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ETUCE Position on the Spring Package 2022 of the European Semester

July 2022

The European Trade Union Committee for Education (ETUCE) – representing 125 education trade unions at all levels of education in 51 countries, i.e. more than 11 million education workers – is committed to ensure that European and national policy-makers adopt and implement appropriate policies to fully guarantee the European citizens' human right for education by developing **high quality, equitable and sustainable education systems in Europe**, and to shift the focus of the Economic governance coordination from the sole principles of fiscal stability and cost competitiveness towards **the improvement and promotion of the European Social Model**.

ETUCE key messages

- There is a need to promote the **'golden rule' for public investment**, and a generalised increase in public funding of education.
- Call for action **against internal and external privatisation trends** as result of budgetary constraints, reform trends and new public management models, with detrimental effects on teachers' working environment and conditions.
- It is essential to promote a meaningful **involvement of education trade unions** through **effective social dialogue** on investment and reform policy-making on education and training.

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1. Background

With remaining uncertainties surrounding the evolution of the Covid-19 pandemic and the ongoing Russian aggression of Ukraine, the 2022 European Semester Spring Package is introduced at a time of unprecedented challenges that have seriously impacted the economic recovery process and have aggravated inequalities across Member States. Inflation, energy prices rising, and loss of confidence in the market, coupled with the surge to accelerate the digital and green transition, represent a breaking point in the construction of a stronger and resilient Union.

The economic recovery package NextGenerationEU and the Recovery and Resilience Facility (RRF) increased the capacity of adapting and reacting in the face of the COVID-19 crisis by the European Union and its Member States. Now, with the consequences of the war in Ukraine becoming more tangible in European societies and economy, the activation of the Temporary Protection Directive for refugees and the launch of REPowerEU, a plan towards achieving independence from Russian fossil fuels built around the “Fit for 55 Package”, constitute important measures to respond to the current challenges experienced by European people.

As stated in the Commission Communication of the Spring Package of this year [COM(2022) 600 final], the European Semester and the RRF aim at providing a framework with monitoring tools to ensure policy coordination and to address current and future challenges based on the four dimensions of the EU’s competitive sustainability: environmental sustainability, productivity, fairness and macroeconomic stability.

More specifically, this year’s Spring Package links the Country Reports and Country Specific Recommendations with the Recovery and Resilience Plans to achieve closer coordination between EU institutions and Member States. Covering all the Country Specific Recommendations, the RRF represents an essential tool to deliver EU policy priorities, and the key to foster the twin transition. The primary focus for Member States in the coming years will thus be to implement their respective national Recovery and Resilience Plans (nRRPs).

Beyond the nRRNPs, this European Semester Spring Package also highlights the rise of common challenges that should be jointly addressed in cooperation between Member States and the EU institutions. Environmental issues ask for a higher level of public and private investment to identify ‘renewables go-to areas’, while the digital transition underscores the need for rethinking of the sourcing of raw materials for the twin transitions, thus implementing waste management and circular economy measures.

Crucial for productivity growth and achieving the EU’s open strategic autonomy is to ensure a well-functioning single market with a particular support to research and innovation. The recent crises have in fact caused strong shifts in the employment sector which in return led to labour shortages in many areas. The Spring Package therefore puts the accent on investments in digital technologies and for the upskilling and reskilling of workers to be better prepared for present and future challenges.

In line with the European Pillar of Social Right’ objectives on ensuring fair working conditions and quality education at all levels, the European Commission emphasises the need for higher investment and automatic stabilizers to mitigate the impact of the various crises. The general escape clause¹ of

¹ The 'general escape clause' allows temporary departures from the budgetary constraints that normally apply under the Stability and Growth Pact, e.g. limiting Member States’ budget deficit to 3% of GDP and national

the Stability and Growth Pact has thus been extended to 2023, however calling for prudent and reactive fiscal policies in the meantime. To reach these objectives, the Communication on the Spring Package insists on the importance of strengthening inter-institutional dialogue at European level and systematic involvement of social partners and stakeholders to successfully implement the RRF and the European Semester reforms.

2. ETUCE analysis of the Spring Package 2022

Country Reports

The 27 Country Reports issued by the European Commission contain relevant observations regarding the European education sector, including early childhood education, primary, secondary education, higher education and research, vocational education and training, and further education. The Reports highlight several transversal issues that define the overall trends characterising the European education sector since before the COVID-19 pandemic, which this crisis has, in many cases, exacerbated.

The most relevant aspect put forward by the Reports is the increasing **shortage of teachers and other education personnel** in school systems across Europe: in 15 Member States (BE, HR, CZ, DK, EE, FI, DE, HU, IT, NL, PL, PT, SK, SL, SE) the European Commission identified an insufficient number of workers in the education sector. This can often come as the result of other factors, such as low salaries and poor working conditions, and be in turn the reason for making the sector less attractive to new potential workers due to its structural understaffing. The **attractiveness of the teaching profession** emerges as a cross-cutting problem affecting the large majority of European education systems.

ETUCE considers the decreasing attractiveness of the teaching profession as the major challenge currently faced by the education sector that can be reversed only by ensuring **professional autonomy, academic freedom, collaborative and collegial leadership**, and by delivering **decent salaries** and addressing any **pay inequalities**. Essential to such change is also to promote **sustainable working conditions and teachers well-being**, by limiting excessive workload and working hours, to establish quality **entry pathways and retention practices**, and to entitle to quality and inclusive **initial education and continuous professional development**.

