at a particular level of education, by the corresponding full-time-equivalent (FTE) enrolment. The result is then translated into US dollars by dividing it by the purchasing power parity (PPP) exchange rate between that country's currency and the US dollar.

The index of relative expenditure per student (OECD = 100) is calculated by dividing each country's expenditure per student by expenditure per student in the OECD area as a whole (both figures expressed in US dollars). The expenditure-per-student figure for the OECD area as a whole is a weighted average of the individual country figures, in which the weights are the countries' FTE enrolments.

Expenditure per student relative to per capita GDP is calculated by expressing expenditure per student in units of national currency as a percentage of per capita GDP, also in national currency. In cases where the educational expenditure and GDP data pertain to different annual periods, an inflation factor is used to adjust for the discrepancy (see Annex 3).

The specific PPP rate used to convert other national currencies into US dollars is that pertaining to gross domestic product, as published in OECD's National Accounts Database. It is essential to use PPP rates rather than market exchange rates to convert other national currencies into US dollars, because market exchange rates are affected by many factors (interest rates, trade policies, expectations for economic growth, etc.) that have little to do with the current, relative domestic purchasing powers of different countries. The PPP rates are presented in *OECD Education Statistics, 1985-1992*.

F03: Expenditure for educational services per student

F03 : Dépenses d'éducation par élève

Table F03.1:
Expenditure per student for early childhood education (1992)

Tableau F03.1:
Dépenses unitaires pour l'éducation préscolaire (1992)

Type of institution		Expenditure per student (U.S. dollars converted using PPPs) Dépenses unitaires (en dollars E-U convertis au PPA)	Index: Expenditure per student as a percentage of CEC (1992) = 100 Indice: Dépenses unitaires en pourcentage du total CEC	Expenditure per student relative to per capita GDP Dépenses unitaires en pourcentage du PIB par habitant	Type d'établissement
North America					
Canada					Amérique du Nord
United States	Public	3 210	107	14.1	Canada Etats-Unis
Pacific Area					
Australia					Pays du Pacifique
Japan	Public	3 020	101	15.7	Australie
New Zealand	Public	1 900	63	13.4	Japon Nouvelle-Zélande
European Community					
Belgium					Communauté européenne
	Public	2 350	78	13.0	Belgique
	Public and gov-dep *	1 560	62	10.3	
Denmark	Public	6 300	210	35.8	Public et privé sub *
France	Public	2 630	88	14.2	Danemark
	Public and gov-dep *	2 580	86	14.0	France
Germany (FRG)	Public	3 350	112	16.5	Public et privé sub *
Germany	Public	...	...	...	Public
Greece	Public	1 750	58	13.7	Allemagne (ex-ter de la RFA)
Ireland	Public	3 280	109	18.9	Public
Italy	Public	2 230	74	13.2	Allemagne
Luxembourg	Public and gov-dep *	2 230	74	13.2	Public
Portugal	Public and gov-dep *	2 100	70	16.4	Public et privé sub *
Spain	Public	2 090	70	16.3	Public
United Kingdom	Public	1 860	62	11.8	Public et privé sub *
Other Europe - OECD					
Austria					Autres pays d'Europe - OCDE
	Public	3 280	110	18.2	Public
Finland	Public	6 280	210	43.4	Public
Iceland	Public	7 350	245	41.6	Public
Norway	Public	6 070	202	36.5	Public
Sweden	Public	1 890	63	8.5	Public
Switzerland	Public	...	...	...	Public
Turkey	Public	...	...	...	Public
Country mean					
OECD total		3 430	114	20.1	
		3 000	100	16.0	Moyenne des pays Total OCDE
Central and Eastern Europe					
Czech Republic					Europe centrale et orientale
	Public	1 240	41	17.3	Public
Hungary	Public	1 640	55	23.9	Public
Poland	Public	...	...	...	Public
Russia	Public	...	...	...	Public

See Annex 1 for notes

* Public and government-dependent private

Voir notes en annexe 1
* Public et privé subventionné

F03: Expenditure for educational services per student

F03 Dépenses d'éducation par élève

Table F03.2
Expenditure per student for primary education (1992)

Tableau F03.2
Dépenses par élève pour l'enseignement primaire (1992)

Type of institution		Expenditure per student (US dollars converted using PPPs) Dépenses unitaires (en équivalent dollars EU convertis en PPA)	Index Expenditure per student as a percentage of OECD total Indice Dépenses unitaires en pourcentage du total OCDE	Expenditure per student in national currency Dépenses unitaires en proportion de l'unité nationale	Type of establishment
North America					
Canada		...	...	...	Amérique du Nord
United States	Public	5 600	135	24.8	Public États-Unis
Pacific Area					
Australia		...	...	...	Pays du Pacifique
Japan	Public	3 530	85	18.3	Public Japon
New Zealand	Public	2 030	49	14.4	Public Nouvelle-Zélande
European Community					
Belgium		Public 2 910 Public and gov-dep * 2 390	70 57	16.1 13.2	Communauté européenne Public Belgique Public et privé sub *
Denmark	Public	4 220	101	24.0	Public Danemark
France	Public Public and gov-dep *	3 000 2 900	72 70	16.2 15.6	Public Public et privé sub * France
Germany (FRG)	Public	2 980	72	14.7	Public Allemagne (ex-terr de la RFA)
Greece	Public	...	...	...	Public Grèce
Ireland	Public	1 770	43	13.9	Public Irlande
Italy	Public	4 050	97	23.3	Public Italie
Luxembourg	Public	...	...	...	Public Luxembourg
Netherlands	Public and gov-dep *	2 560	62	15.1	Public et privé sub * Pays-Bas
Portugal	Public	...	...	...	Public Portugal
Spain	Public Public and gov-dep *	2 270 2 030	54 49	17.7 15.9	Public Public et privé sub * Espagne
United Kingdom	Public	3 120	75	19.7	Public Royaume-Uni
Other Europe - OECD					
Austria		Public 4 010	96	22.2	Public Autres pays d'Europe - OCDE Autriche
Finland	Public	3 850	93	26.6	Public Finlande
Iceland	Public	...	...	...	Public Islande
Norway	Public	4 480	108	25.3	Public Norvège
Sweden	Public	4 840	116	29.1	Public Suède
Switzerland	Public	3 560	85	16.0	Public Suisse
Turkey	Public	...	...	...	Public Turquie
Country mean		3 410	82	19.5	
OECD total		4 170	100	20.8	Moyenne des pays Total OCDE
Central and Eastern Europe					
Czech Republic		Public 1 840	44	26.6	Public Europe centrale et orientale République tchèque
Hungary	Public	...	...	...	Public Hongrie
Poland	Public	...	...	...	Public Pologne
Russia	Public	...	...	...	Public Russie

See Annex 1 for notes

* Public and government-dependent private

Voir notes en annexe 1

* Public et privé subventionné

Table F03.3

Expenditure per student for secondary education, 1992

Dépenses par élève pour l'enseignement secondaire, 1992

Type of institution	Expenditure per student (1992), U.S. dollars (U.S. converted using 1992 rates) Dépenses unitaires (1992) en dollars E.U. convertis (1992)	Index: Expenditure per student as a percentage of OECD total Indice: Dépenses unitaires en pourcentage du total OCDE	Expenditure per student (1992) to per capita GNP Dépenses unitaires (1992) en pourcentage du PIB par habitant	Type d'établissement
North America				Amérique du Nord
Canada				Canada
United States	Public 6 470	125	28.3	États-Unis
Pacific Area				Pays du Pacifique
Australia	Public	75	20.2	Australie
Japan	Public	51	18.5	Japon
New Zealand	Public			Nouvelle-Zélande
European Community				Communauté européenne
Belgium	Public 6 470	130	37.3	Belgique
	Public and gov-dep* 5 150	100	28.6	
Denmark	Public 4 940	96	26.0	Danemark
France	Public 5 870	114	31.7	France
	Public and gov-dep* 5 430	105	29.3	
Germany (FRG)	Public 4 260	82	20.9	Allemagne (ext-ter. de la RFA)
	Public and private 6 210	120	30.5	
Germany	Public			Allemagne
Greece				Grèce
Ireland	Public 2 770	54	21.7	Irlande
Italy	Public 4 700	91	27.1	Italie
Luxembourg				Luxembourg
Netherlands	Public and gov-dep* 3 310	64	19.5	Pays-Bas
Portugal				Portugal
Spain	Public 3 140	61	24.6	Espagne
	Public and gov-dep* 2 790	54	21.8	
United Kingdom	Public 4 390	85	27.8	Royaume-Uni
Other Europe - OECD				Autres pays d'Europe - OCDE
Austria	Public 6 420	124	35.6	Autriche
Finland	Public 4 820	93	33.3	Finlande
Iceland				Islande
Norway	Public 6 200	120	35.1	Norvège
Sweden	Public 6 050	117	36.4	Suède
Switzerland				Suisse
Turkey				Turquie
Country mean	4 760	92	27.6	Moyenne des pays
OECD total	5 170	100	26.7	Total OCDE
Central and Eastern Europe				Europe centrale et orientale
Czech Republic				République tchèque
Hungary	Public 2 000	39	29.1	Hongrie
Poland				Pologne
Russia				Russie

See Annex I for notes

* Public and government-dependent private

Var notes en annexe I

* Public et privé subventionné

F03: Expenditure for educational services per student

F03 : Dépenses d'éducation par élève

Table F03.4:
Expenditure per student for primary
and secondary education (1992)

Tableau F03.4:
Dépenses unitaires pour l'enseignement
primaire et secondaire (1992)

Type of institution		Expenditure per student (US dollars converted using PPPs) Dépenses unitaires (en équivalent dollars E-U convertis en PPA)	Index: Expenditure per student as a percentage of OECD total Indice: Dépenses unitaires en pourcentage du total OCDE	Expenditure per student relative to per capita GDP Dépenses unitaires en proportion du PIB par habitant	Type d'établissement
North America					Amerique du Nord
Canada					Canada
United States	Public	6 010	128	26.3	Etats-Unis
Pacific Area					Pays du Pacifique
Australia					Australie
Japan	Public	3 710	79	19.3	Japon
New Zealand	Public	2 340	50	16.6	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	Public	4 660	99	25.8	Belgique
	Public and gov't-dep *	3 840	82	21.2	Public et privé sub *
Denmark	Public	4 660	99	26.4	Danemark
France	Public	4 600	98	24.9	France
	Public and gov't-dep *	4 380	93	23.7	Public et privé sub *
Germany (FRG)	Public	3 860	82	19.0	Public
	Public and private	6 230	111	25.7	Allemagne (ex-terr. de la RFA)
Germany (GDR)	Public	...	...	...	Public et privé
Greece		...	...	...	Public
Ireland	Public	2 240	48	17.6	Allemagne
Italy	Public	4 470	95	25.7	Grece
Luxembourg		...	...	...	Irlande
Netherlands	Public and gov't-dep *	2 990	64	17.6	Italie
Portugal		...	...	...	Luxembourg
Spain	Public	2 840	60	22.2	Public et privé sub *
	Public and gov't-dep *	2 500	53	19.5	Public
United Kingdom	Public	3 780	80	23.9	Pays-Bas
					Portugal
					Espagne
					Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	Public	5 490	117	30.5	Autriche
Finland	Public	4 350	93	30.1	Finlande
Iceland		...	...	...	Islande
Norway	Public	5 420	115	30.7	Norvège
Sweden	Public	5 450	116	32.8	Suède
Switzerland		...	...	...	Suisse
Turkey		...	...	...	Turquie
Country mean		4 180	89	24.2	Moyenne des pays
OECD total		4 700	100	23.9	Total OCDE
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	Public	1 280	27	17.8	Republique tchèque
Hungary	Public	1 950	41	28.4	Hongrie
Poland		...	...	...	Pologne
Russia		...	...	...	Russie

See Annex I for notes

* Public and government-dependent private

Voir notes en annexe I

* Public et privé subventionné

F03: Expenditure for educational services per student

F03 : Dépenses d'éducation par élève

Table F03.5:

Expenditure per student for tertiary education (1992)

Tableau F03.5 :
Dépenses unitaires pour l'enseignement supérieur (1992)

Type of institution		Expenditure per student (US dollars converted using PPPs) Dépenses unitaires (en équivalent dollars E-U convertis en PPA)	Index: Expenditure per student as a percentage of OECD total Indice : Dépenses unitaires en pourcentage du total OCDE	Expenditure per student relative to per capita GNP Dépenses unitaires en proportion du PIB par habitant	Type d'établissement
North America					
Canada	Public	12 350	123	63.3	Amérique du Nord Canada États-Unis
United States	Public	17 880	118	62.0	
	Independent private	20 300	202	98.0	
	Public and private	13 890	138	50.8	
Pacific Area					
Australia	Public	6 600	66	39.0	Pays du Pacifique Australie Japon Nouvelle-Zélande
Japan	Public	11 850	118	61.8	
	Independent private	5 630	56	29.2	
	Public and private	7 140	71	37.1	
New Zealand	Public	6 080	61	43.0	
European Community					
Belgium	Public	6 850	68	37.9	Communauté européenne Belgique
	Public and gov-dep *	6 590	66	36.4	
Denmark	Public	6 710	67	38.1	Danemark France
France	Public	6 020	60	32.5	
		Private	4 090	41	22.1
	Public and private	5 760	57	31.1	
Germany (FRG)	Public	6 550	65	32.2	Allemagne (ex-terr. de la RFA)
Germany	Public	...	...	...
Greece	Public	Grèce Irlande Italie
Ireland	Public	7 270	72	56.9	
Italy	Public	5 850	58	33.7	
Luxembourg	Public	Luxembourg Pays-Bas Portugal Espagne Royaume-Uni
Netherlands	Public and gov-dep *	8 720	87	51.5	
Portugal	Public and gov-dep *	...	...	...
Spain	Public	3 770	38	29.4	
United Kingdom	Public	15 060	150	95.2	
	Gvt-dep **	9 400	94	59.4	
	Public and gov-dep *	10 370	103	65.6	
Other Europe - OECD					
Austria	Public	5 820	58	32.3	Autres pays d'Europe - OCDE Autriche Finlande Islande Norvège Suède Suisse Turquie
Finland	Public	8 650	86	59.7	
Iceland	Public	...	...	...
Norway	Public	8 720	87	49.4	
Sweden	Public	7 120	71	42.9	
Switzerland	Public	12 900	129	58.0	
Turkey	Public	...	...	...
Country mean		7 940	79	45.3	Moyenne des pays
OECD total		10 030	100	49.0	
Central and Eastern Europe					
Czech Republic	Public	3 590	36	50.2	Europe centrale et orientale République tchèque Hongrie Pologne Russie
Hungary	Public	9 690	97	140.8	
Poland	Public	...	...	...
Russia	Public	...	...	...

