Pluralism, the Public Purse, and Education: An International Estimate of Savings to State Budgets from K-12 Catholic Schools

By Quentin Wodon

Abstract: According to Church statistics, the Catholic Church has 35 million children enrolled in its primary schools globally, and 20 million children enrolled in its secondary schools. At both levels, enrollment has increased over time globally. While there are debates on whether Catholic schools perform better than public schools, they clearly generate savings for state budgets in many countries since parents choosing these schools often pay for most of the cost of their children's education. This paper estimates budget savings for states from Catholic schools in Organization for Economic Cooperation and Development (OECD) and selected partner countries. In the 38 countries for which estimates are computed, total annual savings are valued at US$ 63 billion in purchasing power parity terms.

Keywords: Primary education, Secondary education, Education budgets, Catholic schools

Globally, the Catholic Church is the third largest provider of education after the Governments of China and India. According to Church statistics, 55 million students were enrolled in K12 Catholic schools in 2016, with another seven million enrolled in higher education institutions (Secretaria Status 2018). These estimates should be considered with caution given the complex task of collecting statistics from multiple Catholic institutions providing education. In some countries with weak statistical systems, they may be overestimated, but in other countries, they could be on the low side. In India for example, Manipadam (2018) suggests that a larger number of Catholic schools may be operating than accounted for in the annual statistical yearbooks of the Church. Overall though, at the global and regional levels, it is likely that the estimates provide a reasonably good measure of the footprint of Catholic schools globally. Importantly, while a majority of students in the schools are Catholic, many students are not, and the schools have long maintained a tradition to educate students from all backgrounds.

As is the case for enrollment in private schools more generally, enrollment in Catholic schools is rising globally, especially in sub-Saharan Africa and South Asia (Wodon 2018). There remains a debate as to whether Catholic schools achieve better learning outcomes for students than public schools once controls are included for the family and socio-economic background of the students (see for example Evans et al. 1995 and Altonji et al. 2005 on one side of the evidence for the United States, and Jepsen 2003 and Elder and Jepsen 2014 on the other side). Simple measures of performance such as test scores tend to be higher in Catholic schools, but this may be due to self-selection into those schools of initially stronger students. But what is clear is that parents see value in Catholic and other faith-based schools (Wodon 2014). Parents are often willing to make financial sacrifices to send their children to faith-based schools rather than to public schools that are often tuition-free at least for basic education.

And yet, the contribution of Catholic and other faith-based schools to the Sustainable Development Goals is rarely acknowledged. A case in point is the 2018 World Development Report or WDR (World Bank 2018) which for the first time in the history of the report focuses on education. The report has been perceived as a timely contribution to policy debates in education, but not all issues are covered. The report mentions the word "faith" twice in its 216 pages, albeit not in relationship to religion. When religion is mentioned, it is typically done in combination with a range of other characteristics that may affect educational outcomes without actual analysis. Even the broader debate on the role of the private sector is not addressed in detail. To be fair, the authors of the WDR, who are my colleagues at the World Bank, had to choose their battles. They simply could not cover everything. They decided not to discuss challenges in tertiary education, nor to conduct a detailed analysis of equity issues in access to basic education. For good reasons, they focused on the learning crisis that affects students in K12 education in developing countries in both public and private schools. Still, the relative lack of attention given to faith-based schools in policy discussion is pervasive beyond this particular report.

The important role that Catholic schools, other faith-based schools, and private secular schools play in education systems in many countries has implications for policy (OECD 2017a; Patrinos et al. 2009; Steer et al. 2015). One of these implications relates to state budgets. Since parents often pay the bulk of the cost of sending their children to Catholic schools, the schools reduce the budget outlays that states must finance to provide basic education to children. One could argue that these budget savings represent a shift of the economic burden of providing education to households, which may not necessarily be a positive outcome, especially for the poor. But parents willingly chose to make these financial sacrifices, and in addition Catholic schools also tend to be more efficient than public schools. They often deliver an education of at least equal (if not better) quality than public schools at a lower operating cost. This is in part due to a cadre of priests and vowed religious who serve as teachers, administrators, or other workers at low cost for the Church. But even lay teachers in Catholic schools tend to provide quality teaching at comparatively lower cost than is the case in public schools.