ETUCE advocates for improving conditions that can make the teaching profession more attractive to young workers and graduates, as well as for the retention of teachers, academics, and other education personnel by reverting a now long-established trend in EU Member States. The key actions to change this situation implies delivering **higher and fair salaries**, by addressing pay and pension inequalities, also gender-based, and ensuring sustainable working conditions that allow teachers to work in safe and healthy environments, thus reducing **psycho-social and physical risks**. Equally important is creating **quality entry pathways and retention practices** to prevent that teachers prematurely leave the profession and retire from the sector. Recruitment problems are also explicitly highlighted by the Reports of two Member States (IT; PT), but this picture would not be complete without mentioning

debt to 60% of GDP. For more information:

[https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/649351/EPRS_BRI\(2020\)649351_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/649351/EPRS_BRI(2020)649351_EN.pdf).

Furthermore, the Council adopted on 12 July 2022 its *Conclusions on the 2022 in-depth reviews under the Macroeconomic Imbalance Procedure* in which it acknowledges that Greece, Italy, and Cyprus continue to experience excessive imbalances, while Germany, Spain, France, the Netherlands, Portugal, Romania, and Sweden continue to experience imbalances.

the great impact that the **ageing of teachers** is having on the sector's working population. In 10 Member States (BG, CZ, EE, DE, GR, HU, IT, LT, NL, PT) the European Commission registered complications linked to an increasingly high average age of teachers, in many countries going beyond 50 years.

In **early childhood education** (ECE), the shortage of teachers and other education personnel reflects on insufficient levels of provision of education, often generating the conditions for an **unbalanced access** to ECE due to the different socio-economic backgrounds of children. In some cases reforms and increased investment have been put in place to tackle this issue, but the difficulties of the early childhood education sector remain relevant in many Member States (AT, DE, FI, HU, LU, MT, PL, PT, RO, SK) as highlighted in the Country Reports. This is often also a result of the pandemic that has hindered participation in ECE for a large number of children. ETUCE supports the **funding of quality ECE and training for teachers** as the solution to overcome the existing inequalities in the access to ECE.

The Country Reports also tackles several issues affecting **higher education** in EU Member States. In some countries **reforms** impacting the organisation, governance, and financing of higher education systems have been recently approved or are currently under discussion (ES; FI; GR; IT; LT; LV; PL; SK): in these cases ETUCE emphasises the importance of a **timely and transparent involvement of trade unions** in the process of reform design and implementation. Particularly concerning are the proposed measures introducing a performance-based funding mechanism for higher education institutions (GR; SK) or sensibly lowering the public investment in the sector (IE; PL). The Reports look over the **low participation rates** in higher education (BE; CZ; HU; IT; PT; RO), which often overlaps with the need to facilitate **the access for students with disadvantaged backgrounds** (BE; HU; IT), to reduce the **gender gap** (EE), and to further **develop digital skills** to decrease the mismatch with the labour market (BE; EE; HU; RO).

The European Commission points out in its analysis how the low salaries in the sector affect both the attractiveness of the profession and the poor capacity of the system to **motivate teachers** in their everyday work. Despite the crucial role of professionals in education in shaping our society and providing an essential service to millions of citizens and people living in Europe, **salaries in this sector often remain well below the average salary** in Member States: in 9 countries (HU, LV, LT, NL, PL, RO, SK, CZ, FI) the Reports register worryingly low levels of salaries or report about the implementation of measures to revert this trend.

The analysis of the Country Reports also focuses on those countries (BG, EE, DE, IT, PL, PT, RO) where there is evidence of considerable lack of **support to the reskilling and upskilling** of teachers, thus contributing to a system in which teachers and other education personnel have to face new and fast-changing challenges without the appropriate skills. On the contrary, in many cases teachers are obliged to rely on their own resources to make up for the lack of professional training provided by the employer or the education institution. As a result, the insufficient or missing **provision of teaching material** as well as of **initial and continuous professional training** constitute a relevant issue in 11 Member States (AT, BE, CY, DE, DK, EE, FR, LT, PT, SK, ES).

In the aftermath of the publication of the Spring Package 2022, ETUCE consulted its member organisations, national education trade unions, to collect their views on the overall Semester yearly cycle and its results, and on their involvement in this process. A relevant number of national education trade unions reported they had **not been consulted by their national governments** to discuss education or teachers' priorities to feed into the **National Reforms Programme** and the **Recovery and Resilience National Plan** (DE, FR, LU, NL, PL, SE, SL), while few mentioned some forms of consultation

(CZ, IT) and only one considered its input was partially taken into consideration (CZ), but all of them agreed **this consultation was not timely nor of a satisfactory quality**, for instance providing them with all the relevant documents and information in due time. Some unions mentioned that they had prepared their own proposal for the nRRP, but the government did not take it into consideration at all. Overall, education trade unions were, once more, side-lined by the large majority of Member States' governments in the crucial process of drafting and planning reforms programmes and nRRPs.