See Annex 1 for notes

* Public and government-dependent private

** Government-dependent private only

Voir notes en annexe 1

* Public et privé subventionné

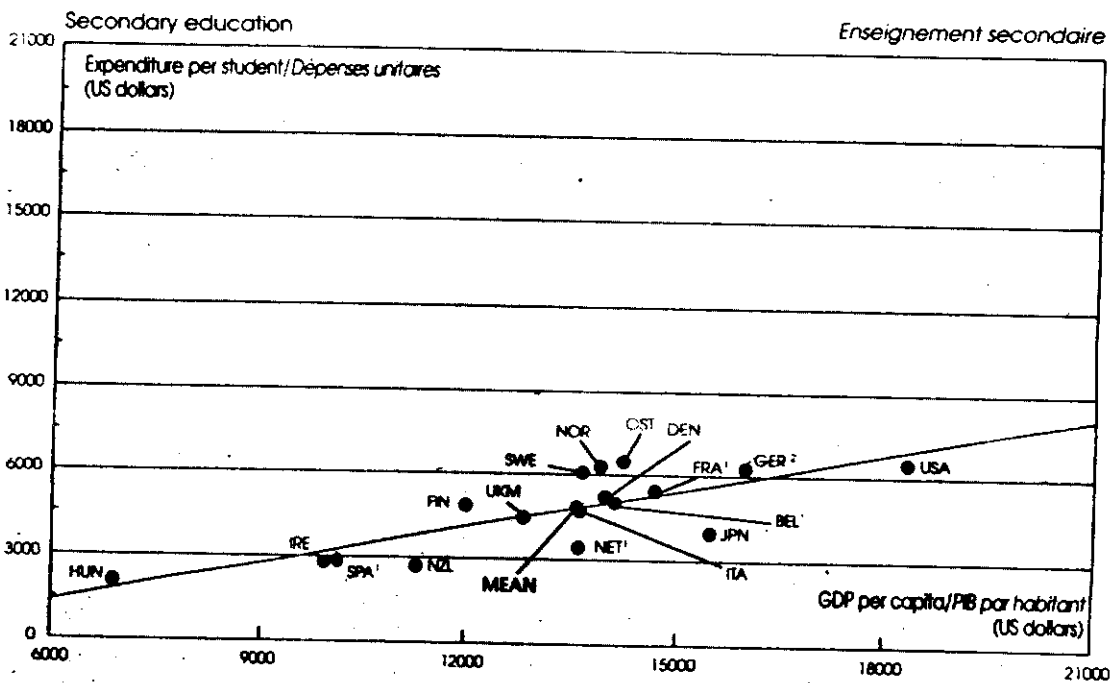
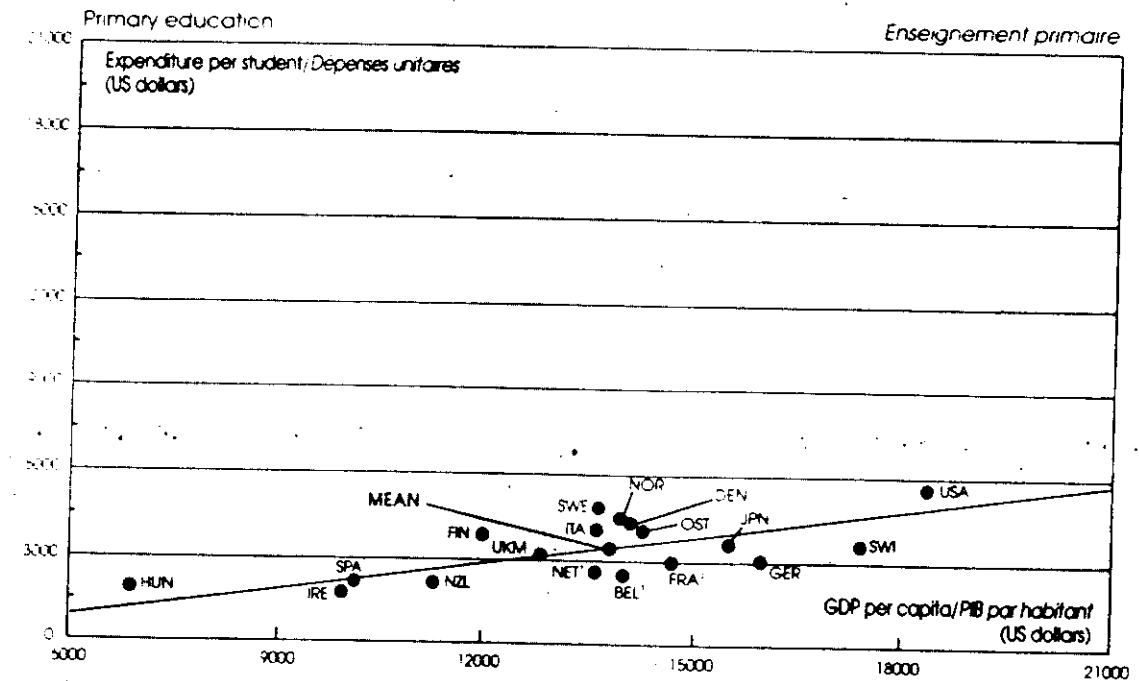
** Privé subventionné seulement

F03: Expenditure for educational services per student

F03 Dépenses d'éducation par élève

Chart F03:
Public expenditure per student
in relation to GDP per capita (1992)

Graphique F03
Dépenses publiques scolaires
en proportion du PIB par habitant (1992)



1 Expenditure from public and government-dependent institutions
2 Expenditure from all institutions

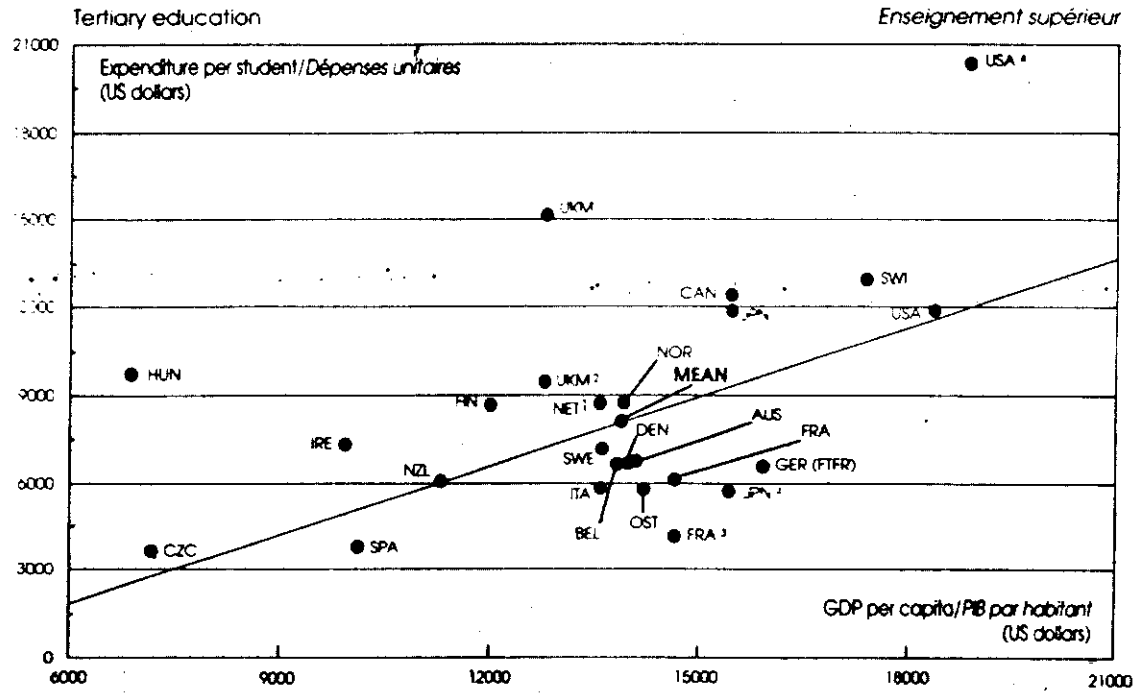
1. Dépenses des établissements publics et privés subventionnés
2. Dépenses de l'ensemble des établissements

E03: Expenditure for educational services per student

E03 Dépenses d'éducation par élève

Chart E03
Public expenditure per student
in relation to GDP per capita (1992)

Graphique E03
Dépenses publiques unitaires
en proportion du PIB par habitant (1992)



- 1. Public and government-dependent institutions
- 2. Government-dependent private institutions
- 3. Private institutions
- 4. Independent private institutions

- 1. Etablissements publics et privés subventionnés
- 2. Etablissements privés subventionnés
- 3. Etablissements privés
- 4. Etablissements privés non subventionnés

F04: Allocation of funds by level of education

EXPENDITURE AND ENROLMENT SHARES BY LEVEL OF EDUCATION

POLICY ISSUES

In elaborating its strategy for developing human resources, how should a country distribute resources across the various stages of education? Some countries emphasize broad access to higher education, for example, while others invest in near-universal education for children as young as two or three. It is difficult to compare the distribution of resources by level directly, but this indicator seeks to accomplish the task indirectly by: *a*) comparing each country's distribution of expenditures by level to the corresponding distribution of enrolments; and *b*) comparing relative expenditures per student at different levels.

KEY RESULTS

For the typical OECD country, the percentage distribution of education expenditures by level is as follows: pre-primary, 7 per cent; primary, 26 per cent; secondary, 45 per cent; and tertiary, 22 per cent. These percentages differ greatly among countries, reflecting differences in (among other things) the duration of each stage of education and rates of participation in pre-primary, upper secondary, and tertiary education.

The percentages of national education expenditures devoted to pre-primary and primary education are generally smaller than the corresponding percentages of enrolment – on average, 30 and 26 per cent smaller, respectively, reflecting the relatively low amounts spent per student at these levels. The percentage devoted to secondary education is slightly greater (by about 4 per cent on average) than the corresponding percentage of enrolment.

Because countries spend much more per student at the tertiary education level than at others, the percentage of total expenditures devoted to tertiary education is sharply higher – 1.8 times larger on average – than the corresponding percentage of enrolment.

For the OECD area as a whole, expenditure per student in pre-primary education averages about 14 per cent less than expenditure per student in primary education, while expenditures per student at the secondary and

tertiary levels are, respectively, 28 and 127 per cent higher on average than expenditure per primary student [Table F04(B)].

DESCRIPTION AND INTERPRETATION

Because of differences among countries in the starting age and durations of pre-primary, primary and secondary education, it is not possible to compare expenditure shares by level directly. For example, in a comparison between a country with four years of primary schooling and one with six years, it is not unreasonable to expect the primary share of expenditures in the latter country to be about 50 per cent larger because of the difference in duration alone. To make meaningful comparisons, it is necessary to consider the expenditure share of each level relative to the corresponding share of enrolment. The results are best shown by plotting expenditure shares against enrolment shares, as in Charts F04.

The pre-primary share of expenditures is only 0.5 to 0.8 times as large as the enrolment share in most countries; in the Nordic countries, however, the expenditure share is about 10 per cent greater than the enrolment share. This exceptional feature of the Nordic countries (illustrated in Chart F04) is explained by the fact that these countries almost alone spend substantially more per pre-primary student than per primary student.

The primary share of expenditures is 0.7 to 0.9 times as great as the enrolment share in most cases, signifying that primary students receive a share of funding less than proportional to their numbers. This ratio is lowest in Belgium, France and Switzerland (0.6) and highest in Italy, Japan and Sweden (0.9).

Expenditure per secondary student is about 40 per cent greater on average than expenditure per primary student, but some countries spend only about 10 per cent more (Hungary, Japan and Sweden) while others spend around 100 per cent more per secondary student (Belgium, France and Switzerland). For most countries, the secondary share of expenditures is between 0.9 and 1.2 times as large as the secondary share of enrolment.

The relative amount spent per tertiary student varies widely among countries, ranging from only 145 to 160 per cent of expenditure per primary student in Austria, Italy and Sweden to more than 300 per cent in

F04: Allocation of funds by level of education

Hungary, Ireland, Japan, the Netherlands, Switzerland and the United Kingdom. Correspondingly wide variations in the relationship between the tertiary expenditure share and the tertiary enrolment share can be seen in Chart F04. The expenditure share is only 1.3 to 1.5 times as great as the enrolment share in some cases, but more than 2.5 times as great in others.

DEFINITIONS

The expenditure share for each level of education is expressed as a percentage of the total expenditure for all levels of education combined. Expenditures for both public and government-dependent private schools are taken into account where data are available; otherwise, only the expenditures of public institutions are included. Expenditures for educational institutions alone are considered; subsidies for student living expenses are not counted. Expenditures classified as "not allocated by level" are excluded from these calculations.

The enrolment share for each level is calculated similarly: full-time-equivalent (FTE) enrolment at the level in question, expressed as a percentage of FTE enrolment at all levels of education combined.

As an aid to interpreting the results, the ratio of expenditure share to enrolment share is shown in the tables for each level of education. A ratio below 1.0 indicates that the level receives a share of funds less than proportional to its enrolment; a ratio greater than 1.0 indicates a share more than proportional to its enrolment.

The relative expenditure per student for each level of education is calculated by expressing expenditure per student for the level in question as a percentage of expenditure per student for primary education in the same country. (Because expenditure per student at the primary level has been taken as the standard of comparison, relative expenditure per student in primary education is always 100, by definition.)

F04: Allocation of funds by level of education

F04: Répartition des crédits par niveau d'enseignement

Table F04(A1):
Shares of expenditure and of enrolment
for early childhood and primary education in public
and government-dependent private institutions (1992)

Tableau F-04(A1)
Répartition en pourcentage des dépenses et des effectifs
pour l'éducation préscolaire et l'enseignement primaire
dans les établissements publics et privés subventionnés (1992)

	Early childhood education Éducation préscolaire			Primary education Enseignement primaire			
	As a percentage of expenditure of all levels combined En pourcentage des dépenses tous niveaux combinés	As a percentage of enrolment of all levels combined En pourcentage des effectifs tous niveaux combinés	Ratio of expenditure to enrolment Ratio répartition des dépenses / répartition des effectifs	As a percentage of expenditure of all levels combined En pourcentage des dépenses tous niveaux combinés	As a percentage of enrolment of all levels combined En pourcentage des effectifs tous niveaux combinés	Ratio of expenditure to enrolment Ratio répartition des dépenses / répartition des effectifs	
North America							Amérique du Nord
Canada		3.7	...		38.7	...	Canada
United States	3.5	6.1	0.6	34.2	41.6	0.8	États-Unis
Pacific Area							Pays du Pacifique
Australia			...			...	Australie
Japan	1.6	2.2	0.8	42.0	47.5	0.9	Japon
New Zealand (PUB)	4.0	6.0	0.7	26.9	37.5	0.7	(PUB) Nouvelle-Zélande
European Community							Communauté européenne
Belgium	8.9	18.1	0.5	21.2	33.6	0.6	Belgique
Denmark	14.6	13.1	1.1	23.1	30.0	0.8	Danemark
France (PUB)	11.5	22.1	0.5	20.1	34.9	0.6	(PUB) France
Germany (FFR)	7.0	...	...	15.6	...	...	Allemagne (ex-ter. de la CEE)
Germany	...	...	...	...	...	...	Allemagne
Greece	...	7.0	...	...	40.1	...	Grèce
Ireland	8.3	12.7	0.7	27.8	41.4	0.7	Irlande
Italy	7.8	10.9	0.7	24.0	26.9	0.9	Italie
Luxembourg	...	...	...	...	...	...	Luxembourg
Netherlands	6.7	10.9	0.6	23.2	32.8	0.7	Pays-Bas
Portugal	2.4	...	...	38.1	...	...	Portugal
Spain	6.3	8.0	0.8	22.9	29.8	0.8	Espagne
United Kingdom	1.6	3.7	0.4	30.9	42.0	0.7	Royaume-Uni
Other Europe - OECD							Autres pays d'Europe - OCDE
Austria	7.0	13.3	0.5	19.9	25.5	0.8	Autriche
Finland	8.8	8.0	1.1	26.5	35.7	0.7	Finlande
Iceland	...	...	...	...	...	...	Islande
Norway (PUB)	11.4	9.4	1.2	25.9	35.0	0.7	(PUB) Norvège
Sweden	16.8	15.4	1.1	29.2	34.2	0.9	Suède
Switzerland	3.7	11.2	0.3	21.7	35.1	0.6	Suisse
Turkey	...	1.1	...	...	58.7	...	Turquie
Country mean	7.3	9.6	0.7	26.3	36.9	0.7	Moyenne des pays
OECD total	7.0	11.0	0.7	32.3	40.5	0.8	Total OCDE
Central and Eastern Europe							Europe centrale et orientale
Czech Republic (PUB)	12.7	14.4	0.9	...	24.6	...	(PUB) République tchèque
Hungary	12.4	17.6	0.7	18.3	22.9	0.8	Hongrie
Poland	...	...	...	...	...	...	Pologne
Russia	...	24.6	...	...	37.3	...	Russie

See Annex 1 for notes

(PUB) means that percentages refer to shares
of public expenditure and enrolment only

Var notes en annexe 1

(PUB) signifie que les pourcentages concernent uniquement
les répartitions des dépenses et des effectifs des établissements publics

Table F04.A2

Shares of expenditure and of enrolment for secondary and tertiary education in public and government-dependent private institutions (1992)

Table F04.A2
Répartition en pourcentage des dépenses et des effectifs pour l'enseignement secondaire et supérieur dans les établissements publics et privés subventionnés (1992)