For example, in the United States, the National Catholic Educational Association (NCEA) estimates that teacher salaries in Catholic elementary schools are at 82 percent of the level observed for local public schools districts (NCEA 2017). For secondary schools, salaries in Catholic schools are at 85 percent of the level in public schools. At the other extreme of the country income spectrum, in the Democratic Republic of Congo where the state in principle funds Catholic and other faith-based schools at the same level as public schools under a convention adopted in the 1970s, in practice the unit subsidy for the public budget of students in faith-based schools is substantially lower than the unit subsidy for public schools (Kebede et al. 2019), while at the same time out-of-pocket costs paid by parents for both types of schools are very similar. This suggests lower overall operating costs for faith-based schools than for public schools. In general, even in countries where the reliance on priests and vowed religious has dramatically decreased over time so that Catholic schools do not necessarily have an inherent cost advantage, Catholic schools are often more cost effective than public schools, and they are also more frugal than other private (secular) schools. Even in the absence of state support, this frugality often enables Catholic and other faith-based schools to charge lower fees (out-of-pocket costs) for students than is the case in private secular schools. This in turn makes the schools more affordable than private secular schools, and helps them in reaching the poor, which is part of their mission (Wodon 2019a).

In a context of budget shortfalls for public education provision, especially in developing countries (Education Commission 2017), it seems worthwhile to note that such budget shortfalls would be even larger without the role played by Catholic, other faith-based, and private secular schools. In this article, following a similar analysis by Wodon (2019b) for private schools more generally, the objective is to estimate the budget savings reaped by the governments of

Organization for Economic Cooperation and Development (OECD) and partner countries from the primary and secondary schools managed by Catholic institutions. In rare instances in the extant literature, such estimates have been computed at the country level, but not to my knowledge for multiple countries. As an example of single-country analysis, NCEA (2017) in the United States provides estimates of the share of the operating income of Catholic schools that is provided by state governments. This share is estimated at only 3.6 percent for primary (elementary) schools, and 2.1 percent for secondary schools. Based on a simple average cost per pupil in public schools and the number of children enrolled in Catholic schools, NCEA suggests on its website that in the United States, Catholic primary and secondary schools may provide more than US$ 21 billion in budget savings per year.[1] The estimate for the United States obtained in this paper is slightly lower, at US$ 19 billion, but of a similar order of magnitude. Beyond the United States, it is hopefully informative to have such data for a larger set of countries. The analysis in this paper covers other OECD countries as well as OECD partner countries based on available data.

The approach used herein to measure the budget savings provided by Catholic schools is fairly straightforward. The method is to combine data on enrollment in the schools together with data on the cost savings per student for state budgets that the schools provide. Data on enrollment in the schools are available for virtually all countries from the annual statistical yearbooks of the Church (Secretaria Status 2018). Data on subsidies for private schools are available for OECD countries and selected OECD partner countries (OECD 2017b). These data are likely to provide a good approximation of the savings per student generated by Catholic schools. The analysis is carried out for three dozen countries only, but these countries account globally for the bulk of public spending on education, so that the estimates of the budget savings generated by Catholic schools are also likely to account for the bulk of these savings globally.

The paper is structured as follows. Section 2 provides data on enrollment trends in Catholic schools in OECD and partner countries. Section 3 estimates the budget savings. A conclusion follows, with a brief discussion of the issues of religious freedom and diversity as they relate to the role of faith-based schools and the case for providing some level of state support to these schools.

Enrollment in Catholic Schools

To estimate education budget savings for governments from Catholic schools, information is needed on the level of budget support provided to those schools in comparison to public schools, and the number of children enrolled in the schools. The approach follows Wodon (2019b) for private schools (see also Wodon 2019c, on Catholic higher education). As discussed in the next section, data on budget support is available from the Education at a Glance reports and indicators published by the OECD for OECD and partner countries. Since these are the budget data used for analysis, for enrollment as well the focus is on OECD and partner countries.