As European federation of education trade unions, ETUCE calls on the European Commission to **provide for a monitoring framework to gather evidence about the real and effective involvement of national education trade unions in the European Semester cycle**, particularly in such crucial circumstances and in connection to the nRRPs, and to take the necessary steps so that future coordination between national governments and the European Union on relevant policy areas do not happen without the involvement of education trade unions at national level.

Similar results emerged regarding the consultation of national education trade unions by the European Commission Representations in Member States or by any other Commission representative in Brussels to discuss **education and teachers' priorities and feed in the Country Reports**. With one the exception (CZ), all the other respondents (DE, FR, IT, LU, NL, PL, SE, SL) mentioned a complete **lack of consultation from the European Commission**, even in a country (NL) where these exchanges used to happen in the past, while this year they were replaced by a meeting with the national confederation's representatives. This issue is of particular importance as education trade unions can play a key role in providing the necessary information and evidence to the European Commission officials in order to carry out an encompassing and complete analysis of each national context. In fact, most of ETUCE member organisations reacting to the Country Reports 2022 **support the analysis** by the European Commission about the challenges and difficulties faced by their national education systems but, on the contrary, other unions (CZ, IT, SL) also point out how information presented in the Reports is **incomplete and incorrect**, and the analysis shows a poor understanding of the national context.

Country Specific Recommendations

This year Country Specific Recommendations (CSRs) in the area of education focus on eight Member States and put in the spotlight some of the most urgent matters contained in the Country Reports. In the case of **Austria**, the European Commission calls for an increased support to early childhood education services (ECE), while **Belgium** is invited to improve the performance and inclusiveness of the education and training system and to develop more flexible and attractive career paths and training for teachers. Similarly, **France** received a recommendation on the improvement of working conditions and continuous training of teachers, and on adapting resources and methods to the needs of disadvantaged students. **Hungary** and **Luxembourg** were also recommended to improve the education outcomes and increase the participation of disadvantaged groups by promoting equal opportunities. The CSRs to the **Netherlands** instead focus on redressing the serious labour and skills shortages, in particular in education. **Poland's** target set by the European Commission is to foster quality education and relevant skills to the labour market, especially through adult learning and improving digital skills. **Sweden** instead will have to take measures towards reducing the impact of pupils' socio-economic and migrant backgrounds on educational outcomes and to address the shortages of qualified teachers.

When it comes to the Council Specific Recommendations 2022, education trade unions emphasised how the CSRs are **generally moving in the right direction** reinforcing several elements of the analysis

exposed in the Country Reports. However the 2022 CSRs still address trade unions' priorities in an unsatisfactory way and, for this reason, the education trade unions expressed the need that **CSRs in the coming years must cover more thoroughly issues of the national education systems** so to become an effective tool to help education trade unions and governments tackling the challenges that this sector faces and effectively improve working conditions for teachers and other workers in education.

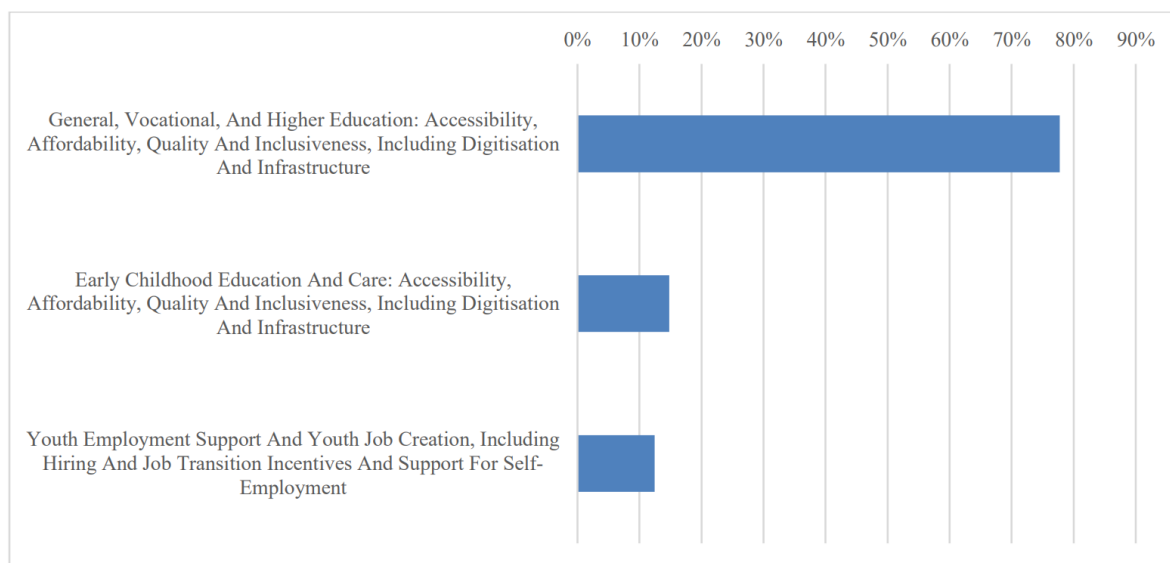
National Recovery and Reform Plans

As indicated by the *European Economic Forecast 2022*: **“The public sector contributed most to employment growth.** With virtually uninterrupted growth after the initial contraction in early 2020 and nearly 1.6 million (3.2%) more employees compared to 2019-Q4, the sectors of public administration, defence, **education**, human health and social work activities contributed markedly to the good performance of the labour market in 2021”. Policies intended to **increase public investment in education** and to **reinforce public accountability and non-discriminatory delivery of education as a public good** are vital to address issues of equal access to quality education for current and future generations, and to boost Europe's overall growth potential. In this light, it is important to **safeguard the public provision and governance of education from the influence of private sector** investment and actors.

