Tertiary Education Spending



Of all spending on tertiary education. when measured in US\$ adjusted for local purchasing power, 61% occurs within North America and Western Europe. At the other extreme, the total tertiary education spending in all of Central Africa and Southeastern Africa was 1.5% of the total worldwide spend.

Tertiary education includes the training required for jobs such as being a doctor, an engineer or a scientist. Investing in tertiary education can therefore benefit society more widely. For pupils to reach tertiary education they must first attend primary and secondary schools.

Territory size shows the proportion of all spending on tertiary education worldwide that is spent there, when measured in purchasing power parity US\$.

Land area

Technical notes

- · Data are from the United Nations Development Programme's 2004 Human Development Report. Spending is measured in Purchasing Power Parity (PPP) US\$. This is used because a dollar can buy more in Namibia than in Japan. PPP is the value
- of spending where it is spent, in US\$ equivalent *3 years can be the length of tertiary education.
- See website for further information

MOST AND LEAST TERTIARY EDUCATION SPENDING

Rank	Territory	Value	Rank	Territory
1	Denmark	22021	191	Mozambique
2	Norway	17253	191	Zambia
3	Sweden	16000	193	Malawi
4	Luxembourg	15717	193	Mali
5	Finland	15488	193	Niger
6	Canada	13776	196	Guinea-Bissau
7	Austria	13579	197	Madagascar
8	Switzerland	13184	197	Papua New Guinea
9	Hong Kong (China)	12688	199	Cambodia
10	United States	12384	200	Morocco

TERTIARY EDUCATION SPENDING

the second

Value

43

43

37

37

37

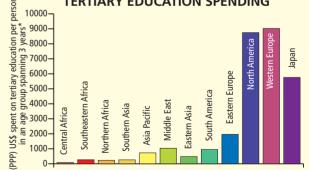
32

27

27

21

11



spending on tertiary education per person in an age group spanning 3 years, in (PPP) US\$*

"With regard to the issue of equity in social expenditure, investment in primary education reaches a much broader cross section of society than does funding to higher education ..." Michael C. Gonzales, 1999

www.worldmapper.org © Copyright 2006 SASI Group (University of Sheffield) and Mark Newman (University of Michigan)

Map 211