The OECD has 36 member countries[2] (plus Costa Rica which is in the process of accession). Partner countries for which the OECD collects data for its Education at a Glance reports include Argentina, Brazil, China, India, Indonesia, Russia, Saudi Arabia, South Africa, and South Korea. Table 1 provides estimates of student enrollment in Catholic schools from the latest available statistical yearbook of the Church (Secretaria Status 2018) for OECD and partner countries. The share of Catholic schools in total private school enrollment is also computed based on data from the UNESCO Institute of Statistics on the total number of students enrolled in primary and secondary schools and the share of students in private schools inferred from the

OECD data on public funding for both public and private schools, and for all schools combined. The resulting shares of students enrolled in private schools were very close to estimates available in the World Bank's World Development Indicators database. When private market shares were not available, estimates from the World Development Indicators were used.

[Table 1 about here]

The data on enrollment in Table 1 are provided in thousands of students. For example, in Argentina, the estimate of 660 in the first column means that approximately 660,000 students are enrolled in primary Catholic schools. For secondary education, the estimate is at 522,000 students in Catholic schools in Argentina. These figures are rounded for the Table, but the exact estimates are used for the estimation of budget savings. The Table also provides the share of students in private schools who attend Catholic schools. In principle, these shares should always be smaller than 100 percent since the number of students in private schools should always be larger than the number of students in Catholic schools. In practice, because the data sources are different for both estimates, this is not necessarily the case, and there are a few instances where the shares are larger than 100 percent.

Specifically, out of the 46 countries for which data are provided, the number of students in Catholic schools as provided in the statistical yearbook of the Church is larger than the estimate of students in all private schools in six countries at the primary level (Canada, France, Ireland, Lithuania, New Zealand, and the Slovak Republic) and three countries at the secondary level (Canada, Ireland, and Latvia). Several factors could lead to such an outcome, but this apparent discrepancy is probably due to the fact that some schools that were founded by the Catholic Church and may still be managed by the Church may be considered as belonging to the public schools network by the state, possibly because the state funds the schools. In the case of Ireland, Catholic schools are state-aided and considered as public schools even though they are not state-owned. Therefore, a "not available" mention is provided for the shares of Catholic schools in private school enrollment in Table 1 for that country.

When the share of students in Catholic schools is estimated to be larger than the share of students in private schools, estimates of budget savings from Catholic schools will be capped at the estimates obtained for private schools. In other words, to be conservative, a lower estimate of budget savings from Catholic schools is used than what would result from applying budget savings per student to the estimate of enrollment in Catholic schools. As will be discussed in the next section, in terms of the contribution of various countries to the overall budget savings for OECD and partner countries, this makes a meaningful difference only for Canada. In that country, some albeit not all Catholic schools benefit from public funding, especially in the provinces of Alberta, Ontario, and Saskatchewan.

Across the 46 countries and without adjustments for the handful of countries where the number of students in Catholics schools is larger than for private schools, Table 1 suggests that Catholic schools account for 15.9 percent of enrollment in private schools at the primary level, and 10.6 percent at the secondary level. This result is driven in large part by India, where the number of students in secular private schools is especially large, thus reducing the share of Catholic schools in total enrollment in private schools. Without India, in the other 45 countries, Catholic schools account for 30.4 percent of enrollment in private schools at the primary level, and 17.0 percent at the secondary level.

Budget Savings from Catholic Schools

Budget savings for Catholic schools are estimated simply as the product of the number of students in Catholic schools multiplied by the difference in public funding per student for students in public and Catholic schools. One key assumption for the analysis is that the average difference in public funding per student between public and private school is assumed to be valid also for the difference in funding between public and Catholic schools. This is a strong assumption, but it is required in the absence of detailed and comparable data across countries on public funding for Catholic schools specifically. In some countries, because a large share of students in private schools are enrolled in Catholic schools as noted in Table 1, the difference in average public funding per student between Catholic and private schools may not be very large. But in other countries, where Catholic networks are smaller in comparison to other private schools, there may be larger differences. At the same time, in those cases, precisely because Catholic networks are smaller, their contribution to global savings may also be smaller, thus not necessarily resulting in substantial bias for global aggregates. This remains of course speculative, but this assumption is one of the limits of the analysis due to data availability.

At the time of writing this paper, the latest available data on public spending for public and private schools from the OECD Education at a Glance reports were available from the 2017 report for calendar year 2014. The estimates of public spending for public and private schools were actually not included in the report itself, but they are available in one of the web tables that accompanies the report. Table 2 provides these estimates in US dollars (purchasing power parity or PPP). As expected, public spending per child is typically higher in public than in private schools, but there are a few exceptions.