	Secondary education Enseignement secondaire			Tertiary education Enseignement supérieur				
	As a percentage of expenditure at all levels combined En pourcentage des dépenses à tous niveaux combinés	As a percentage of enrolment at all levels combined En pourcentage des effectifs à tous niveaux combinés	Ratio of expenditure to enrolment Ratio répartition des dépenses et des effectifs	As a percentage of expenditure at all levels combined En pourcentage des dépenses à tous niveaux combinés	As a percentage of enrolment at all levels combined En pourcentage des effectifs à tous niveaux combinés	Ratio of expenditure to enrolment Ratio répartition des dépenses et des effectifs		
North America								
Canada		37.2					Amérique du Nord Canada Etats-Unis	
United States	34.5	36.3	1.0	37.1	20.4	1.8		
Pacific Area								
Australia							Pays du Pacifique Australie Japon Publ. Nouvelle-Zélande	
Japan	45.7	45.8	1.0	10.7	3.5	3.0		
New Zealand (Publ.)	39.5	42.7	0.9	29.6	13.8	2.2		
European Community								
Belgium	50.2	36.9	1.4	19.8	11.4	1.7	Communauté européenne Belgique Danemark (Publ.) France Allemagne (ex-terr. de la RFA) Allemagne Grèce Irlande Italie Luxembourg Pays-Bas Portugal Espagne Royaume-Uni	
Denmark	41.8	42.1	1.0	20.6	14.8	1.4		
France (Publ.)	49.8	49.4	1.0	18.7	13.8	1.4		
Germany (FTFR)	52.6	...	...	24.8	...	...
Germany	...	...	...	...	...	...
Greece	...	43.3	...	...	...	...
Ireland	39.0	37.1	1.1	24.3	8.8	2.8		
Italy	50.0	48.2	1.0	18.2	14.1	1.3		
Luxembourg	...	...	...	...	...	...
Netherlands	39.9	43.7	0.9	30.2	12.6	2.4		
Portugal	40.0	...	...	19.5	...	...
Spain	51.3	48.6	1.1	19.5	13.7	1.4		
United Kingdom	46.8	45.1	1.0	20.7	9.2	2.3		
Other Europe - OECD								
Austria	51.5	44.0	1.2	21.6	17.2	1.3		Autres pays d'Europe - OCDE Autriche Finlande Islande (Publ.) Norvège Suède Suisse Turquie
Finland	38.3	40.5	0.9	26.4	15.8	1.7		
Iceland	...	...	...	...	...	...
Norway (Publ.)	43.1	42.1	1.0	19.5	13.5	1.4		
Sweden	36.4	38.7	0.9	15.0	11.7	1.3		
Switzerland	52.6	43.8	1.2	22.1	10.0	2.2		
Turkey	...	33.3	...	...	7.0	...
Country mean	44.6	42.1	1.0	22.4	12.5	1.8		
OECD total	42.6	41.9	1.0	25.7	14.8	1.8	Moyenne des pays Total OCDE	
Central and Eastern Europe								
Czech Republic (Publ.)	...	55.1	...	15.0	5.9	2.6	Europe centrale et orientale (Publ.) République tchèque Hongrie Pologne Russie	
Hungary	47.6	54.3	0.9	21.7	5.2	4.2		
Poland	...	...	...	...	...	...
Russia	...	26.1	...	...	12.1	...

See Annex 1 for notes
(PUB) means that percentages refer to shares of public expenditure and enrolment only

Voir notes en annexe 1
(PUB) signifie que les pourcentages concernent uniquement les répartitions des dépenses et des effectifs des établissements publics

F04: Allocation of funds by level of education

F04 - Répartition des crédits par niveau d'enseignement

Table F04.B)
Relative expenditure per student by level of education
(primary=100) in public and government-dependent
private institutions (1992)

Tableau F04.B)
Dépenses unitaires relatives, par niveau d'enseignement
(primaire=100), établissements publics, écoles
subventionnées (1992)

	Early childhood education Éducation préscolaire	Primary education Enseignement primaire	Secondary education Enseignement secondaire	Tertiary education Enseignement supérieur	
North America					Amerique du Nord
Canada	...	...	...	...	Canada
United States	69	100	115	212	États-Unis
Pacific Area					Pays du Pacifique
Australia	...	...	...	...	Australie
Japan	85	100	110	336	Japon
New Zealand (PUB)	94	100	129	299	PUB, Nouvelle-Zélande
European Community					Communauté européenne
Belgium	78	100	215	275	Belgique
Denmark	145	100	129	181	Danemark
France (PUB)	90	100	175	236	(PUB) France
Germany (FFR)	...	...	...	...	Allemagne (exter. de rFA)
Germany	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	97	100	156	410	Irlande
Italy	81	100	116	145	Italie
Luxembourg	...	...	...	...	Luxembourg
Netherlands	87	100	129	340	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	103	100	137	185	Espagne
United Kingdom	59	100	141	305	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	67	100	150	160	Autriche
Finland	148	100	127	226	Finlande
Iceland	...	...	...	...	Islande
Norway (PUB)	164	100	139	195	(PUB) Norvège
Sweden	128	100	110	149	Suède
Switzerland	53	100	195	359	Suisse
Turkey	...	...	...	...	Turquie
Country mean	97	100	142	251	
OECD total	86	100	128	227	Moyenne des pays Total OCDE
Central and Eastern Europe					Europe centrale et orientale
Czech Republic (PUB)	...	...	...	...	(PUB) République tchèque
Hungary	98	100	110	523	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex I for notes
(PUB) means that percentages refer to shares
of public expenditure and enrolment only

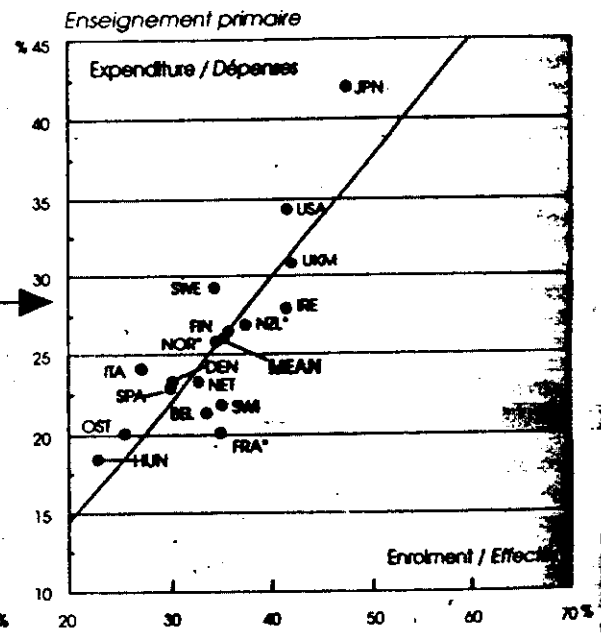
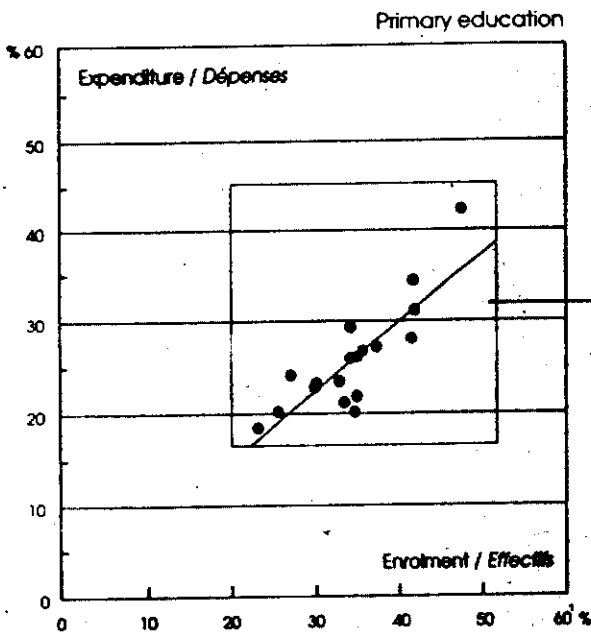
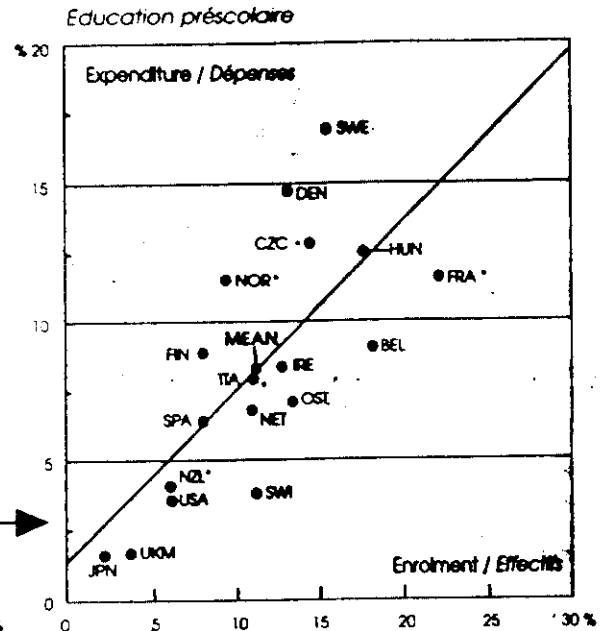
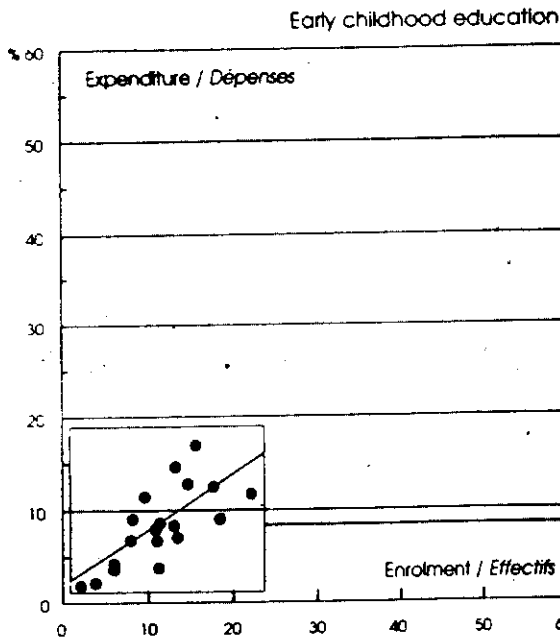
Voir notes en annexe I
(PUB) signifie que les pourcentages concernent uniquement
les répartitions des dépenses et des effectifs des établissements publics

F04: Allocation of funds by level of education

F04 : Répartition des crédits par niveau d'enseignement

Chart F04:
Shares of educational expenditure
and shares of enrolment (1992)

Graphique F04 :
Pourcentage des dépenses d'éducation
et pourcentage des effectifs (1992)



* Public institutions only

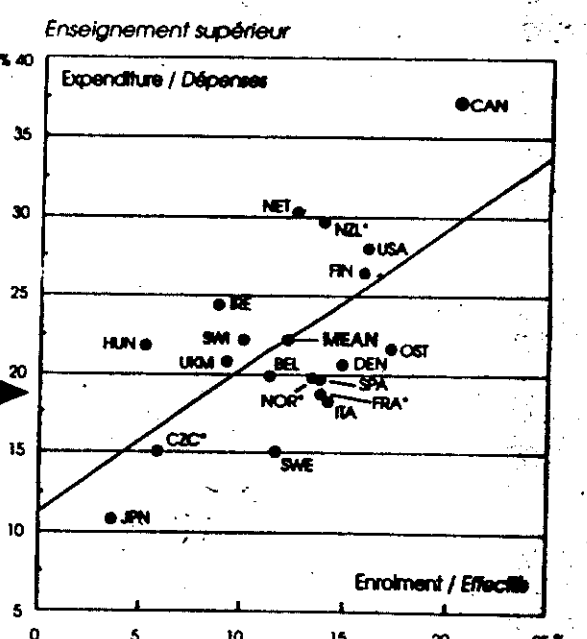
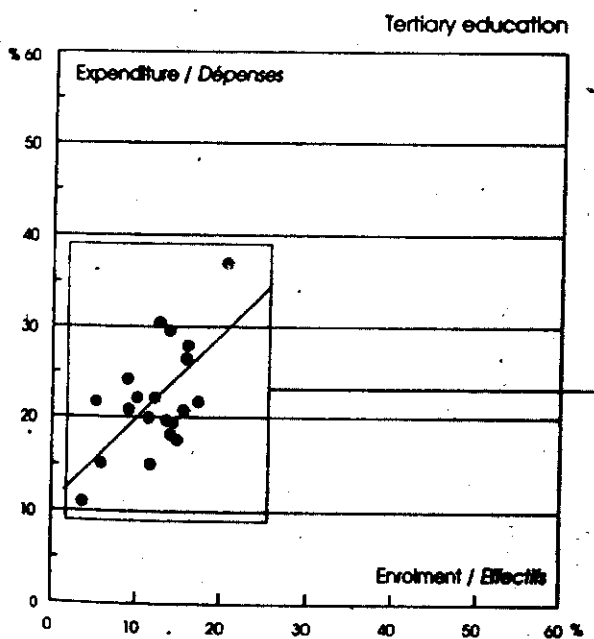
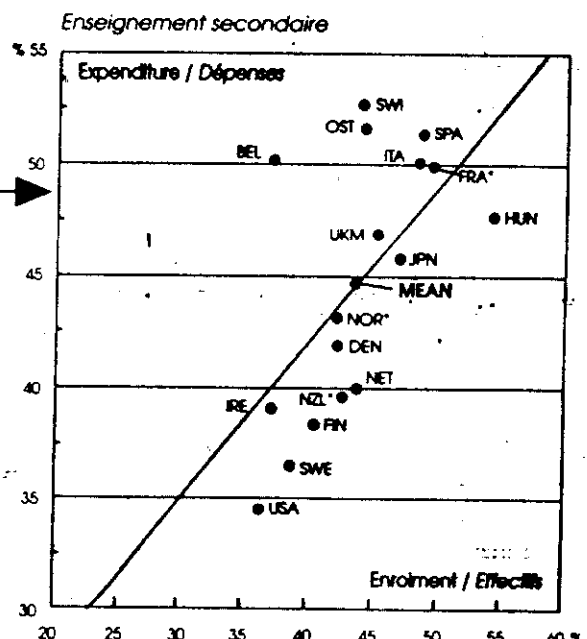
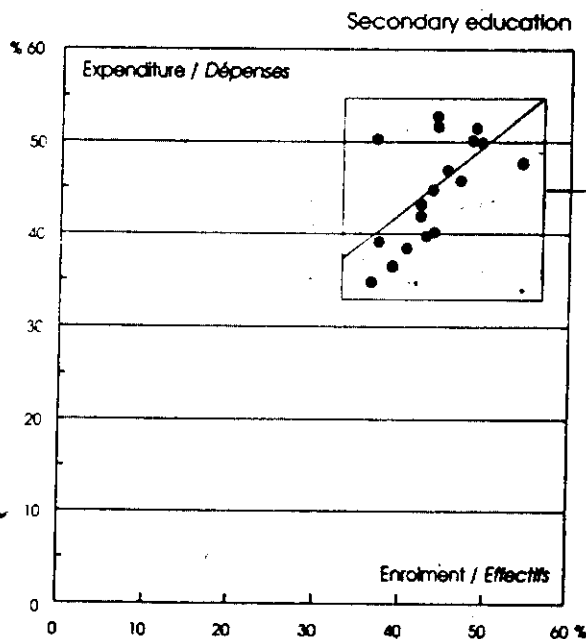
* Etablissements publics seulement

F04: Allocation of funds by level of education

F04 : Répartition des crédits par niveau d'enseignement

Chart F04:
Shares of educational expenditure
and shares of enrolment (1992)

Graphique F04
Pourcentage des dépenses d'éducation
et pourcentage des effectifs (1992)



* Public institutions only

* Etablissements publics seulement

EDUCATIONAL EXPENDITURE BY RESOURCE CATEGORY

POLICY ISSUES

Given the total funds available for education, each country's policy-makers must decide how to spend the funds most effectively. In particular, they must select appropriate mixes of personnel and other resources for their educational institutions.

KEY RESULTS

Countries have been compared with respect to, first, the division of spending between current and capital outlay and, second, the distribution of current expenditures among compensation of teaching personnel, compensation of non-teaching personnel, and spending for non-personnel resources. For the OECD area as a whole, about 91 per cent of spending for all levels of education combined is current expenditure and about 9 per cent is capital expenditure. The capital share is larger at the tertiary level than at the primary-secondary level for most countries.