The interministerial “Declaration to build a shared vision of effective, efficient and equitable investment in education”, adopted on 5 April 2022 during the French Presidency of the Council of the EU, stated: “Research shows that the allocation **of public funds for education delivers significant advantages to countries and to citizens.** High quality investment in education contributes to the effectiveness of structural reform. It also helps increase the growth potential of economies”. ETUCE welcomed this declaration, signed by 26 ministers of education of the EU, as a demonstration of the renewed willingness to increase public investment in education. The figures from Eurostat (see Annex 1) show a **recent change in the trend** registered over the past years: while during the period 2011-2019 the general government expenditure for education had been slowly but steadily decreasing, the average percentage of the GDP devoted to education the 27 countries European Union passed from 4.7% in 2019 to 5% in 2020. However, these figures can be misleading as several factors, such as public-to-private transfers, contribute to increasing the overall public expenditure but do not concur to ensure access to quality education for all.

This trend is being reinforced by the funding opportunities made available to Member States under the Recovery and Resilience Facility. Besides a minor share of investment dedicated to reskilling and upskilling under the RRF Pillar 4 on social and territorial cohesion, the main support to education provided by the RRF goes under **Pillar 6 “Policies for the next generation, children and the youth, such as education and skills”**, particularly addressing the resilience of national education systems and to support youth employment. All levels of education, i.e. early-childhood, primary, secondary, and tertiary education and training, are concerned by the RRF plans. In its report on the implementation of the Recovery and Resilience Facility [COM(2022) 75 final] published on 1 March 2022, the European Commission refers to a total investment related to Pillar 6 accounting for **49 billion euro**, representing approximately **11% of the total budget of the 22 approved nRRPs** (at the time of the report), allocating approximately 7 billion in investments and reforms on early childhood education and care, and 38.26 billion for general primary and secondary school education, initial vocational education and training, and higher education.

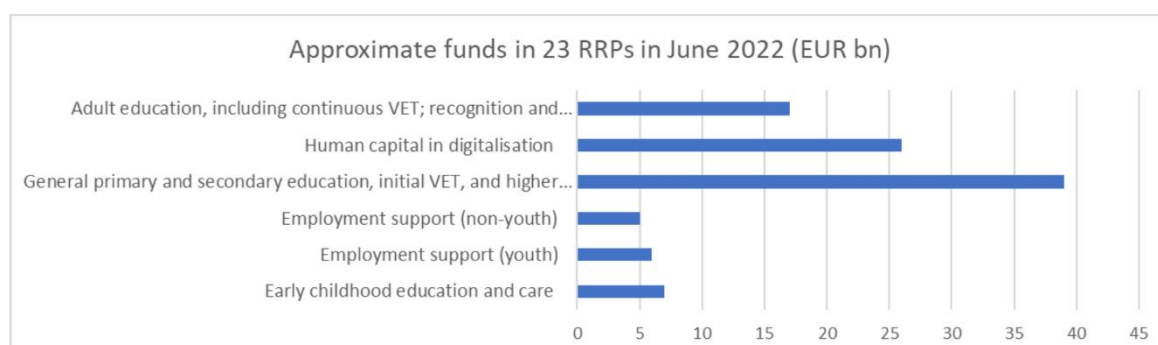
Breakdown of expenditure supporting RRF Pillar 6 per policy area



Source: European Commission, *Report on the implementation of the Recovery and Resilience Facility* [COM(2022) 75 final], Figure 12, p. 45.

Disclaimer: This chart shows a breakdown of the estimated contribution to the policy pillar according to a list of policy areas established by the European Commission. The percentage relates to the overall expenditure tagged under each policy area as a share of the policies for the next generation pillar.

The investment provided under the nRRPs targets in particular the need to increase **access to ECE and higher education** and to ensure **quality and inclusive general school education services**, with a focus on **disadvantaged schools and students**, for instance including mentoring practices. These measures are in line with some of the CSRs issued this year by the Commission and with the analysis in the Country Reports, particularly regarding early-childhood education. Among the actions funded by the nRRPs, there are the implementation of curricular reforms, **new teachers' recruitment mechanisms**, and the fight against early school leaving. National Recovery and Resilience Plans are also devoted to the modernisation of educational infrastructure and existing buildings, for instance by improving energy efficiency, and to build new facilities. It is therefore crucial to the successful implementation of these actions funded by the nRRPs that the **European Commission and the national governments consult and involve national education trade unions** to ensure a just and inclusive approach on measures that will be fundamental to define the future of the European education system.



Source: European Commission, DG EMPL, 16 June 2022

Disclaimer: the sums cannot be added up since measure can be classified in the separate categories.

About 30% of the spending under Pillar 6 covers reforms and investments in digital education in 18 Member States: the main objectives here are **teacher training on digital education**, the

transformation of classrooms into connected learning environments, and equipping learners and teachers with digital devices. These policies will need a **continuous dialogue between national and European institutions together with social partners** to identify how to ensure successful implementation of the reforms and make the deployment of these financial support schemes efficient and inclusive. Increasing access to public education services, reforming recruitment mechanisms, providing new training opportunities for teachers and educators cannot overlook the contribution coming from education trade unions, who know better the challenges and the needs of the sector.