[Table 2 about here]

As for the data on enrollment provided in the previous section, data quality concerns may not be totally excluded since the OECD report relies on estimates provided by member states and differences in reporting between countries cannot be excluded. Public financing for K12 education can take many forms so that the data may not be perfectly comparable. Another question is whether students enrolled in Catholic schools would have gone to public institutions if they had not enrolled in Catholic institutions, which affects the counterfactual on the basis of which estimates of savings are computed. Still, the analysis provides an order of magnitude of potential budget savings.

Table 2 suggests large differences between countries in the levels of support provided by governments to private schools, including Catholic schools. In Belgium, my country of origin, differences in funding are small in part because school choice is a right. The Constitution states that education is free until the end of compulsory education, and that the community offers free choice to parents, respecting their philosophical, ideological, or religious beliefs, with pupils having the right to moral or religious education at the community's expense. After successive governments took opposite positions regarding the funding of faith-based schools, a School Pact was adopted in 1958 that guaranteed funding for these schools. By contrast, in the United States, the country where I live, there is a strict separation between Church and State in the Constitution which has led to lack of public funding for Catholic schools, except through instruments such as vouchers under state-level school choice legislation. As a result, funding for faith-based and other private schools is comparatively low.

Based on the data in tables 1 and 2, Table 3 provides the estimates of budget savings from Catholic schools. These are obtained by simply multiplying the budget savings per student between public and private schools by the number of students in Catholic schools, except when the number of students in Catholic schools exceeds that in private school, as explained earlier. Note that estimates of public funding for secondary education in Table 2 are provided separately for lower and upper secondary, while data on enrollment in Catholic schools is available only for secondary schools overall. The assumption made to aggregate the data for the estimation of budget savings at the secondary level is that students are equally divided between lower and upper secondary schools. When data are available only for one level (lower or upper secondary), savings per students for that level are applied to all students in Catholic secondary schools.

Data on public spending for public and private schools are missing in Table 2 for China, Costa Rica, Greece, Russia, and Saudi Arabia. For Germany and Japan, estimates are only available for all schools combined, while for Switzerland data are only available for public schools. This means that for those countries, estimates of budget savings from Catholic schools cannot be provided. This is not a major source of bias for global estimates for most of these countries because as shown in Table 1, enrollment in Catholic schools is small in most of those countries. Yet in the case of Germany, the lack of detailed data leads to underestimating global savings from catholic schools by some margin.

The estimates of budget savings for 38 countries are provided in Table 3. Overall, budget savings from Catholic schools in these countries are valued at US$ 63 billion in PPP terms. When comparing those estimates to those for private schools overall Wodon (2019b), it can be shown that Catholic schools account for 35.4 percent of the total budget savings from private schools at the primary level, and 19.2 percent at the secondary level. These estimates for Catholic schools may be slightly too high given that in a handful of countries, all savings for private schools are allocated to Catholic schools. This is the case for Canada, France, Lithuania, and New Zealand at the primary level, and Canada, and Lithuania at the secondary level. On the other hand, the OECD data on public funding for both public and private schools is for 2014, while the data for enrollment is for 2016. Due to inflation, it is likely that budget savings from Catholic schools would be higher if data on public spending per student had been available for 2016.

[Table 3 about here]

It could also be the case that in some countries, public funding for students in Catholic schools may be lower than for the average observed for all private schools combined. This could be due for example due to separation between Church and State, as is the case in the United States. Another issue is that in many countries, while the state may provide some funding for recurrent costs in Catholic schools, this may not be the case for capital expenditures. This is not likely to be accounted for. Overall, the estimate of savings of US$ 63 billion (PPP) for the countries included in the analysis at least provides a tentative measure of budget savings from Catholic schools in OECD and partner countries.

The country that accounts for the largest budget savings from Catholic schools is the United States, with budget savings valued at US$ 19 billion, including US$ 12 billion for primary schools and US$ 7 billion for secondary schools (for the United States, using current or PPP values does not make a difference, but for other countries, especially in the developing world, using PPP values does make a difference, leading typically to higher measured savings.