Expenditures for staff compensation (including both salary and non-salary compensation) account for over 80 per cent of total current spending for primary-secondary education in most countries (the figure for the OECD area as a whole is 84 per cent). The reported staff compensation share of total current spending is substantially lower at the tertiary level - 72 per cent for the OECD area as a whole - but still exceeds 65 per cent in most countries.

The fraction of total current expenditure spent on teaching staff is, for the OECD area as a whole, 62 per cent at the primary-secondary level and 47 per cent at the tertiary level.

DESCRIPTION AND INTERPRETATION

There is a wide variation among countries with regard to percentages of capital spending. At the primary-secondary level, the reported capital share ranges from below 3.5 per cent (Belgium, Ireland, Italy and Portugal) to over 11 per cent in Austria and Hungary and more than 16 per cent in Japan. At the tertiary level, some countries report capital shares of just over 5 per cent (Canada,

Finland and the United Kingdom), whereas others report 18 per cent or more (Austria, Italy, Spain and Switzerland). These variations may be due partly to definitional differences among the countries.

Most countries report that staff compensation accounts for between 80 and 95 per cent of current spending for primary and secondary institutions, and between 65 and 75 per cent of current spending for tertiary institutions. Substantially lower staff compensation percentages are reported by Denmark, Japan and the United Kingdom at the primary-secondary level and by Austria, Belgium, Denmark, Japan and Norway at the tertiary level.

The division of staff compensation expenditures between teaching and non-teaching staff is not clear-cut. Some countries define "teachers" narrowly, limiting the term to persons who teach students in the classroom; others use a broader definition that includes heads of schools and other professional personnel. Because of these (and other) definitional differences, the wide variations in reported percentages of expenditures for non-teaching staff should be viewed with caution. In the case of primary and secondary education, these percentages range from less than 2 per cent in Belgium and less than 4 per cent in Ireland to about 25 per cent in Denmark and the United States.

DEFINITIONS

The current and capital shares of expenditures are the percentages of total expenditures for the level of education in question, reported as current expenditures and capital expenditures, respectively. Only expenditures for educational institutions are considered in these calculations; subsidies for student living expenses are excluded.

Calculations cover the expenditures of public institutions or, where available, those of public institutions and government-dependent private institutions combined.

The shares of current expenditure allocated to compensation of teachers, compensation of other staff, total staff compensation, and other (non-personnel) current outlays are calculated by expressing the respective amounts as percentages of total current expenditures. In some cases, compensation of teaching staff means compensation of classroom teachers only, but in others it includes that of heads of schools and other professional educators.

F05: Current and capital expenditure

F05 - Dépenses de fonctionnement et dépenses en capital

Table F05(1):
Expenditure by resource category for primary and secondary education in public and government-dependent private institutions (1992)

Tableau F05(1):
Dépenses d'éducation par nature pour l'enseignement primaire et secondaire, établissements publics et privés subventionnés (1992)

	Percentage of total expenditure Répartition des dépenses totales			Percentage of current expenditure Répartition des dépenses de fonctionnement			
	Current fonctionnement	Capital Capital	Compensation of teachers Rémunération des enseignants	Compensation of other staff Rémunération des autres personnels	Compensation of all staff Rémunération de l'ensemble du personnel	Other current expenditure Autres dépenses de fonctionnement	
North America							
Canada							Amérique du Nord Canada Etats-Unis
United States	91.2	8.8	61.4	25.1	86.5	13.5	
Pacific Area							
Australia							Pays du Pacifique Australie (PUB) Japon Nouvelle-Zélande
Japan (PUB)	83.7	16.3	56.6	11.3	67.9	32.1	
New Zealand							
European Community							
Belgium	99.6	0.4	82.2	1.2	83.4	16.6	Communauté européenne Belgique (PUB) Danemark France (PUB) Allemagne (ex-ter. de la RFA) Allemagne Autriche Grèce (PUB) Irlande (PUB) Italie Luxembourg Pays-Bas (PUB) Portugal Espagne Royaume-Uni
Denmark (PUB)	94.0	6.0	49.2	25.6	74.8	25.2	
France	90.5	9.5	...	...	86.1	13.9
Germany (FRG) (PUB)	93.0	7.0	...	...	87.8	12.2
Germany	...	...	...	...	...	...
Greece	...	...	...	...	...	...
Ireland (PUB)	96.9	3.1	...	...	...	...
Italy (PUB)	96.7	3.3	86.5	3.9	90.3	9.7	
Luxembourg	...	...	78.9	15.7	94.6	5.4
Netherlands	95.1	4.9	...	...	...	...
Portugal (PUB)	96.5	3.5	...	...	81.2	18.8
Spain	91.8	8.2	...	...	97.9	2.1
United Kingdom	94.9	5.1	59.7	15.8	87.2	12.8	
					75.5	24.5	
Other Europe - OECD							
Austria	88.9	11.1	70.9	11.2	82.1	17.9	Autres pays d'Europe - OCDE Autriche Finlande Islande (PUB) Norvège Suède (PUB) Suisse Turquie
Finland	95.7	4.3	66.5	16.4	82.9	17.1	
Iceland	...	...	...	...	...	...
Norway (PUB)	96.0	4.0	...	...	...	...
Sweden	...	...	...	...	78.3	21.7
Switzerland (PUB)	93.2	6.8	82.8	7.7	90.5	9.5	
Turkey	...	...	...	...	...	...
Country mean	93.6	6.4	69.5	13.4	84.2	15.8	
OECD total	91.1	8.9	62.5	20.3	83.6	16.4	Moyenne des pays Total OCDE
Central and Eastern Europe							
Czech Republic (PUB)	89.5	10.5	Europe centrale et orientale (PUB) République tchèque Hongrie Pologne Russie
Hungary	88.3	11.7	...	...	44.3	55.7
Poland	...	...	...	...	...	...
Russia	...	...	...	...	...	...

See Annex 1 for notes
(PUB) means that percentages refer to shares
of public expenditure and enrolment only

Voir notes en annexe 1
(PUB) signifie que les pourcentages concernent uniquement
les répartitions des dépenses et des effectifs des établissements publics

F05: Current and capital expenditure

F05 : Dépenses de fonctionnement et dépenses en capital

Table F05(2):
Expenditure by resource category for
tertiary education in public and government-dependent
private institutions (1992)

Tableau F05(2)
Dépenses d'éducation par nature pour l'enseignement
supérieur, établissements publics
et privés subventionnés (1992)

	Percentage of total expenditure Répartition des dépenses totales			Percentage of current expenditure Répartition des dépenses de fonctionnement			
	Current Fonctionnement	Capital Capital	Compensation of teachers Rémunération des enseignants	Compensation of other staff Rémunération des autres personnels	Compensation of all staff Rémunération de l'ensemble du personnel	Other current expenditure Autres dépenses de fonctionnement	
North America							Amerique du Nord
Canada	94.7	5.3	40.3	25.8	66.1	33.9	Canada
United States	92.4	7.6	50.4	23.2	73.6	26.4	Etats-Unis
Pacific Area							Pays du Pacifique
Australia	86.5	13.5	41.6	17.6	59.2	40.8	Australie
Japan (PUB)							(PUB) Japon
New Zealand							Nouvelle-Zélande
European Community							Communauté européenne
Belgium	99.0	1.0	57.6	0.3	58.0	42.0	Belgique
Denmark (PUB)	85.5	14.5	42.1	17.9	60.0	40.0	(PUB) Danemark
France	91.0	9.0	...	...	72.6	27.4	France
Germany (FTFR) (PUB)	87.6	12.4	...	...	75.9	24.1	(PUB) Allemagne (ex-ter. de la RFA)
Germany	...	...	...	...	...	...	Allemagne
Greece	...	...	...	...	...	...	Grèce
Ireland (PUB)	89.3	10.7	53.3	21.7	75.0	25.0	(PUB) Irlande
Italy (PUB)	70.7	29.3	32.2	35.7	67.8	32.2	(PUB) Italie
Luxembourg	...	...	...	...	...	...	Luxembourg
Netherlands	93.1	6.9	...	...	71.2	28.8	Pays-Bas
Portugal (PUB)	82.5	17.5	...	...	72.1	27.9	(PUB) Portugal
Spain	80.0	20.0	...	...	80.6	19.4	Espagne
United Kingdom	94.6	5.4	45.7	29.3	75.1	24.9	Royaume-Uni
Other Europe - OECD							Autres pays d'Europe - OCDE
Austria	80.8	19.2	32.3	23.5	55.9	44.1	Autriche
Finland	94.8	5.2	46.0	19.4	65.4	34.6	Finlande
Iceland	...	...	...	...	...	...	Islande
Norway (PUB)	84.1	15.9	...	...	64.7	35.3	(PUB) Norvège
Sweden	...	...	...	...	...	...	Suède
Switzerland (PUB)	80.2	19.8	58.2	25.0	83.2	16.8	(PUB) Suisse
Turkey	...	...	...	...	...	...	Turquie
Country mean	87.5	12.5	45.4	21.8	69.2	30.8	Moyenne des pays
OECD total	90.2	9.8	47.3	23.8	71.8	28.2	Total OCDE
Central and Eastern Europe							Europe centrale et orientale
Czech Republic (PUB)	88.6	11.4	...	...	47.9	52.1	(PUB) République tchèque
Hungary	90.7	9.3	...	...	...	...	Hongrie
Poland	...	...	...	...	...	...	Pologne
Russia	...	...	...	...	...	...	Russie

See Annex 1 for notes
(PUB) means that percentages refer to shares
of public expenditure and enrolment only

Voir notes en annexe 1
(PUB) signifie que les pourcentages concernent uniquement
les répartitions des dépenses et des effectifs des établissements publics

F05: Current and capital expenditure

F05 : Dépenses de fonctionnement et dépenses en capital

Table F05(3):
Expenditure by resource category for all levels of
education combined in public and government-dependent
private institutions (1992)

Tableau F05(3):
Dépenses d'éducation par nature pour tous les niveaux
scolaires confondus, établissements publics
et privés subventionnés (1992)

	Percentage of total expenditure Répartition des dépenses totales			Percentage of current expenditure Répartition des dépenses de fonctionnement			
	Current Fonctionnement	Capital Capital	Compensation of teachers Rémunération des enseignants	Compensation of other staff Rémunération des autres personnels	Compensation of all staff Rémunération de l'ensemble du personnel	Other current expenditure Autres dépenses de fonctionnement	
North America							
Canada	93.1	6.9	54.1	20.2	74.3	25.7	Amérique du Nord
United States	91.6	8.4	58.4	24.6	83.0	17.0	Canada Etats-Unis
Pacific Area							
Australia							Pays du Pacifique
Japan (PUB)	84.9	15.1	50.9	15.0	65.9	34.1	Australie (PUB) Japon
New Zealand	...	...	...	...	...	...	Nouvelle-Zélande
European Community							
Belgium	98.9	1.1	75.7	2.6	78.4	21.6	Communauté européenne
Denmark (PUB)	92.9	7.1	47.8	23.9	71.7	28.3	Belgique
France	91.6	8.4	...	...	83.5	16.5	(PUB) Danemark
Germany (FTFR) (PUB)	90.9	9.1	...	...	83.4	16.6	France
Germany	...	...	...	...	...	...	(PUB) Allemagne (ex-terr. de la RFA)
Greece	...	...	...	...	...	...	Allemagne
Ireland (PUB)	95.1	4.9	77.8	8.5	86.3	13.7	Grèce
Italy (PUB)	91.8	8.2	64.7	16.7	81.4	18.6	(PUB) Irlande
Luxembourg	...	...	...	...	...	...	(PUB) Italie
Netherlands	94.6	5.4	...	...	...	...	Luxembourg
Portugal (PUB)	93.4	6.6	...	...	76.5	23.5	Pays-Bas
Spain	89.7	10.3	...	...	92.1	7.9	(PUB) Portugal
United Kingdom	94.9	5.1	57.7	17.7	86.0	14.0	Espagne
					75.4	24.6	Royaume-Uni
Other Europe - OECD							
Austria	88.0	12.0	53.3	16.2	69.5	30.5	Autres pays d'Europe - OCDE
Finland	96.0	4.0	58.9	18.0	76.9	23.1	Autriche
Iceland	...	...	...	...	...	...	Finlande
Norway (PUB)	93.3	6.7	...	...	...	...	Islande
Sweden	...	...	...	...	76.3	23.7	(PUB) Norvège
Switzerland (PUB)	84.3	15.7	71.5	14.4	85.9	14.1	Suède
Turkey	...	...	...	...	...	...	(PUB) Suisse
					...	...	Turquie
Country mean	92.1	7.9	61.0	16.2	79.2	20.8	
OECD total	91.0	9.0	57.7	21.1	79.8	20.2	Moyenne des pays Total OCDE
Central and Eastern Europe							
Czech Republic (PUB)	90.0	10.0	...	...	46.4	53.6	Europe centrale et orientale
Hungary	89.6	10.4	...	...	...	...	(PUB) République tchèque
Poland	...	...	...	...	...	...	Hongrie
Russia	...	...	...	...	...	...	Pologne
					...	...	Russie

See Annex 1 for notes

(PUB) means that percentages refer to shares
of public expenditure and enrolment only

Voir notes en annexe 1

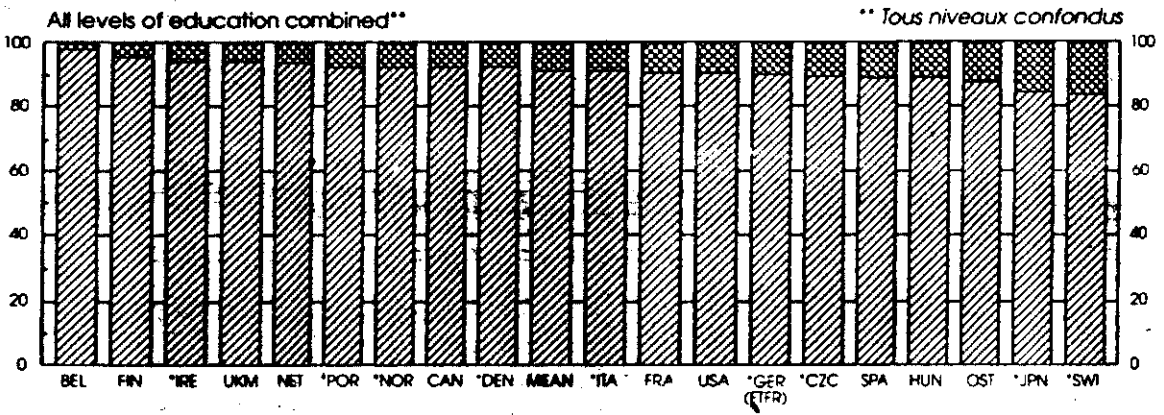
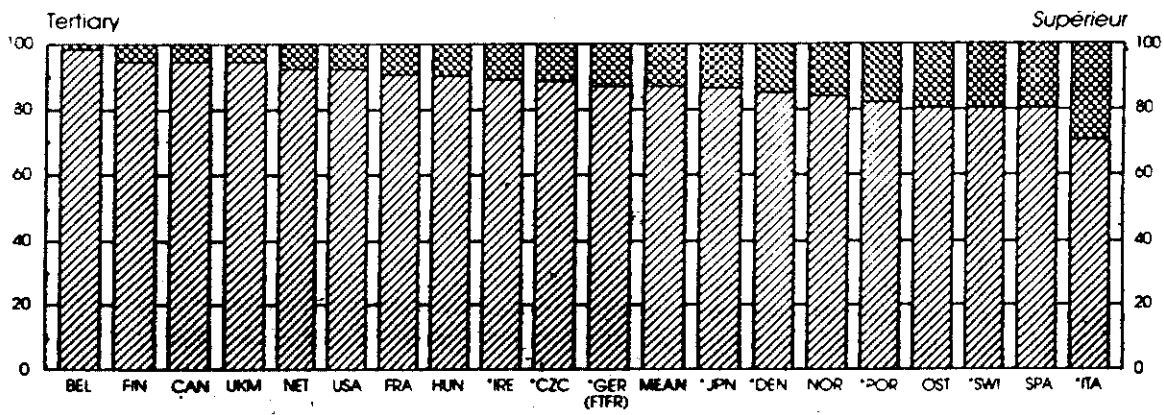
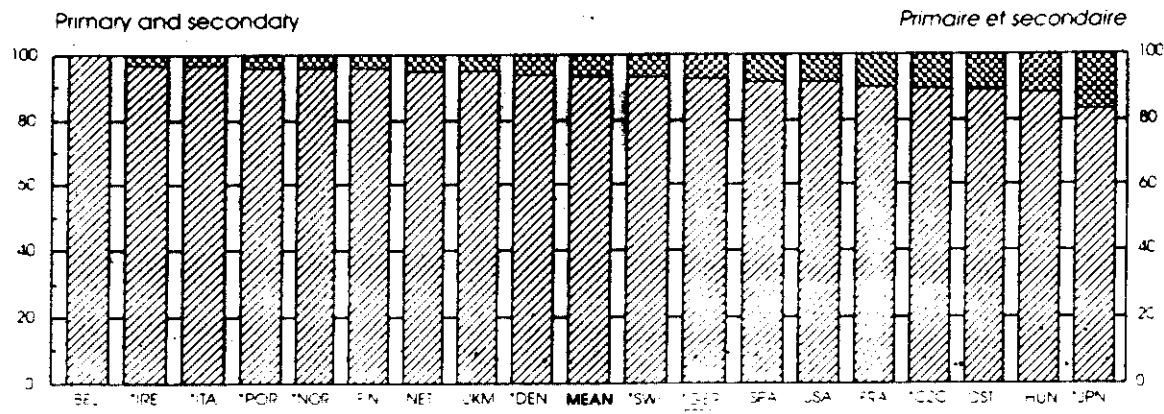
(PUB) signifie que les pourcentages concernent uniquement
les répartitions des dépenses et des effectifs des établissements publics