It is thus welcomed the effort of the European Union to ensure an **increased public investment** to the **equally accessible** and quality education system, but it remains concerning the role that the deregulated involvement of private actors can play in the sector and the way public funds, especially in support to the digital transition, can facilitate the penetration of private investment, thus **influencing pedagogical practices in the European education institutions**. As indicated by the OECD in 2021 (cf. Annex 2, Table C3.3), the ratio between public and private investment has not shifted much over the period 2012-2018 in the EU-22 countries, being respectively 93-to-7% in primary, secondary and post-secondary non-tertiary education, and 80-to-20% for tertiary education. Nevertheless, the OECD average shows a slightly different trend, with private share of investment constantly increasing. The same applies to the public-to-private transfers in tertiary education, where the OECD average remains higher than the EU-22 average, but a group of European Member States (IE, IT, PL) display particularly high indicators, while others (BE, FR, ES) remain right beneath the EU-22 average (cf. Annex 2, Figure C3.1). It must also not be forgotten how a certain share of public investment can in turn hide the so-called *soft privatisation* practices that, favoured by the model of EU coordination-based governance in education, allow public operations to be delegated to non-state or autonomous quasi-state agents while retaining the principally public status of institutions.²

It is therefore crucial that future national reforms, also under the impulse of the Recovery and Resilience Plans and the European Semester's CSRs, do not allow for further privatisation of the education sector by increasing the number of privately-funded education institutions as well as private sector stakeholders and investments. Evidence show that when lower public investment is compensated with a growing reliance on private sources of funding, **existing inequities become deeper and the education system less inclusive**.

3. ETUCE position

ETUCE reiterates the call to the European Commission and to Member States to:

- **Promoting collective bargaining, social dialogue and social partners' involvement as a golden rule**, involving social partners in education in the design and implementation process of and National Reform Programmes, Country Reports, Country Specific Recommendations, and national Recovery and Resilience Plans.
- **Supporting teachers and other education personnel in Ukraine and across Europe** in their effort to ensure quality education to children and students fleeing the war zones to EU Member States,

² Cone, L., & Brøgger, K. (2020). *Soft privatisation: mapping an emerging field of European education governance*. *Globalisation, Societies and Education*, 18(4), 374-390: <https://doi.org/10.1080/14767724.2020.1732194>.

and offering help to colleagues in Ukraine and to refugees and displaced Ukrainian residents in the EU under the Temporary Protection Directive.³

- **Increasing the attractiveness of the teaching profession** by ensuring professional autonomy, academic freedom, collaborative and collegial leadership, and by delivering decent salaries and addressing any pay inequalities. It is also necessary to promote sustainable working conditions and teachers well-being, by limiting excessive workload and working hours, to establish quality entry pathways and retention practices, and to entitle to quality and inclusive initial education and continuous professional development.
- **Reversing the lasting trend of privatisation in the education sector** that has allowed an increasing number of private actors to access the education system, therefore fostering the commodification of the sector. The recent *Interim report* (January 2022) of the Commission expert group on quality investment in education and training has not taken in due consideration the requests of education trade unions to develop a comprehensive overview of effective education policies following a needs-based approach.
- **Enhancing the labour market prospects of young people by promoting inclusive and quality vocational education and training and tertiary education**, offering targeted employment services' support (including mentoring, guidance and counselling) as well as supporting quality apprenticeships and traineeships (particularly in SMEs), in line with the reinforced Youth Guarantee.
- **Improving learning outcomes and reducing inequalities in education and training** through the expanded access to tertiary education (particularly for disadvantaged groups), the prevention of early school leaving, the increased participation in the labour market relevance of tertiary education, with a special focus on sectors such as ICT and STEM. Individual learning accounts⁴ and micro-credentials⁵ should always abide by quality standards, and be provided by trusted and quality assured training providers.
- **Investing in reskilling and upskilling of adults**, notably in skills needed for the digital and green transitions. Providing greater incentives to workers to engage in upskilling and reskilling, investing in eco-efficient infrastructures and digital equipment, without encouraging a commodification of training paths and its detriment as a social and human right.
- **Boosting the digital competences of pupils and adults**, increasing the digital talent pool by developing digital education and training ecosystems supported by key enablers such as high-speed connectivity for schools, equipment, and teacher training; support institutions with expertise on digitalisation with a special focus on inclusion and on reducing the digital divide.
- **Providing all children at risk of poverty or social exclusion with free and effective access** to early childhood education, and education and school-based activities, in line with the Recommendation establishing a Child Guarantee (EU/2021/1004)
- Equitable and quality, inclusive education and training systems can be achieved through **targeted measures focusing on the most disadvantaged, including migrant and refugee children.**

³ ETUCE *Peace* Resolution on Ukraine, 5-6 July 2022: <https://www.csee-etu.org/en/resources/resolutions/4913-peace-resolution-on-ukraine-2022>.

⁴ ETUCE Position on the European initiative on individual learning accounts to empower all individuals to participate in training, 7 June 2021: [here](#).