France is next with combined savings of US$ 9 billion (PPP). India and Spain follow, each with combined savings around US$ 5 billion (PPP) for primary and secondary schools together. Catholic schools in Argentina and Brazil contribute in each country for US$ 3 billion (PPP) in savings. After India, Indonesia has the second-largest savings among Asian countries for which data are available in Table 3, with an estimated US$1.1 billion (PPP) is savings from primary and secondary schools together. Because OECD and partner countries account for an overwhelming majority of public spending for education globally, these estimates may not be too far from the actual global savings provided by Catholic schools. Even though Catholic schools have large footprints in many developing countries especially in Africa (this is the case among others for the Democratic Republic of Congo, Kenya, and Uganda), public spending per child in school is much smaller in those countries than in OECD and partner countries, leading to smaller budget savings globally from Catholic schools in those countries. At the country level however, budget savings from Catholic schools in low income countries tend to be significant versus those countries' budgets.

Conclusion

Globally, the number of students enrolled in Catholic schools has been steadily rising over time. There are debates about the benefits that Catholic schools provide, but one clear economic benefit at least from the point of view of government budgets is the fact that the schools generate savings for states (albeit at a cost for parents, even if this cost is voluntarily undertaken). How large are the budget savings reaped by governments thanks to the presence of Catholic schools? Using data on the number of students enrolled in Catholic schools and public funding for education in OECD and partner countries, this paper suggests that in a total of 38 countries, budget savings from Catholic schools can tentatively be valued at approximately $63 billion.

Are budget savings of US$ 63 billion (PPP) from Catholic schools a big deal? One way to provide perspective on this estimate is to consider the fact that net official development assistance (ODA[3]) was estimated at US$145 billion in current US dollars in 2016. Only about one tenth of the aid (US$ 13.4 billion in current US dollars) was allocated to the education sector, which was a historical record (UNESCO 2018). One could thus argue that budget savings from Catholic schools in OECD and partner countries fund many times over the education component of ODA globally (even after accounting for differences in estimates in PPP terms for savings versus current dollar values for ODA).

More broadly, the fact that savings for state budgets from Catholic schools are relatively large is a significant dimension of state policies on religious pluralism and religious freedom as they relate to schooling. States that accommodate and respect institutional diversity of schools may reap measurable benefits (both in terms of annual burdens on state spending and taxation as discussed in this paper, and in terms of the long-term economic well-being of nations), whereas states that outlaw or discriminate against faith-based schools may be undermining their own socio-economic self-interest. Likewise, it could be argued that states that provide some level of financial support to faith-based schools (directly or through tax-exemptions and possibly with some conditions) may be making smart investments in part because the economic benefits of having faith-based schools are likely larger than the costs.

For example, governments and the societies they serve may benefit from the availability of faith-based schools because they provide more options for parents to educate their children. This in turn may result in higher overall educational attainment in the population. Benefits for educational attainment (and thereby for higher expected earnings in labor markets) from a diversity of schools may be especially crucial in low income countries where too many children remain out of school, and where some parents may be concerned about sending their children—especially adolescent girls—to secular public schools.

Finally, within the context of the series on covenantal pluralism in which this paper is included, making a case for robust religious pluralism in matters of education policy is well beyond the scope of this paper. But it is worth noting that there is an extensive literature on the right to education and its implications for faith-based schools. For example, in a four volume series, Glenn and De Groof (2012) look at how various countries have succeeded in balancing freedom, autonomy, and accountability in education. One potential avenue for future research would be to analyze comparative data on whether nations respect robust pluralism and freedom in their education sector, including in terms of whether they provide some level of funding or faith-based schools and under what conditions, and how this may correlate with development outcomes after controlling for other factors affecting such development outcomes.