F05: Current and capital expenditure

F05 : Dépenses de fonctionnement et dépenses en capital

Chart F05(1)
Percentage of total expenditure
(current, capital) in primary and secondary,
tertiary and all levels of education (1992)

Graphique F05(1)
Répartition des dépenses totales entre
les dépenses de fonctionnement et de capital
pour l'enseignement primaire et secondaire,
supérieur et tous niveaux confondus (1992)



 Current expenditure / Dépenses de fonctionnement
 Capital expenditure / Dépenses en capital

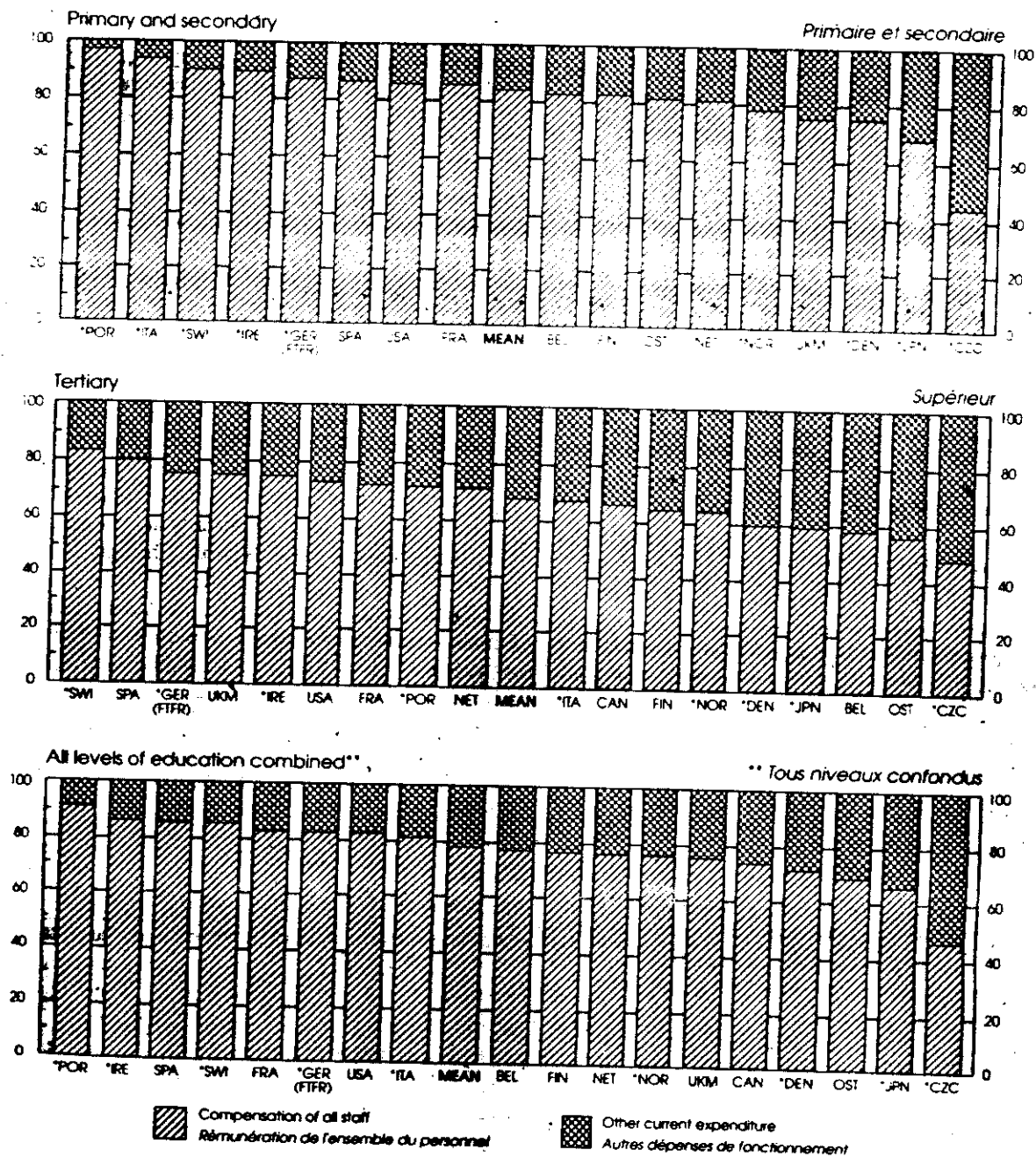
* Public expenditure only / Uniquement les dépenses des établissements publics
 ** Including pre-primary and undistributed / ** Préscolaire et non-définis inclus

F05: Current and capital expenditure

F05 : Dépenses de fonctionnement et dépenses en capital

Chart F05.2:
Compensation of all staff and other current expenditure as a percentage of current expenditure in primary and secondary, tertiary, and all levels of education (1992)

Graphique F05.2:
Rémunération de l'ensemble du personnel et autres dépenses de fonctionnement en pourcentage des dépenses de fonctionnement, enseignement primaire et secondaire, supérieur et tous niveaux confondus (1992)



* Public expenditure only including pre-primary and undistributed

** Uniquement les dépenses des établissements publics
** Précoce et non-défini inclus

F11: Funds from public and private sources

FUNDS FROM PUBLIC AND PRIVATE SOURCES

POLICY ISSUES

A vigorously debated issue in some countries is whether or to what degree the costs of education should be borne by the individuals who benefit rather than by society as a whole. This question is especially relevant at the beginning and end stages of education – early childhood education on one hand, and tertiary education on the other – where the practice of full or near-full public funding is less dominant than at the primary and secondary levels.

KEY RESULTS

The following results pertain only to the relatively few countries – eight in the case of primary and secondary education, eleven in the case of tertiary – that have provided reasonably complete data on education expenditures from private sources.

The average share of education funds generated in the private sector (all levels of education combined) is 8 per cent, and the average private share of final expenditures (counting funds transferred from the public sector) is 16.0 per cent.

Private funding plays a much more important role in tertiary education than at any other level. On average, 13.9 per cent of all tertiary spending originates in the private sector. The private share of final expenditures for tertiary education (counting scholarships and other subsidies to students) averages 31.5 per cent.

DESCRIPTION AND INTERPRETATION

Because many countries have been unable to provide complete (or, in some cases, any) data on education funds from private sources, this indicator has been calculated for only a minority of the OECD countries. It is expected that more countries will be able to provide data on private expenditures in the future.

Among the countries represented, the shares of education funds originating in the private sector (all levels of education combined) range from 1.6 per cent in Sweden and 2.9 per cent in Denmark to 22.6 per cent in the United States and 24.0 per cent in Japan.

The private shares of final education expenditures are higher than the initial shares because the former reflect funds that are transferred to as well as generated in the private sector: the former are found mainly in the form of scholarships and other subsidies for students. The private shares of expenditures (for all levels of education combined) after transfers range from 7.0 per cent in Canada and 8.8 per cent in France to over 24 per cent in both the United States and Japan. The Nordic countries, the Netherlands and Australia have very small initial private shares, but substantial private shares after transfers.

Countries differ greatly in the degree of private funding of tertiary education. Only very small shares originate in the private sector in Australia, Canada, Denmark and Sweden. In contrast, over 45 per cent of all tertiary spending in the United States and over 60 per cent of all tertiary spending in Japan derives from private sources.

The final private shares of tertiary spending are sharply higher than the initial private shares in most cases. For example, the initial and final private shares in Denmark are 1.2 per cent and 37.9 per cent, respectively. The differences are accounted for by public subsidies to students or households, most of which are subsidies for student living expenses. Note that the figures on private spending do not include student living expenses (for housing, meals, etc.) *except* to the extent that they are publicly subsidised. If all living expenses were included, the private shares of both initial and final tertiary spending would be much higher. If student living expenses were excluded entirely from the calculations (regardless of whether they were subsidised), the initial and final private shares of spending would differ only slightly.

The main indicator tables do not take into account direct household purchases of educational goods and services – e.g. purchases of books, paper, calculators, school uniforms and other personal items used at school. Most countries have no data on the costs of these items, but a few have developed estimates from household surveys. Table F11(B) shows the effects of including the direct purchases for four countries with such surveys. The result is to raise the private shares of initial spending (all levels of education combined) of Canada, France and the United States by 2 to 3 percentage points, and the private share of Spain by more than 7 percentage points. Some of the effects on private shares of tertiary spending are considerably greater. It is reasonable to conclude that the omis-

F11: Funds from public and private sources

sion of direct purchases results in substantial understatement of the private sector's contribution to education spending.

DEFINITIONS

The initial public and private shares of education funds are the percentages of total education spending originating in, or generated by, the public and private sectors. Total education spending is here defined as total expenditures for educational institutions plus the publicly subsidised portion of student living expenses. Initial public spending includes both direct public expenditures for educational institutions and transfers to the private sector. Initial private spending includes tuition fees and other student or household payments to educational institutions, less the portion of such payments offset by public subsidies.

The final public and private shares are the percentages of education funds expended directly by public and private purchasers of educational services. Final public spending includes direct public purchases of educational resources and payments to educational institutions, but excludes transfers to households and other private entities. Final private spending includes tuition fees and other private payments to educational institutions (whether or not offset by public subsidies), plus the publicly subsidised portion of student living expenses.

Direct household purchases of educational goods and services are excluded from the main calculations of initial and final shares, but are reflected in Table F11(B) covering the four countries for which data on direct purchases are available.

F11: Funds from public and private sources

F11 : Fonds publics et fonds privés

Table F11(A):
Shares of funds from public and private sources
for primary and secondary education (1992)

Tableau F11(A):
Répartition par source des financements publics et privés
de l'enseignement primaire et secondaire (1992)

in %	Initial funds (before transfers between levels of government and from public-to-private) Sources initiales (avant transferts entre échelons administratifs et du public au privé)		Final funds (after transfers between levels of government and from public-to-private) Sources finales (après transferts entre échelons administratifs et du public au privé)		en %
	Public sources Financement public	Private sources Financement privé	Public sources Financement public	Private sources Financement privé	
North America					Americique du Nord
Canada	95.5	4.5	95.5	4.5	Canada
United State	90.9	9.1	90.9	9.1	Etats-Unis
Pacific Area					Pays du Pacifique
Australia	...	...	...	...	Australie
Japan	91.1	8.9	91.1	8.9	Japon
New Zealand	...	...	...	...	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	...	...	...	...	Belgique
Denmark	100.0	...	88.4	11.6	Danemark
France	93.4	6.6	92.1	7.9	France
Germany (FRG)	...	...	...	...	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	...	...	...	...	Irlande
Italy	...	...	...	...	Italie
Luxembourg	...	...	...	...	Luxembourg
Netherlands	100.0	...	88.1	11.9	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	87.8	12.2	86.4	13.6	Espagne
United Kingdom	...	...	...	...	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	...	...	...	...	Autriche
Finland	...	...	...	...	Finlande
Iceland	...	...	...	...	Islande
Norway	...	...	...	...	Norvège
Sweden	100.0	...	91.3	8.7	Suède
Switzerland	...	...	...	...	Suisse
Turkey	...	...	...	...	Turquie
Country mean	94.8	5.2	90.5	9.5	Moyenne des pays
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	...	...	...	...	République tchèque
Hungary	...	...	...	...	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F11: Funds from public and private sources

F11 : Fonds publics et fonds privés

Table F11(A2)

Shares of funds from public and private sources for tertiary education (1992)

Tableau F11(A2)
Répartition par source des financements publics et privés de l'enseignement supérieur (1992)

in %	Initial funds before transfers between levels of government and from public-to-private Sources initiales (avant transferts entre échelons administratifs et du public au privé)		Final funds after transfers between levels of government and from public-to-private Sources finales (après transferts entre échelons administratifs et du public au privé)		en %
	Public sources Financement public	Private sources Financement privé	Public sources Financement public	Private sources Financement privé	
North America					Amerique du Nord
Canada	97.4	2.6	84.7	15.3	Canada
United States	54.5	45.5	49.6	50.4	Etats-Unis
Pacific Area					Pays du Pacifique
Australia	100.0	...	78.1	21.9	Australie
Japan	39.7	60.3	39.7	60.3	Japon
New Zealand	...	...	...	...	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	...	...	...	...	Belgique
Denmark	98.8	1.2	62.1	37.9	Danemark
France	91.1	8.9	83.7	16.3	France
Germany (FRG)	...	...	...	...	Allemagne (ex-terr. de la RFA)
Germany (DDR)	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	83.3	16.7	66.8	33.2	Irlande
Italy	...	...	...	...	Italie
Luxembourg	...	...	...	...	Luxembourg
Netherlands	100.0	...	70.5	29.5	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	83.4	16.6	77.2	22.8	Espagne
United Kingdom	100.0	...	77.7	22.3	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	...	...	...	...	Autriche
Finland	...	...	...	...	Finlande
Iceland	...	...	...	...	Islande
Norway	...	...	...	...	Norvège
Sweden	99.3	0.7	62.9	37.1	Suède
Switzerland	...	...	...	...	Suisse
Turkey	...	...	...	...	Turquie
Country mean	86.1	13.9	68.5	31.5	Moyenne des pays
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	...	...	...	...	République tchèque
Hungary	...	...	...	...	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F11: Funds from public and private sources

F11 : Fonds publics et fonds privés

Table F11(A3):

Shares of funds from public and private sources
for all levels of education combined (1992)

Tableau F11(A3):

Répartition par source des financements publics et privés
de l'enseignement, tous niveaux scolaires confondus (1992)

in %	Initial funds (before transfers between levels of government and from public-to-private) Sources initiales (avant transferts entre échelons administratifs et du public au privé)		Final funds (after transfers between levels of government and from public-to-private) Sources finales (après transferts entre échelons administratifs et du public au privé)		en %
	Public sources Financement public	Private sources Financement privé	Public sources Financement public	Private sources Financement privé	
North America					Amérique du Nord
Canada	97.3	2.7	93.0	7.0	Canada
United States	77.4	22.6	75.6	24.4	Etats-Unis
Pacific Area					Pays du Pacifique
Australia	100.0	-	86.5	13.5	Australie
Japan	76.0	24.0	75.7	24.3	Japon
New Zealand	...	...	...	...	Nouvelle-Zélande
European Community					Communauté européenne
Belgium	...	...	...	...	Belgique
Denmark	97.1	2.9	78.6	21.4	Danemark
France	93.3	6.7	91.2	8.8	France
Germany (FRG)	...	...	...	...	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	Allemagne
Greece	...	...	...	...	Grèce
Ireland	93.1	6.9	86.5	13.5	Irlande
Italy	...	...	...	...	Italie
Luxembourg	...	...	...	...	Luxembourg
Netherlands	100.0	-	83.5	16.5	Pays-Bas
Portugal	...	...	...	...	Portugal
Spain	86.3	13.7	84.1	15.9	Espagne
United Kingdom	...	...	...	...	Royaume-Uni
Other Europe - OECD					Autres pays d'Europe - OCDE
Austria	...	...	...	...	Autriche
Finland	...	...	...	...	Finlande
Iceland	...	...	...	...	Islande
Norway	...	...	...	...	Norvège
Sweden	98.4	1.6	85.3	14.7	Suède
Switzerland	...	...	...	...	Suisse
Turkey	...	...	...	...	Turquie
Country mean	91.9	8.1	84.0	16.0	Moyenne des pays
Central and Eastern Europe					Europe centrale et orientale
Czech Republic	...	...	...	...	République tchèque
Hungary	...	...	...	...	Hongrie
Poland	...	...	...	...	Pologne
Russia	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F11: Funds from public and private sources