⁵ ETUCE Position on the impact of micro-credentials on teachers and higher education, 7 June 2021: [here](#)

ANNEX 1

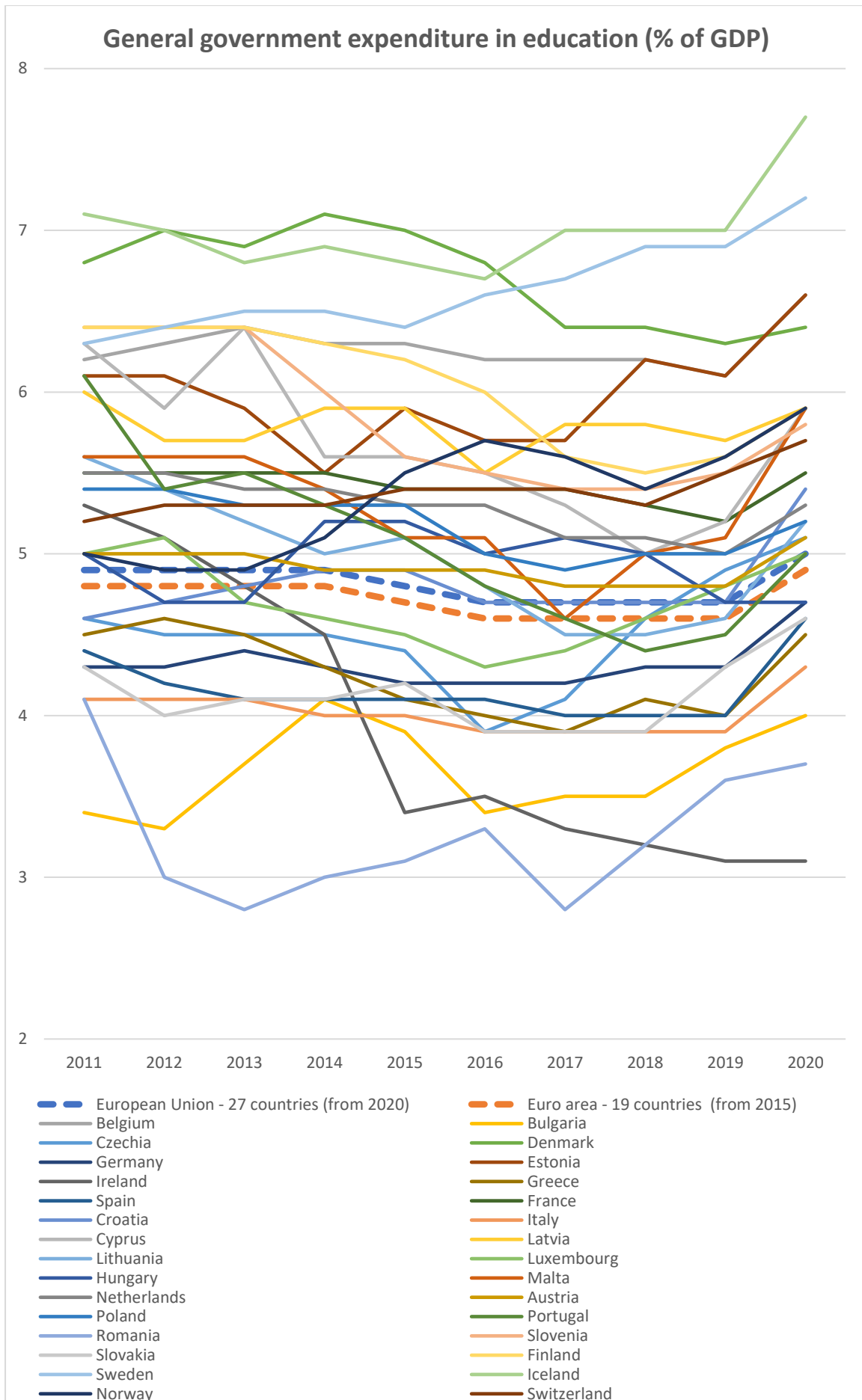
Eurostat: General government expenditure by function: Education (COFOG)

Last update: 22-04-2022

UNIT Percentage of gross domestic product (GDP)
 SECTOR General government
 COFOG99 Education
 NA_ITEM Total general government expenditure

GEO/TIME	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European Union - 27 countries (from 2020)	4.9	4.9	4.9	4.9	4.8	4.7	4.7	4.7	4.7	5.0
Euro area - 19 countries (from 2015)	4.8	4.8	4.8	4.8	4.7	4.6	4.6	4.6	4.6	4.9
Belgium	6.2	6.3	6.4	6.3	6.3	6.2	6.2	6.2	6.1	6.6
Bulgaria	3.4	3.3	3.7	4.1	3.9	3.4	3.5	3.5	3.8	4.0
Czechia	4.6	4.5	4.5	4.5	4.4	3.9	4.1	4.6	4.9	5.1
Denmark	6.8	7.0	6.9	7.1	7.0	6.8	6.4	6.4	6.3	6.4
Germany	4.3	4.3	4.4	4.3	4.2	4.2	4.2	4.3	4.3	4.7
Estonia	6.1	6.1	5.9	5.5	5.9	5.7	5.7	6.2	6.1	6.6
Ireland	5.3	5.1	4.8	4.5	3.4	3.5	3.3	3.2	3.1	3.1
Greece	4.5	4.6	4.5	4.3	4.1	4.0	3.9	4.1	4.0	4.5
Spain	4.4	4.2	4.1	4.1	4.1	4.1	4.0	4.0	4.0	4.6
France	5.5	5.5	5.5	5.5	5.4	5.4	5.4	5.3	5.2	5.5
Croatia	4.6	4.7	4.8	4.9	4.9	4.7	4.7	4.7	4.7	5.4
Italy	4.1	4.1	4.1	4.0	4.0	3.9	3.9	3.9	3.9	4.3
Cyprus	6.3	5.9	6.4	5.6	5.6	5.5	5.3	5.0	5.2	5.9