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Table 1: Student Enrollment in Catholic Schools, 2016 (Thousands)

	Primary		Secondary	
	Enrollment in Catholic Schools	Share of Private Schools	Enrollment in Catholic Schools	Share of Private Schools
Argentina	660	54%	522	43%
Australia	388	57%	363	34%
Austria	19	95%	53	65%
Belgium	417	98%	557	73%
Brazil	595	21%	242	6%
Canada	442	275%	266	134%
Chile	379	41%	204	22%
China	0	0%	0	0%
Colombia	488	55%	668	62%
Costa Rica	5	12%	8	19%
Czech Rep.	6	55%	9	13%
Denmark	9	12%	1	1%
Estonia	0	0%	0	0%
Finland	0	0%	0	0%
France	635	108%	1,160	80%
Germany	21	15%	296	88%
Greece	3	8%	3	11%
Hungary	56	95%	34	21%
Iceland	0	0%	0	0%
India	4,280	8%	4,050	6%
Indonesia	519	9%	383	4%
Ireland	518	NA	318	NA
Israel	18	9%	29	25%
Italy	130	70%	119	41%
Japan	20	26%	68	5%
Korea	6	14%	38	4%
Latvia	0	0%	0	0%
Lithuania	13	NA	84	NA
Luxembourg	2	67%	3	33%
Mexico	523	42%	395	19%
Netherlands	0	0%	0	0%
New Zealand	36	514%	0	0%
Norway	1	8%	0	0%
Poland	65	55%	67	37%
Portugal	34	44%	23	18%
Russian Fed.	0	0%	0	0%
Saudi Arabia	0	0%	0	0%
Slovak Rep.	23	153%	12	26%
Slovenia	0	0%	1	50%
South Africa	125	43%	79	NA
Spain	559	57%	520	55%
Sweden	1	1%	0	0%
Switzerland	3	11%	3	4%
Turkey	0	0%	3	1%
UK	412	55%	303	7%
USA	1,181	59%	583	30%
Total	12,592	16%	11,469	11%

Source: Authors’ estimations and statistical yearbook of the Church for Catholic schools.
Note: Some values rounded to zero.

Table 2: Public Expenditure per Student by Type of Institution, 2014 (US$ PPP)

	Primary			Lower Secondary			Upper Secondary		
	Public	Private	Difference	Public	Private	Difference	Public	Private	Difference
Argentina	3,421	1,245	2,176	4,843	1,916	2,927	5,307	2,195	3,112
Australia	8,333	7,485	848	10,868	6,965	3,903	10,814	4,508	6,306
Austria	11,033	5,526	5,507	15,205	8,943	6,262	15,074	9,382	5,691
Belgium	11,093	8,805	2,288	12,893	11,671	1,222	13,920	12,160	1,760
Brazil	3,799	-	3,799	3,814	-	3,814	3,870	-	3,870
Canada	8,830	2,431	6,399	-	-	-	12,268	3,096	9,172
Chile	4,571	2,933	1,638	5,331	3,057	2,274	4,612	2,982	1,631
China	-	-	-	-	-	-	-	-	-
Colombia	2,837	502	2,335	2,644	480	2,164	2,478	312	2,166
Costa Rica	-	-	-	-	-	-	-	-	-
Czech Republic	4,754	4,380	374	7,948	5,516	2,432	7,378	4,550	2,828
Denmark	12,330	9,837	2,493	12,524	16,384	-3,860	12,557	9,361	3,195
Estonia	6,619	4,906	1,713	7,166	4,908	2,258	6,797	4,592	2,205
Finland	8,761	9,554	-793	13,913	11,675	2,238	8,563	9,013	-450
France	7,361	3,878	3,483	10,473	5,575	4,898	14,023	7,656	6,367
Germany	8,350	-	-	10,210	-	-	10,332-	-	-
Greece	-	-	-	-	-	-	-	-	-
Hungary	3,105	5,716	-2,611	3,354	5,148	-1,795	8,638	5,396	3,243
Iceland	11,240	5,459	5,781	12,127	21,047	-8,920	7,804	7,005	798
India	654	197	457	700	173	527	1,693	701	992
Indonesia	1,694	558	1,136	1,563	283	1,280	2,007	562	1,445
Ireland	7,810	41	7,769	9,823	9,823	-	10,190	-	10,190
Israel	7,897	4,529	3,368	-	-	-	4,453	15,102	-10,649
Italy	8,110	599	7,511	8,700	940	7,760	8,267	2,379	5,887
Japan	8,973	-	-	9,902	-	-	9,361	-	-
Korea	9,828	1,548	8,281	9,567	7,389	2,179	11,141	6,686	4,455
Latvia	6,447	9,115	-2,667	6,410	10,677	-4,267	6,473	3,078	3,396
Lithuania	5,143	3,395	1,748	4,949	3,231	1,718	5,478	3,250	2,228
Luxembourg	21,154	3,751	17,404	23,493	9,297	14,196	22,582	8,808	13,774
Mexico	2,721	10	2,711	2,412	46	2,366	4,002	-	4,002
Netherlands	8,357	398	7,958	11,933	9,209	2,724	9,281	-	9,281
New Zealand	6,920	1,604	5,316	8,410	1,745	6,665	9,028	4,943	4,085
Norway	13,294	6,909	6,385	14,295	5,790	8,505	15,122	24,958	-9,836
Poland	6,561	5,634	927	6,495	4,979	1,516	5,740	5,892	-152
Portugal	7,462	1,372	6,090	9,799	3,209	6,590	9,184	1,954	7,230
Russian Federation	-	-	-	-	-	-	4,755	-	-
Saudi Arabia	-	-	-	-	-	-	-	-	-
Slovak Republic	5,497	5,822	-325	5,687	5,659	28	6,179	4,076	2,102
Slovenia	8,556	5,356	3,200	9,526	12,258	-2,732	6,686	6,539	147
South Africa	2,355	389	1,965	-	-	-	-	-	-
Spain	7,087	3,518	3,569	9,047	4,585	4,462	9,154	3,742	5,411
Sweden	10,812	10,737	75	11,554	10,668	886	11,244	11,484	-240
Switzerland	15,177	-	15,177	19,483	-	19,483	11,671	-	11,671
Turkey	3,432	0	3,432	2,690	0	2,690	2,514	0	2,514
United Kingdom	10,607	8,466	2,141	12,974	9,173	3,800	14,677	8,622	6,055
United States	11,352	918	10,434	12,142	1,184	10,958	13,460	1,562	11,898