F11 : Fonds publics et fonds privés

Table F11(B):
Private shares of funds by level of education
including or including direct household
purchases (1992)

Tableau F11(B):
Répartition des financements privés de l'enseignement
avec ou sans les données sur les achats directs
par les ménages (1992)

	Initial funds (before transfers between levels of government and from public-to-private) Sources initiales (avant transferts entre échelons administratifs et du public au privé)			Final funds (after transfers between levels of government and from public-to-private) Sources finales (après transferts entre échelons administratifs et du public au privé)			
	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	All levels of education Tous niveaux confondus	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	All levels of education Tous niveaux confondus	
Canada:							Canada
excluding DHP	4.5	2.6	2.7	4.5	15.3	7.0	avec ADM
including DHP	5.8	8.1	5.5	5.8	20.1	9.7	sans ADM
France							France
excluding DHP	6.6	8.9	6.7	7.9	16.3	8.8	avec ADM
including DHP	9.6	15.2	10.1	10.9	22.0	12.2	sans ADM
Spain							Espagne
excluding DHP	12.2	16.6	13.7	13.6	22.8	15.9	avec ADM
including DHP	18.3	23.8	21.2	19.6	29.4	23.3	sans ADM
United States							Etats-Unis
excluding DHP	9.1	45.5	22.6	9.1	50.4	24.4	avec ADM
including DHP	9.6	48.2	24.4	9.6	52.9	26.1	sans ADM

See Annex 1 for notes
DHP: Direct household purchases

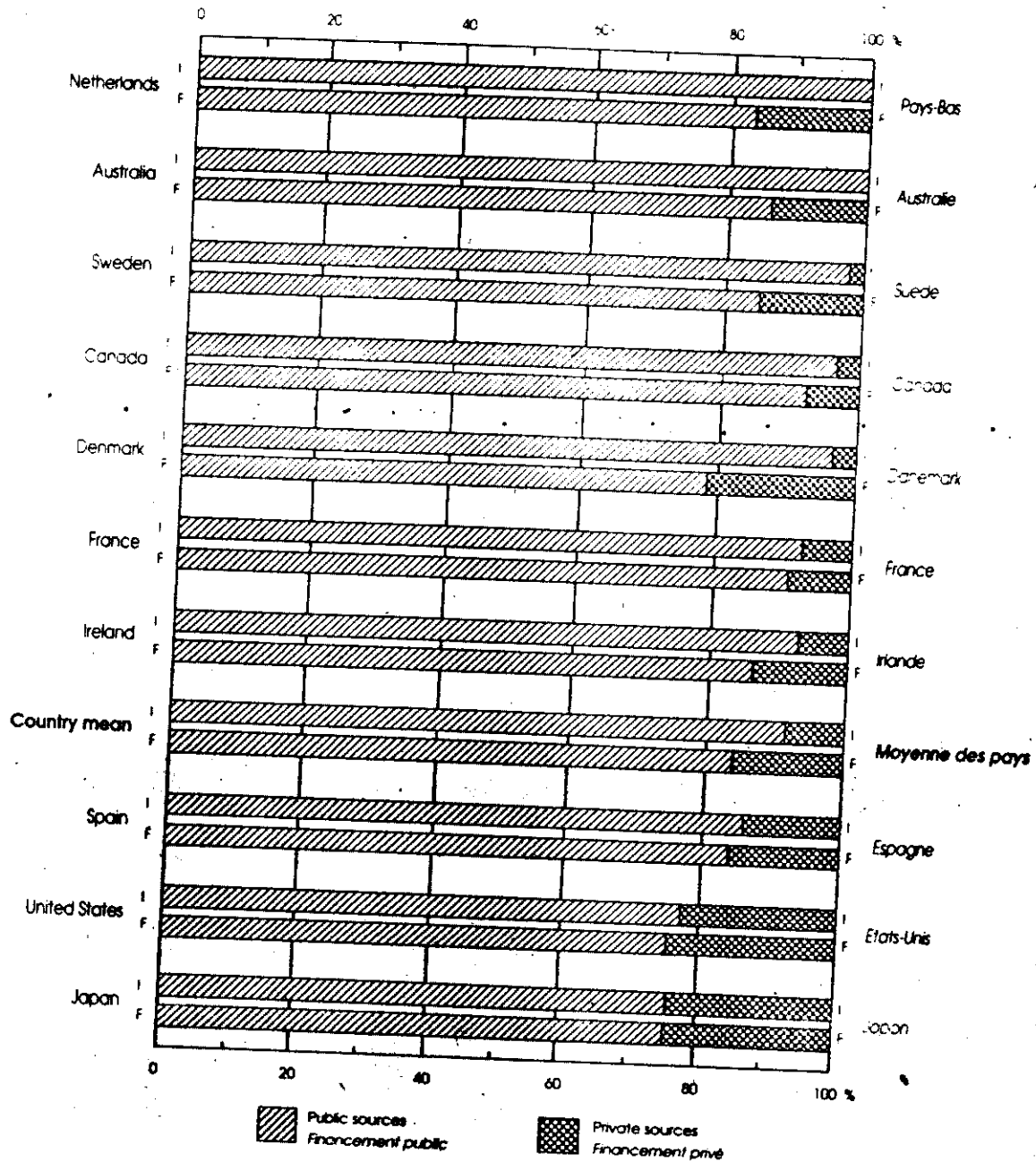
Voir notes en annexe 1
ADM: Achats directs par les ménages

F11: Funds from public and private sources

F11 : Fonds publics et fonds privés

Chart F11:
Public and private shares of funds
by source for all levels
of education combined (1992)

Graphique F11
Répartition par source des financements
publics et privés de l'enseignement,
tous niveaux confondus (1992)



I: Initial funds (before between levels of government and public-to-private transfers)
F: Final funds (after between levels of government and public-to-private transfers)
Countries are ranked in order of decreasing initial funds for public institutions.

I: Sources initiales (avant transferts entre échelons administratifs et transferts du secteur public au secteur privé)
F: Sources finales (après transferts entre échelons administratifs et transferts du secteur public au secteur privé)
Les pays sont classés par ordre décroissant des sources initiales des établissements publics

F12: Public funds by level of government

EDUCATIONAL EXPENDITURE BY INITIAL SOURCE OF FUNDS

POLICY ISSUES

Several OECD countries have acted recently to decentralise educational decision-making within the public sector, and others are considering decentralisation measures. An important element of this process is the division of responsibility for, and control over, the funding of education among national, regional and local authorities.

KEY RESULTS

Countries vary widely in how they divide the public sector's responsibility for financing education. In many cases, this division also differs sharply between the primary-secondary and tertiary education sectors of the same country.

Among the diverse patterns observed at the primary-secondary level are the following:

- the central government is both the main initial source and the main final spender of education funds;
- central government is the main initial source but regional or local authorities the main direct purchasers of educational resources;
- regional authorities are both the main initial sources and the main final purchasers;
- funding responsibilities are shared between regional and local authorities.

Usually – but with some notable exceptions – responsibility for financing education is more centralised at the tertiary level than at the primary or secondary levels. In most of the countries for which data are available, the central government has the dominant role as both initial source and final spender of tertiary funds. In a few countries, regional governments play the dominant role; in a third category, responsibilities are shared in various proportions between central government and regional or local authorities.

DESCRIPTION AND INTERPRETATION

Based on the percentages of public funds for primary and secondary education generated and spent by

central, regional and local governments, countries can be grouped into the following categories:

1. Central government is both the main initial source and the main final spender of primary-secondary funds: France, Ireland, Italy, the Netherlands and New Zealand.

2. Central government is the main initial source of funds, but regional or local authorities are the main final purchasers of educational services: Austria, Finland, Hungary and the United Kingdom (a special case discussed below).

3. Regional governments are both the main initial sources and the main final spenders of primary-secondary funds: Australia, Belgium, Germany (FTFR) and Japan.

4. Most funding responsibilities are divided between regional and local authorities, with central government playing a minor role: Canada, Switzerland and the United States.

5. Central government shares with regional or local authorities the responsibility for both generating education funds and purchasing educational services: the Czech Republic, Denmark and Spain.

In the following countries, central government plays the dominant role in financing tertiary education, meaning that it is both the initial source and final spender of at least 60 per cent (but often close to 100 per cent) of all funds for tertiary education: Austria, the Czech Republic, Denmark, Finland, France, Hungary, Ireland, Italy, Japan, the Netherlands, New Zealand and the United Kingdom. In Australia, the central government generates most funds but regional governments are the main final spenders.

In Belgium, Canada and Germany (FTFR), regional authorities play the same dominant role as that played by central governments in the countries listed above.

In Spain, Switzerland and the United States, responsibilities for both generating funds and purchasing tertiary education services are shared between the central and regional governments.

Note, however, that these classifications do not take into account flows of general-purpose funds – that is, funds not specifically earmarked for education – from central to regional or local governments, or in some cases from regional governments to localities. If proportionate shares of these general-purpose transfers were attributed to education, the central government's role as initial pro-

F12: Public funds by level of government

vider of funds would appear substantially larger in such countries as Australia, Austria, Canada, Germany (FTFR) and Spain.

Two special cases deserve mention. First, the local authorities responsible for operating schools in the United Kingdom are financed mainly with central government funds. Although these funds consist principally of general-purpose grants and shared revenues, it seems appropriate in this comparison to count the United Kingdom as one of the countries in which the central government is the main source of education funds. Second, the main responsibility for financing education in Belgium is borne by the three language-based communities. Because the Belgian authorities classify the communities as regional governments, Belgium has been included among the countries that assign primary responsibility to regional units.

DEFINITIONS

The initial education expenditure of each level of government – also referred to as the expenditure originating at that level – is the total educational expenditure of all public authorities at the level in question (direct expen-

ditures plus transfers between levels of government and transfers to the private sector), less the transfers received from governments at other levels. Shares of initial expenditure are calculated in relation to the total, consolidated expenditure of all three levels of government. Funds received from international sources have been counted as transfers received by the central government.

As already mentioned, only expenditures specifically designated for education are taken into account in determining initial shares. General-purpose transfers between levels of government, which provide much of the revenue of regional and local governments in some countries, have been excluded from the calculations.

The final expenditure of each level of government is the amount spent directly on educational services by all public authorities at that level. It does not include transfers to other levels of government or to households or other private entities. Shares of final expenditure are calculated in relation to the total direct expenditure for educational services of all levels of government combined.

For the public sector as a whole, final expenditure is less than initial expenditure because some funds generated there are transferred to, and ultimately used by, households and other private parties.

F12: Public funds by level of government

F12 : Financement public par niveau administratif

Table F12(1):
Sources of public funds by level of government
for primary and secondary education (1992)

Tableau F12(1) :
Financement public de l'enseignement par niveau administratif,
enseignement primaire et secondaire (1992)

in %	Sources of initial funds (before transfers between levels of government) Sources initiales de financement (avant transferts entre échelons administratifs)				Sources of final funds (after transfers between levels of government) Sources finales de financement (après transferts entre échelons administratifs)				en %
	Central	Regional	Local	Total	Central	Regional	Local	Total	
North America									Amérique du Nord
Canada	2.4	63.8	33.8	100.0	1.8	8.0	90.3	100.0	Canada
United States	7.6	47.9	44.5	100.0	0.8	0.4	98.8	100.0	Etats-Unis
Pacific Area									Pays du Pacifique
Australia	28.9	71.0	0.1	100.0	0.2	99.8	0.1	100.0	Australie
Japan	24.5	75.5	x	100.0	0.3	99.7	x	100.0	Japon
New Zealand	100.0			100.0	100.0			100.0	Nouvelle-Zélande
European Community									Communauté européenne
Belgium	x	95.7	4.3	100.0	x	93.5	6.5	100.0	Belgique
Denmark	28.4	11.4	60.2	100.0	25.9	13.2	60.8	100.0	Danemark
France	74.8	11.7	13.5	100.0	72.9	13.3	13.7	100.0	France
Germany (FRG)	0.6	80.2	19.1	100.0	-	78.1	21.9	100.0	Allemagne (ex-ter. de la RFA)
Germany	...	...	...	...	...	...	...	...	Allemagne
Greece	...	...	...	...	...	...	...	...	Grèce
Ireland	95.7		0.1	100.0	84.4		15.6	100.0	Irlande
Italy	79.0	4.8	16.1	100.0	79.0	4.8	16.1	100.0	Italie
Luxembourg	...	...	...	...	...	...	...	...	Luxembourg
Netherlands	96.4		3.6	100.0	74.7		25.3	100.0	Pays-Bas
Portugal	...	...	...	...	...	...	...	...	Portugal
Spain	48.3	44.6	6.3	100.0	41.9	51.7	6.4	100.0	Espagne
United Kingdom	6.5		93.5	100.0	3.6		96.4	100.0	Royaume-Uni
Other Europe - OECD									Autres pays d'Europe - OCDE
Austria	69.4	10.4	20.2	100.0	31.8	42.8	25.4	100.0	Autriche
Finland	70.6		29.4	100.0	14.7		85.3	100.0	Finlande
Iceland	...	...	...	...	...	...	...	...	Islande
Norway	...	...	...	...	...	...	...	...	Norvège
Sweden	...	...	...	...	...	...	...	...	Suède
Switzerland	3.4	52.2	44.4	100.0	0.5	45.8	53.8	100.0	Suisse
Turkey	...	...	...	...	...	...	...	...	Turquie
Country mean	43.4	33.5	22.9	100.0	31.3	32.4	36.2	100.0	Moyenne des pays
Central and Eastern Europe									Europe centrale et orientale
Czech Republic	68.4		31.6	100.0	68.4		31.6	100.0	République tchèque
Hungary	71.8	x	28.2	100.0	4.1	x	95.9	100.0	Hongrie
Poland	...	...	...	...	...	...	...	...	Pologne
Russia	...	...	...	...	...	...	...	...	Russie

See Annex 1 for notes

Voir notes en annexe 1

F12: Public funds by level of government

F12: Financement public par niveau administratif

Table F12(2):
Sources of public funds by level of government
for tertiary education (1992)