Latvia	6.0	5.7	5.7	5.9	5.9	5.5	5.8	5.8	5.7	5.9
Lithuania	5.6	5.4	5.2	5.0	5.1	4.8	4.5	4.5	4.6	5.2
Luxembourg	5.0	5.1	4.7	4.6	4.5	4.3	4.4	4.6	4.8	5.0
Hungary	5.0	4.7	4.7	5.2	5.2	5.0	5.1	5.0	4.7	4.7
Malta	5.6	5.6	5.6	5.4	5.1	5.1	4.6	5.0	5.1	5.9
Netherlands	5.5	5.5	5.4	5.4	5.3	5.3	5.1	5.1	5.0	5.3
Austria	5.0	5.0	5.0	4.9	4.9	4.9	4.8	4.8	4.8	5.1
Poland	5.4	5.4	5.3	5.3	5.3	5.0	4.9	5.0	5.0	5.2
Portugal	6.1	5.4	5.5	5.3	5.1	4.8	4.6	4.4	4.5	5.0
Romania	4.1	3.0	2.8	3.0	3.1	3.3	2.8	3.2	3.6	3.7
Slovenia	6.4	6.4	6.4	6.0	5.6	5.5	5.4	5.4	5.5	5.8
Slovakia	4.3	4.0	4.1	4.1	4.2	3.9	3.9	3.9	4.3	4.6
Finland	6.4	6.4	6.4	6.3	6.2	6.0	5.6	5.5	5.6	5.9
Sweden	6.3	6.4	6.5	6.5	6.4	6.6	6.7	6.9	6.9	7.2
Iceland	7.1	7.0	6.8	6.9	6.8	6.7	7.0	7.0	7.0	7.7
Norway	5.0	4.9	4.9	5.1	5.5	5.7	5.6	5.4	5.6	5.9
Switzerland	5.2	5.3	5.3	5.3	5.4	5.4	5.4	5.3	5.5	5.7



ANNEX 2

OECD (2021), *Education at a Glance 2021: OECD Indicators*, OECD Publishing, Paris.⁶

Table C3.3. Trends in the share of public, private and international expenditure on educational institutions (2012 and 2018)