Source: Wodon (2018), adapted with minor modifications from OECD (2017).

Note: Data not available for China, Costa Rica, Greece, Russia, and Saudi Arabia. For Germany, Japan, and the Russian Federation, estimates in the Table are unit costs per student for combined enrollment in all schools.

Table 3: Budget Savings from Enrollment in Catholic Schools (US$ PPP, Millions)

	Primary	Secondary
Argentina	1,436	1,576
Australia	329	1,854
Austria	107	320
Belgium	955	830
Brazil	2,261	823
Canada	1,027	1,818
Chile	620	398
China		
Colombia	1,139	1,447
Costa Rica		
Czech Rep.	2	24
Denmark	24	0
Estonia	1	0
Finland	0	0
France	2,046	6,533
Germany	-	-
Greece	-	-
Hungary	-145	24
Iceland	0	0
India	1,957	3,075
Indonesia	589	521
Ireland	21	13
Israel	61	-304
Italy	977	813
Japan	-	-
Korea	47	126
Latvia	-1	0
Lithuania	4	12
Luxembourg	33	35
Mexico	1,417	1,258
Netherlands	0	0
New Zealand	36	1
Norway	8	0
Poland	60	45
Portugal	204	161
Russian Fed.	-	-
Saudi Arabia	-	-
Slovak Rep.	-7	13
Slovenia	2	-2
South Africa	246	0
Spain	1,996	2,569
Sweden	0	0
Switzerland	-	-
Turkey	1	8
UK	882	1,493
USA	12,325	6,663
Total	30,660	32,200

Share Catholic schools	35.4%	19.2%

Source: Authors' estimations and statistical yearbook of the Church for Catholic schools.
Note: Estimates not provided for selected countries due to lack of data. Estimates for Catholic schools capped at those for private education when the number of students in Catholic schools is larger than that in private schools.

[1] See https://www.ncea.org/NCEA/Proclaim/Catholic_School_Data/Schools_and_Tuition.aspx.
[2] The OECD member countries are Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, and the United States.
[3] ODA consists of disbursements of loans made on concessional terms (net of repayments of principal) and grants by official agencies. The agencies included are the members of the Development Assistance Committee (DAC), multilateral institutions, and non-DAC countries. Net ODA includes loans with at least a fourth comprised of grant elements, and factors in reimbursement of past loans.