Tableau F12(2):
Financement public de l'enseignement supérieur (1992)

en %	Sources of initial funds (before transfers between levels of government) Sources initiales de financement (avant transferts entre échelons administratifs)				Sources of final funds (after transfers between levels of government) Sources finales de financement (après transferts entre échelons administratifs)				en %
	Central	Regional	Local	Total	Central	Regional	Local	Total	
North America									Amerique du Nord
Canada	29.4	70.6		100.0	24.5	75.5		100.0	Canada
United States	36.2	57.9	5.9	100.0	30.7	62.8	6.4	100.0	Etats-Unis
Pacific Area									Pays du Pacifique
Australia	73.5	26.4		100.0	5.4	94.6		100.0	Australie
Japan	86.0	14.0	x	100.0	85.7	14.3		100.0	Japan
New Zealand	100.0			100.0	100.0		x	100.0	Nouvelle-Zélande
European Community									Communauté européenne
Belgium	x	99.6	0.4	100.0	x	98.3	1.7	100.0	Belgique
Denmark	87.8	1.3	10.1	100.0	90.2	2.0	7.8	100.0	Danemark
France	91.6	4.8	3.6	100.0	90.9	5.2	3.9	100.0	France
Germany (FRG)	16.0	83.1	0.8	100.0	1.4	97.7	1.0	100.0	Allemagne (ex-ter de la RFA)
Germany									Allemagne
Greece	...	...	...	...	...	...	...	...	Grèce
Ireland	77.4			100.0	71.1			100.0	Irlande
Italy	99.6		0.6	100.0	100.0		28.9	100.0	Italie
Luxembourg									Luxembourg
Netherlands	100.1			100.0	98.2		1.8	100.0	Pays-Bas
Portugal	49.0								Portugal
Spain	93.6	50.0	0.9	100.0	45.6	53.4	1.0	100.0	Espagne
United Kingdom			6.4	100.0	63.9		36.1	100.0	Royaume-Uni
Other Europe - OECD									Autres pays d'Europe - OCDE
Austria	98.8	0.3	0.9	100.0	98.8	0.3	0.9	100.0	Autriche
Finland	91.7		8.3	100.0	84.5		15.5	100.0	Finlande
Iceland	...								Islande
Norway	...								Norvège
Sweden	...								Suède
Switzerland	44.5	54.7	0.7	100.0	35.1	63.6	1.2	100.0	Suisse
Turkey	...								Turquie
Country mean	69.1	27.2	2.3	100.0	60.3	33.4	6.3	100.0	Moyenne des pays
Central and Eastern Europe									Europe centrale et orientale
Czech Republic	100.0		x	100.0	100.0			100.0	République tchèque
Hungary	100.0	x		100.0	100.0			100.0	Hongrie
Poland	...								Pologne
Russia	...								Russie

See Annex 1 for notes

Voir notes en annexe 1

F12: Public funds by level of government

F12 : Financement public par niveau administratif

Table F12(3):
Sources of public funds by level of government
for all levels of education combined (1992)

Tableau F12(3) :
Financement public de l'enseignement par niveau
administratif, tous niveaux scolaires confondus (1992)

in %	Sources of initial funds (before transfers between levels of government) Sources initiales de financement (avant transferts entre échelons administratifs)				Sources of final funds (after transfers between levels of government) Sources finales de financement (après transferts entre échelons administratifs)				en %
	Central	Regional	Local	Total	Central	Regional	Local	Total	
North America									Amérique du Nord
Canada	11.5	66.1	22.8	100.4	8.8	28.7	62.5	100.0	Canada
United States	15.3	50.1	34.6	100.0	8.4	14.9	76.8	100.0	États-Unis
Pacific Area									Pays du Pacifique
Australia	43.5	56.9	0.1	100.5	3.4	96.4	0.2	100.0	Australie
Japan	30.0	70.0	x	100.0	9.9	90.1	x	100.0	Japan
New Zealand	100.0			100.0	100.0			100.0	Nouvelle-Zélande
European Community									Communauté européenne
Belgium	14.0	82.7	3.3	100.0	15.4	79.4	5.2	100.0	Belgique
Denmark	42.4	7.6	49.8	100.0	37.2	9.4	53.5	100.0	Danemark
France	75.5	9.2	15.3	100.0	73.9	10.4	15.7	100.0	France
Germany (FRG)	5.4	76.7	17.9	100.0	1.2	77.7	21.1	100.0	Allemagne (ex-terr. de la RFA)
Germany	...	...	...	...	...	...	...	...	Allemagne
Greece	...	...	...	...	...	...	...	...	Grèce
Ireland	91.8		0.1	100.0	83.5		16.5	100.0	Irlande
Italy	76.5	5.6	17.9	100.0	77.3	3.4	19.3	100.0	Italie
Luxembourg	...	...	...	...	...	...	...	...	Luxembourg
Netherlands	96.2	0.1	3.8	100.0	79.8	0.1	20.1	100.0	Pays-Bas
Portugal	...	...	...	...	...	...	...	...	Portugal
Spain	47.1	46.8	5.5	100.0	41.7	52.7	5.6	100.0	Espagne
United Kingdom	24.2		75.8	100.0	13.7		86.3	100.0	Royaume-Uni
Other Europe - OECD									Autres pays d'Europe - OCDE
Austria	69.7	10.3	20.0	100.0	44.8	31.5	23.7	100.0	Autriche
Finland	73.8		26.2	100.0	31.4		68.6	100.0	Finlande
Iceland	...	...	...	...	...	...	...	...	Islande
Norway	...	...	...	...	...	...	...	...	Norvège
Sweden	...	...	...	...	...	...	...	...	Suède
Switzerland	11.9	53.0	35.2	100.0	7.7	49.1	43.2	100.0	Suisse
Turkey	...	...	...	...	...	...	...	...	Turquie
Country mean	48.8	31.5	19.3	100.1	37.5	32.0	30.5	100.0	Moyenne des pays
Central and Eastern Europe									Europe centrale et orientale
Czech Republic	74.2		25.8	100.0	74.1		25.9	100.0	République tchèque
Hungary	72.6	x	27.4	100.0	21.8	x	78.2	100.0	Hongrie
Poland	...	...	...	...	...	...	...	...	Pologne
Russia	...	...	...	...	...	...	...	...	Russie

See Annex 1 for notes

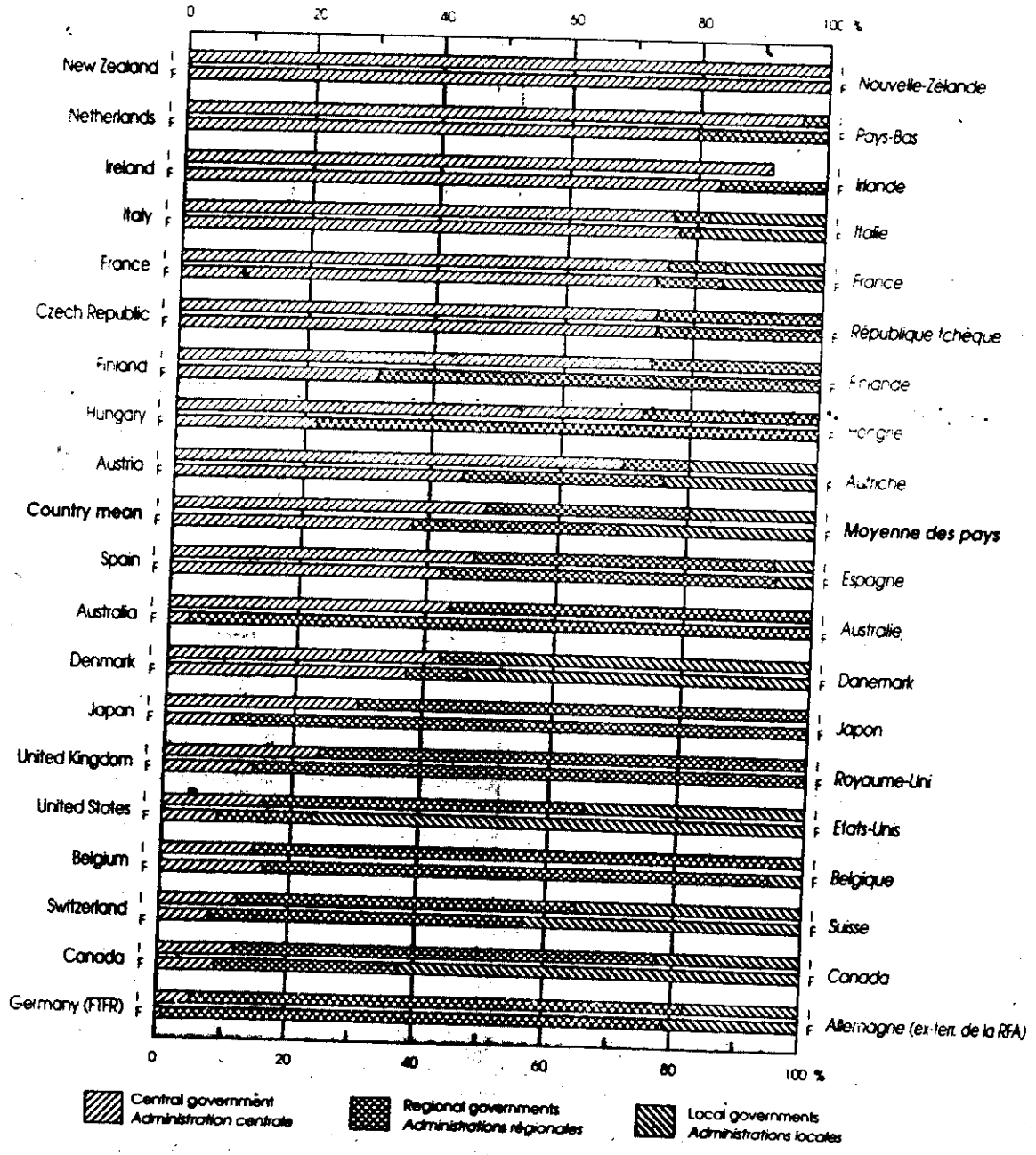
Voir notes en annexe 1

F12: Public funds by level of government

F12: Financement public par niveau administratif

Chart F12:
Sources of public funds for all levels
of education combined
by level of government (1992)

Graphique F12
Financement public de l'enseignement
tous niveaux confondus,
par niveau administratif (1992)



I: initial funds (before transfers between levels of government and public-to-private)
F: final funds (after transfers between levels of government and public-to-private)
Countries are ranked in order of decreasing initial funds from central government

I: Sources initiales (avant transferts intergouvernementaux et transferts du secteur public au secteur privé)
F: Sources finales (après transferts intergouvernementaux et transferts du secteur public au secteur privé)
Les pays sont classés par ordre décroissant des sources initiales de l'administration centrale

F13: Share of education in public spending

PUBLIC EXPENDITURE FOR EDUCATION RELATIVE TO TOTAL PUBLIC EXPENDITURE

POLICY ISSUES

Education must compete for public financial support against all the other areas for which government is responsible. Whether education should receive a larger or smaller share of the total public budget is an issue frequently debated everywhere.

KEY RESULTS

About 12 per cent of all public expenditure in a "typical" OECD country is devoted to education: 11 per cent is spent to support educational institutions, and 1 per cent consists of subsidies to the "private sector". On average, 7.9 per cent of total public spending is allocated to primary and secondary education and 2.8 per cent to tertiary education.

Most countries devote between 9 and 14 per cent of total government outlays to education. Primary-secondary education accounts for between 5.4 and 9.6 per cent of total public spending in most cases. The tertiary share is more variable, ranging between 1.5 and 4.9 per cent.

DESCRIPTION AND INTERPRETATION

The education share of the total public sector budget is lowest (below 10 per cent) in Germany (FTFR), Italy and the Netherlands. Those same countries also devote the smallest shares of the public budget to primary and secondary education. The percentage of total public spending allocated to education is highest (more than 14 per cent) in Australia, Canada, the Czech Republic, Hungary, Norway, Switzerland and the United States.

Canada and Australia also devote the largest fractions of public spending to tertiary education (4.7 and 4.9 per cent, respectively). The fact that only 1 per cent of Japan's public budget is allocated to tertiary education is explained in part by Japan's heavy reliance on private financing of tertiary studies. Other countries that spend relatively small shares of public funds on tertiary education (between 1.5 and 1.7 per cent) are Belgium, France and Italy. (Sweden would be included in the group if subsidies to the private sector were not counted.)

Variations in the education share of total public spending reflect differences among countries in the division of responsibility for financing education between the public and private sectors. For instance, countries that require students to pay tuition fees and/or finance most or all of their own living expenses are likely to devote smaller percentages of public funds to tertiary education, other things being equal, than countries that provide "free" tertiary education and/or generous public subsidies to tertiary students.

Moreover, variations in the percentage of the public budget devoted to education also reflect differences in the breadth of the public sector's responsibilities outside education. For example, countries that spend relatively large amounts on their social security and national health care systems [e.g. Austria, France, Germany (FTFR), Sweden] will appear to be spending relatively smaller percentages on education. Moreover, the results of the comparison are sensitive to how total public expenditure is defined. The results would be quite different if, for example, the denominator excluded the expenditures of social security funds, or if it were limited to social programme expenditures only.

DEFINITIONS

In this indicator, each of the following three expenditure variables is expressed as a percentage of the country's total public sector expenditures: a) direct public expenditures for educational services; b) public subsidies for education to the private sector; and c) total educational expenditures (i.e. the sum of direct expenditures and public subsidies). These percentages are calculated for primary and secondary education, tertiary education, and all levels of education combined.

Direct public expenditures for educational services include both the amounts spent directly by governments to hire educational personnel and procure other resources and the amounts provided by governments to institutions (public or private) for use by the institutions themselves to acquire educational resources. Public subsidies include scholarships and other financial aid to students plus certain subsidies to other private entities but exclude the aforesaid payments to institutions.

The data on total public expenditures for all purposes (the denominator in all percentage calculations) have been taken from the OECD National Accounts Database.

F13: Share of education in public spending

F13. Part de l'éducation dans les dépenses publiques

Table F13:
Public educational expenditure as a percentage
of total public expenditure (1992)

Tableau F13
Dépenses publiques d'éducation
en pourcentage du total des dépenses publiques (1992)

	Direct public expenditure for educational services Dépenses publiques directes pour les services d'enseignement			Public subsidies for the private sector Subventions publiques au secteur privé			Total direct expenditure plus public subsidies for the private sector Total dépenses directes plus subventions publiques au secteur privé			
	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	All levels of education combined Tous niveaux scolaires confondus	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	All levels of education combined Tous niveaux scolaires confondus	Primary and secondary education Enseignement primaire et secondaire	Tertiary education Enseignement supérieur	All levels of education combined Tous niveaux scolaires confondus	
North America										
Canada		4.1	13.4		0.6	0.6		4.7	14.0	Amérique du Nord Canada États-Unis
United States	10.1	3.2	13.8		0.3	0.3	10.1	3.5	14.2	
Pacific Area										
Australia	7.3	3.9	12.1	0.5	1.1	1.9	7.7	4.9	14.0	Pays du Pacifique Australie Japon Nouvelle-Zélande
Japan	8.7	1.0	11.3	x	x	0.1	8.7	1.0	11.3	
New Zealand	...	...	...	...	...	...	...	...	...
European Community										
Belgium	5.6	1.1	9.5	0.4	0.4	1.0	6.0	1.5	10.5	Communauté européenne Belgique Danemark France Allemagne (ex-terr. de la RFA) Grèce Irlande Italie Luxembourg Pays-Bas Portugal Espagne Royaume-Uni
Denmark	6.6	2.1	10.1	0.9	1.2	2.4	7.5	3.3	12.5	
France	7.2	1.6	10.4	0.1	0.1	0.2	7.3	1.7	10.6	
Germany (FRG)	5.2	1.9	8.0	0.2	0.3	0.5	5.4	2.2	8.5	
Germany (DDR)	...	...	...	...	...	...	...	...	...
Greece	...	...	...	...	...	...	...	...	...
Ireland	...	...	...	...	...	...	...	...	...
Italy	8.8	2.5	12.7	0.3	0.6	1.0	9.1	3.2	13.7	
Luxembourg	6.4	1.5	9.2	...	0.1	0.3	6.4	1.6	9.5	
Netherlands	...	...	...	...	...	...	...	...	...
Portugal	4.9	2.1	8.0	0.7	0.9	1.6	5.6	3.0	9.5	
Spain	...	...	...	...	...	...	...	...	...
United Kingdom	7.4	1.8	10.1	0.1	0.1	0.3	7.5	1.9	10.4	
	9.2	1.9	11.3	0.1	0.5	0.6	9.3	2.4	11.9	
Other Europe - OECD										
Austria	7.2	2.2	11.0	-	0.1	0.2	7.2	2.3	11.3	Autres pays d'Europe - OCDE Autriche Finlande Islande Norvège Suède Suisse Turquie
Finland	8.1	3.1	12.9	0.4	0.6	1.0	8.4	3.7	13.9	
Iceland	...	...	...	...	...	...	...	...	...
Norway	9.2	2.6	14.0	...	...	...	...	...	...
Sweden	7.0	1.5	10.1	0.7	0.9	1.6	7.7	2.4	11.7	
Switzerland	11.1	3.2	15.3	0.8	0.2	1.2	11.9	3.4	16.5	
Turkey	...	...	...	...	...	...	...	...	...
Country mean	7.7	2.3	11.3	0.3	0.5	0.9	7.9	2.8	12.0	Moyenne des pays
Central and Eastern Europe										
Czech Republic	9.6	2.0	15.3	-	0.1	0.1	9.6	2.1	15.3	Europe centrale et orientale République tchèque Hongrie Pologne Russie
Hungary	12.3	3.2	18.1	-	0.5	0.5	12.4	3.7	18.7	
Poland	...	...	...	...	...	...	...	...	...
Russia	...	...	...	...	...	...	...	...	...