Final source of funds

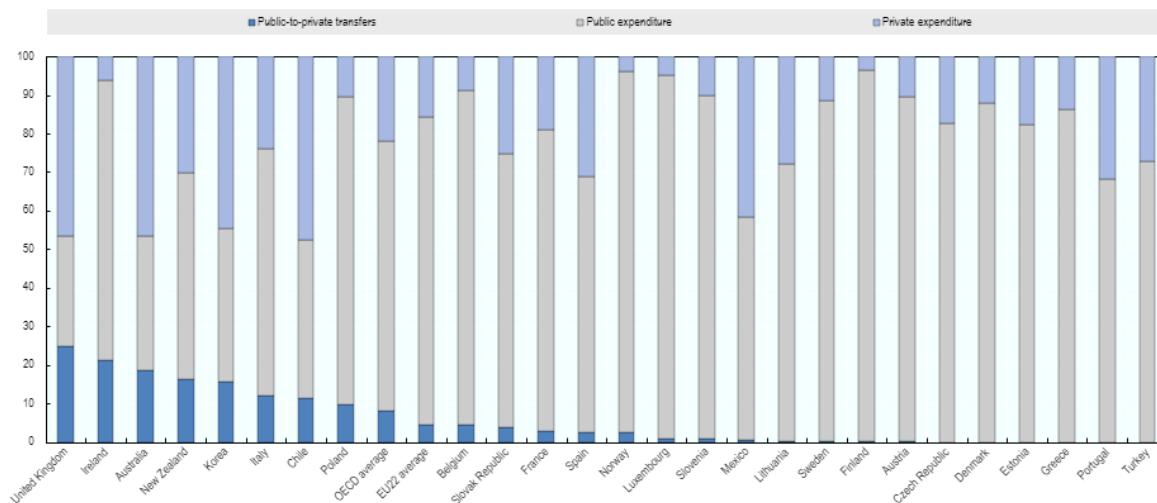
	Primary, secondary and post-secondary non-tertiary						Tertiary						Primary to tertiary					
	Share of public and international expenditure on educational institutions (%)			Share of private expenditure on educational institutions (%)			Share of public and international expenditure on educational institutions (%)			Share of private expenditure on educational institutions (%)			Share of public and international expenditure on educational institutions (%)			Share of private expenditure on educational institutions (%)		
	2012	2018	Percentage point difference between 2012 and 2018	2012	2018	Percentage point difference between 2012 and 2018	2012	2018	Percentage point difference between 2012 and 2018	2012	2018	Percentage point difference between 2012 and 2018	2012	2018	Percentage point difference between 2012 and 2018	2012	2018	Percentage point difference between 2012 and 2018
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD Countries																		
Australia ¹	m	82	m	m	18	m	m	35	m	m	65 ^d	m	m	67	m	m	33 ^d	m
Austria	96	96	0	4	4	0	95	89	-6	5	11	6	96	93	-2	4	7	2
Belgium	97	97	0	3	3	0	87	87	0	13	13	0	94	94	0	6	6	0
Canada ^{1,2}	91 ^d	91 ^d	0 ^d	9 ^d	9 ^d	0 ^d	59	52	-7	41 ^d	48 ^d	7 ^d	79 ^d	76 ^d	-3 ^d	21 ^d	24 ^d	3 ^d
Chile	78	71	-7	22	29	7	24	41	17	76	59	-17	57	61	4	43	39	-4
Colombia	77	77	0	23	23	0	45	80	35	55	20	-35	67	77	11	33	23	-11
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	91	92	1	9	8	-1	82	83	0	18	17	0	88	90	2	12	10	-2
Denmark	97	97	-1	3	3	1	m	88	m	m	12	m	m	94	m	m	6	m
Estonia	99	96	-3	1	4	3	84	82	-1	16	18	1	94	91	-3	6	9	3
Finland	99	99	0	1	1	0	96	96	0	4	4	0	98	98	0	2	2	0
France	91	91	0	9	9	0	80	78	-2	20	22	2	88	87	-1	12	13	1
Germany	87	88	1	13	12	-1	86	85	-1	14	15	1	86	87	1	14	13	-1
Greece	92	92	0	8	8	0	90	86	-4	10	14	4	91	91	-1	9	9	1
Hungary	94	92	-2	6	8	2	54	69	15	46	31	-15	81	86	4	19	14	-4
Iceland	96	97	1	4	3	-1	92	92	-1	8	8	1	95	96	0	5	4	0
Ireland	m	90	m	m	10	m	m	88	m	m	28	m	m	85	m	m	15	m
Israel	89	89	0	11	11	0	52	53	2	48	47	-2	79	81	2	21	19	-2
Italy	96	92	-3	4	8	3	67	64	-3	33	36	3	89	86	-3	11	14	3
Japan	93	92	-1	7	8	1	33 ^d	32 ^d	0 ^d	67 ^d	68 ^d	0 ^d	72	71	-1	28	29	1
Korea ¹	m	89	m	m	11 ^d	m	m	40	m	m	60 ^d	m	m	74	m	m	26 ^d	m
Latvia	98	94	-3	2	6	3	66	69	3	34	31	-3	87	87	0	13	13	0
Lithuania	97	95	-2	3	5	2	75	72	-4	25	28	4	89	88	-1	11	12	1
Luxembourg	98	97	-1	2	3	1	95	94	0	5	6	0	97	97	-1	3	3	1
Mexico	m	82	m	m	18	m	m	58	m	m	42	m	m	74	m	m	26	m
Netherlands	87	87	0	13	13	0	71	71	0	29	29	0	82	82	0	18	18	0
New Zealand	m	84	m	m	16	m	m	53	m	m	47	m	m	75	m	m	25	m
Norway	m	99	m	m	1	m	m	94	m	m	6	m	m	98	m	m	2	m
Poland	92	90	-2	8	10	2	78	80	2	22	20	-2	88	87	-1	12	13	1
Portugal	86	89	3	14	11	-3	58	68	10	42	32	-10	80	84	5	20	16	-5
Slovak Republic	88	91	3	12	9	-3	74	71	-4	26	29	4	84	86	1	16	14	-1
Slovenia	91	91	0	9	9	0	87	89	2	13	11	-2	90	90	0	10	10	0
Spain	89	86	-2	11	14	2	73	66	-7	27	34	7	84	80	-4	16	20	4
Sweden	100	100	0	m	0	m	90	88	-1	10	12	1	97	97	0	3	3	0
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	75	73	-2	25	27	2	75	73	-3	25	27	3	75	73	-2	25	27	2
United Kingdom	84	83	-1	16	17	1	58	29	-30	42	71	30	77	65	-12	23	35	12
United States ³	91	92	1	9	8	-1	38	36	-2	62	64	2	68	68	0	32	32	0
OECD average	91	90	-1	9	10	1	72	71	-1	29	30	1	85	84	-1	15	16	1
EU22 average	94	93	-1	7	7	0	80	80	0	20	20	0	89	89	0	11	11	0
Partners																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	97	96	0	3	4	0	64	67	3	36	33	-3	84	87	3	16	13	-3
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

⁶ <https://doi.org/10.1787/b35a14e5-en>.

Figure C3.1. Distribution of transfers and public and private expenditure on educational institutions (2018)

Tertiary educational levels, in per cent

Note: International expenditure is aggregated with public expenditure for display purposes.



Countries are ranked in descending order of the proportion of public-to-private transfers.

Information on data for Israel: <https://oe.cd/israel-disclaimer>.

Source: OECD/UIS/Eurostat (2021), Table C3.2. See Source section for more information and Annex 3 for notes: https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterC.pdf.