See Annex 1 for notes

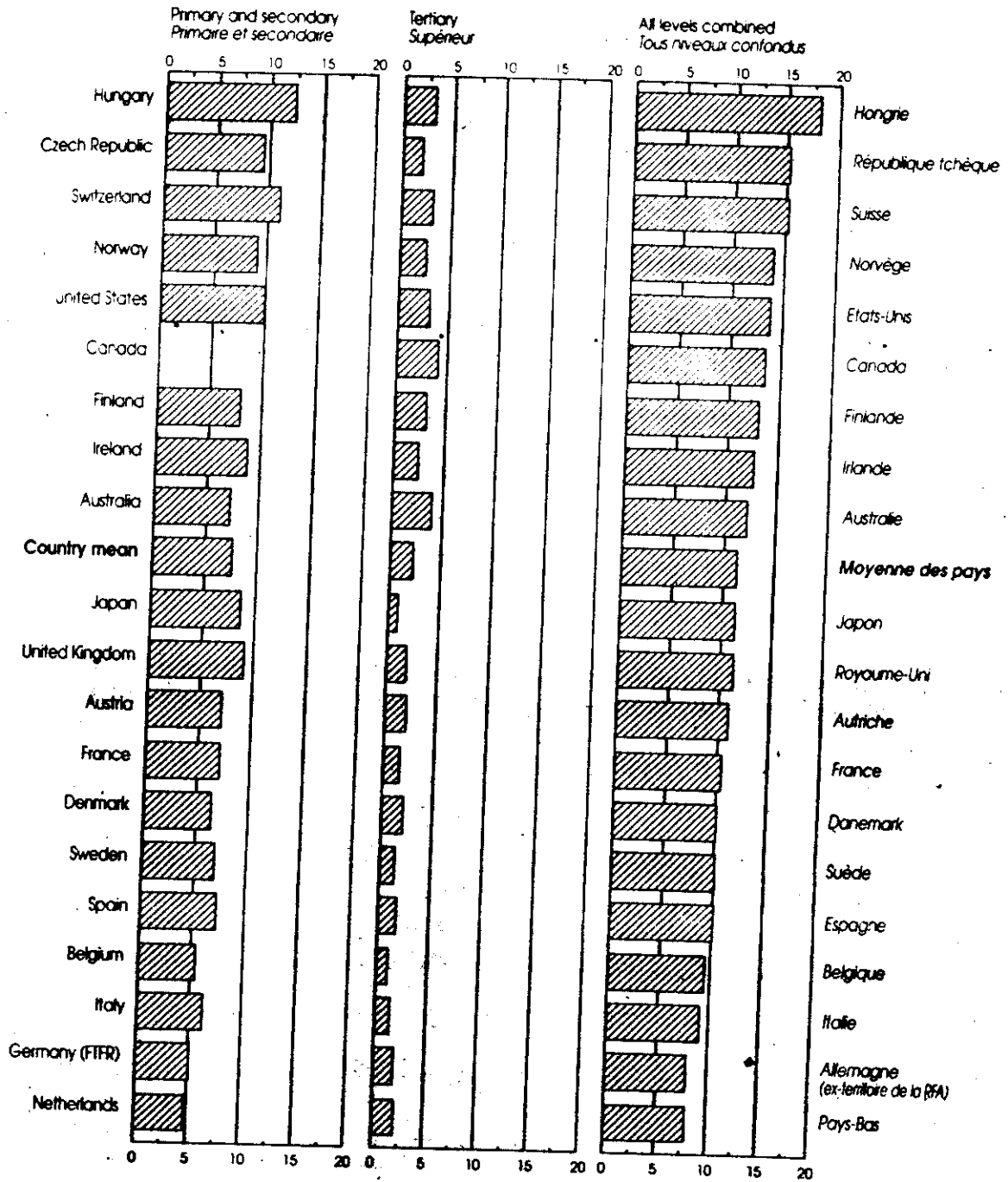
Voir notes en annexe 1

F13: Share of education in public spending

F13 : Part de l'éducation dans les dépenses publiques

Chart F13:
Direct public expenditure
for education as a percentage
of total public expenditure (1992)

Graphique F13:
Dépenses publiques directes d'éducation
en pourcentage du total des dépenses
publiques (1992)



Countries are ranked in order of decreasing direct public expenditure all levels combined

Les pays sont classés par ordre décroissant des dépenses publiques directes tous niveaux confondus

P01: Participation in formal education

PARTICIPATION IN FORMAL EDUCATION RELATIVE TO THE POPULATION AGED 5 TO 29

POLICY ISSUES

On the basis of participation and schooling expectancy figures, what modifications should governments pursue with regard to development of their education systems? Do results call for a shift in sectoral priorities?

KEY RESULTS

There are on average more than 50 students enrolled full-time in primary, secondary or tertiary education per 100 persons in the population 5 to 29 years of age. About 20 enrolments separate the two extremes: Turkey (40) and Finland (61).

Part-time schooling, markedly uneven in its development from country to country, concerns, on average, relatively few students; the vast majority attend public institutions.

There is considerable variation in the number of students enrolled in tertiary education relative to the 5 to 29 year-old population, with the figures sometimes doubling between countries.

Differences among countries are put into sharper focus by examining the projected number of years during which a 5 year-old can expect to be enrolled in school, which vary from less than 10 years to 16 years.

DESCRIPTION AND INTERPRETATION

With the exception of Turkey (40) and Russia (45), the indicator for participation in full-time schooling of those 5 to 29 years of age ranges from 49 to 61. For the majority of countries, the number of students is about half the size of the population in that age group. The number is highest (58 or above) in Canada, France and Finland.

These disparities are explained in part by the rather uneven development of tertiary education – from two students per 100 persons 5 to 29 years old in Hungary to 10 in Canada and Finland.

However, participation rates also vary in primary and lower secondary education. Because there is virtually

universal enrolment at this level, this variation reflects a purely demographic factor: the relative size of the younger age cohorts within the 5 to 29 year-old population which is highest in Australia and Ireland, and lowest in Austria, Germany (FTFR) and Italy. These differences also contribute to the variation found in the figures for all levels combined.

Whether full-time or part-time, enrolment in public establishments predominates most often. Belgium and the Netherlands, however, provide an exception, with a majority of students in the private government-funded sector. Spain also has a sizeable number of students in this sector. The purely private sector, generally very small, is largest in Japan (12) and the United States (7).

Average schooling expectancy is lowest – 13 years or less – in the Czech Republic, Hungary, Poland, Turkey and Russia. It is highest, 15.5 years or more, in Belgium, Denmark, France, Germany (FTFR) and the Netherlands. In all the other countries the average expectancy is about 14 or 15 years. Taking into account part-time schooling affects the results of the calculations slightly; the gain attains or exceeds half-a-year for Hungary, New Zealand, Norway, Russia, the United Kingdom and the United States.

DEFINITIONS

This indicator shows the number of students enrolled in education per 100 individuals 5 to 29 years of age. Students enrolled in primary, secondary or tertiary education are counted regardless of their age. Also, students enrolled in pre-primary education, even if they are 5 years or older, are excluded.

The expectation of participation relative to the 1991/92 school year is obtained by adding the net enrolment rates for each year of age from 5 (independently if 5, 6 or 7 year-olds attend a pre-primary or primary school) to 29, and dividing by 100. This indicator represents, therefore, the (hypothetical) duration of schooling for a 5 year-old child under current conditions. Should there be a tendency to lengthen (or shorten) studies during the ensuing years, the actual average duration of schooling for the cohort will be higher (or lower). The calculation does not include expected enrolment beyond the age of 29. Full-time equivalents have been calculated using the coefficients supplied by the countries.

P01: Participation in formal education

P01 Scolarisation dans l'enseignement formel

Table P01(A1):
Number of full-time students per 100 persons
in the population aged 5 to 29 (1992)

Tableau P01(A1):
Effectifs scolarisés à plein temps pour 100 personnes
de la population de 5 à 29 ans (1992)

	Enrolments in public and private education Effectifs scolarisés dans l'enseignement public et privé					Enrolments by type of institution Effectifs scolarisés par type d'établissement			
	Primary and lower secondary Primaire et secondaire 1 ^{er} cycle	Upper secondary Secondaire 2 ^e cycle	Tertiary Enseignement supérieur	Undefined Non défini	All levels except early childhood education Tous niveaux confondus sauf préscolaire	Public Public	Government-dependent private Privé subventionné	Independent private Privé non subventionné	
North America									Amérique du Nord
Canada	36.4	11.6	10.1		58.0	55.7		2.3	Canada
United States	35.9	9.5	8.7		54.2	47.6		6.5	Etats-Unis
Pacific Area									Pays du Pacifique
Australia	40.2	6.2	6.9						Australie
Japan	33.6	13.2	7.8	1.1	55.7	43.8		11.9	Japon
New Zealand	39.2	10.4	5.9		55.6	53.8		1.8	Nouvelle-Zélande
European Community									Communauté européenne
Belgium	30.8	15.4	7.5	0.1	53.9	20.7	33.2		Belgique
Denmark	32.6	13.0	9.4		54.9	51.4	3.5		Danemark
France	35.8	12.3	9.0	1.3	58.4	47.1			France
Germany (FRG)	29.5	12.0	8.9		50.3				Allemagne (ex-ter. de la RFA)
Germany	31.1	11.0	7.7		49.8				Allemagne
Greece	33.9	11.2	4.9		50.0	47.0		3.0	Grèce
Ireland	40.6	10.5	5.1	0.3	56.4	55.8		0.7	Irlande
Italy	26.1	16.0	7.8		50.0	46.7		3.3	Italie
Luxembourg									Luxembourg
Netherlands	34.3	12.7	7.4		54.4	14.0	40.4		Pays-Bas
Portugal									Portugal
Spain	30.8	17.2	8.6	0.3	56.9	40.4	12.1	4.4	Espagne
United Kingdom	35.0	12.7	4.2		51.9	44.3	3.7	3.9	Royaume-Uni
Other Europe - OECD									Autres pays d'Europe - OCDE
Austria	26.7	14.5	9.3		50.5	47.2	3.3		Autriche
Finland	36.0	14.4	10.4		60.8	58.5	2.2		Finlande
Iceland									Islande
Norway	31.3	15.1	8.2		54.6	52.1			Norvège
Sweden	32.0	10.7	7.5		50.2	49.5	0.7	0.1	Suède
Switzerland	32.0	11.7	5.0	0.3	49.1	45.9	1.3	2.0	Suisse
Turkey	31.5	5.4	2.8		39.7	39.1		0.5	Turquie
Central and Eastern Europe									Europe centrale et orientale
Czech Republic	32.7	15.3	3.3		51.2	51.0	0.2		République tchèque
Hungary	31.4	15.0	2.3		48.7	48.2	0.4		Hongrie
Poland	35.5	13.4	3.7		52.6				Pologne
Russia	32.3	6.8	6.0		45.0	45.0			Russie

See Annex 1 for notes

Voir notes en annexe 1

P01: Participation in formal education

P01 : Scolarisation dans l'enseignement formel

Table P01(A2):

Number of part-time students per 100 persons
in the population aged 5 to 29 (1992)

Tableau P01(A2):

Effectifs scolarisés à temps partiel pour 100 personnes
de la population de 5 à 29 ans (1992)

	Enrolments in public and private education Effectifs scolarisés dans l'enseignement public et privé					Enrolments by type of institution Effectifs scolarisés par type d'établissement			
	Primary and lower secondary Primaires et secondaires 1 ^{er} cycle	Upper secondary Secondaires 2 ^e cycle	Tertiary Enseignement supérieur	Undeclared Non défini	All levels except early childhood education Tous niveaux confondus sauf préscolaire	Public Public	Government dependent private Privé subventionné	Independent private Privé non subventionné	
North America									Amerique du Nord
Canada			9.6		9.6	6.7			Canada
United States		x	6.7		6.7	5.7		2.9	Etats-Unis
Pacific Area									Pays du Pacifique
Australia		1.8	17.0						Australie
Japan		0.4	0.6		0.9	0.4		0.6	Japon
New Zealand	0.4	2.3	5.1		7.8	7.8			Nouvelle-Zélande
European Community									Communauté européenne
Belgium		0.2		7.2	7.4	4.3	3.1		Belgique
Denmark									Danemark
France									France
Germany (FTR)		0.1	0.2		0.3	0.2			Allemagne (ex-terr. de la RFA)
Germany		0.1	0.2		0.2				Allemagne
Greece									Grèce
Ireland		0.3	1.6		2.0	2.0			Irlande
Italy			x		x	x	x		Italie
Luxembourg									Luxembourg
Netherlands	1.1	1.7	1.2		3.9	1.0	3.0		Pays-Bas
Portugal									Portugal
Spain		1.3							Espagne
United Kingdom	0.2	9.1	2.7		12.1	10.2	1.6	0.3	Royaume-Uni
Other Europe - OECD									Autres pays d'Europe - OCDE
Austria									Autriche
Finland									Finlande
Iceland									Islande
Norway		0.2	2.2		2.4	1.6			Norvège
Sweden	2.1	4.9	x		7.0	7.0			Suède
Switzerland		0.2	1.3		1.5	0.4	0.6	0.4	Suisse
Turkey									Turquie
Central and Eastern Europe									Europe centrale et orientale
Czech Republic			0.3		0.3	0.3			République tchèque
Hungary	0.3	1.9	0.9		3.1	3.1			Hongrie
Poland									Pologne
Russia	0.2	1.1	3.4		4.7	4.7			Russie

See Annex 1 for notes

Voir notes en annexe 1

P01: Participation in formal education

P01 : Scolarisation dans l'éducation formelle

Table P01(B)
Schooling expectancy
for a 5 year-old child (1992)

Annexe 1
Scolarité attendue pour un enfant de 5 ans en 1992

	Full-time Plein temps	Full-time equivalents Equivalents plein temps	
North America			<i>Amérique du Nord</i>
Canada	14.7	...	Canada
United States	14.2	14.8	États-Unis
Pacific Area			<i>Pacifique</i>
Australia	...	...	Australie
Japan	...	...	Japon
New Zealand	14.1	14.6	Nouvelle-Zélande
European Community			<i>Communauté européenne</i>
Belgium	15.5	15.8	<i>Belgique</i>
Denmark	15.6	15.6	<i>Danemark</i>
France	15.9	15.9	<i>France</i>
Germany (FRG)	15.9	15.9	<i>Moyenne des pays de l'OCDE</i>
Germany	...	...	<i>Allemagne</i>
Greece	13.7	13.7	<i>Grèce</i>
Ireland	14.4	14.6	<i>Irlande</i>
Italy	...	...	<i>Italie</i>
Luxembourg	...	...	<i>Luxembourg</i>
Netherlands	15.8	16.0	<i>Pays-Bas</i>
Portugal	...	...	<i>Portugal</i>
Spain	15.4	...	<i>Espagne</i>
United Kingdom	13.4	14.0	<i>Royaume-Uni</i>
Other Europe - OECD			<i>Autres pays d'Europe - OCDE</i>
Austria	...	...	<i>Autriche</i>
Finland	15.4	15.4	<i>Finlande</i>
Iceland	...	...	<i>Islande</i>
Norway	14.7	15.6	<i>Norvège</i>
Sweden	14.3	14.7	<i>Suède</i>
Switzerland	15.0	15.2	<i>Suisse</i>
Turkey	9.4	9.4	<i>Turquie</i>
Central and Eastern Europe			<i>Europe centrale et orientale</i>
Czech Republic	13.1	...	<i>République tchèque</i>
Hungary	12.6	13.2	<i>Hongrie</i>
Poland	13.0	13.0	<i>Pologne</i>
Russia	12.0	12.5	<i>Russie</i>

See Annex 1 for notes

Voir notes en annexe 1