



EDUCATION AT A GLANCE 2016

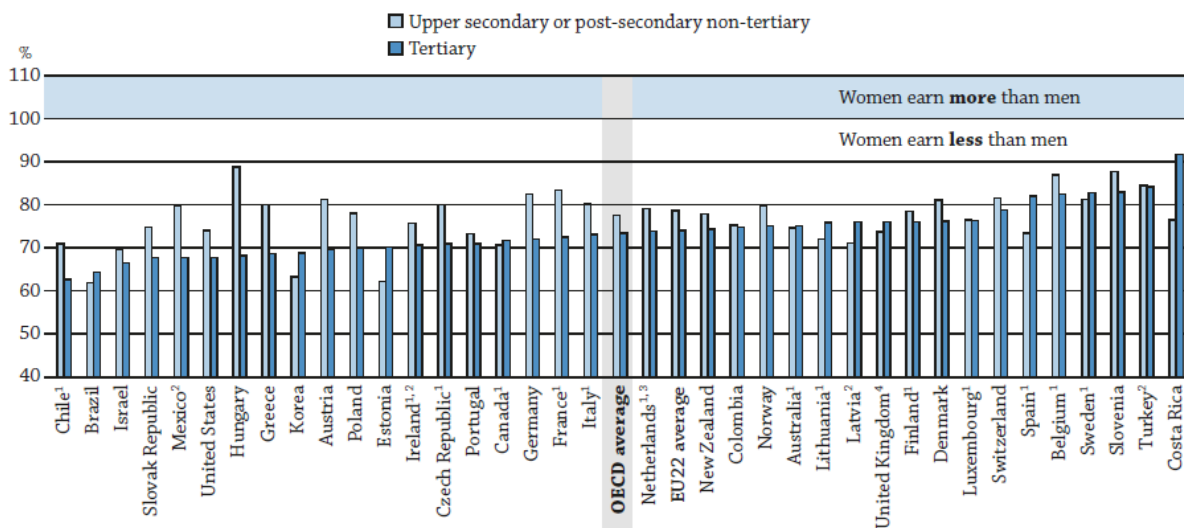
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

The topics covered in this country note were selected according to data availability.

Costa Rica

- **Public funding dominates primary, secondary and post-secondary non-tertiary education in Costa Rica**, making up 85% of total expenditure, a relatively large share compared to other Latin American countries with available data.
- **Women find the transition from education to the labour market more difficult than men.** In 2015, about four out of ten young men (15-29 year-olds) in Costa Rica had found employment after finishing their studies, but only two out of ten young women.
- **The gender gap in earnings among tertiary-educated adults is narrower** in Costa Rica than in all OECD and partner countries with available data: tertiary-educated women in full-time employment earn 92% of the earnings of tertiary-educated men.
- **The share of adults with tertiary education is 23% in Costa Rica**, which is low compared to the OECD average of 35%, but is still higher than other Latin American countries with available data.

Figure 1. Women's earnings as a percentage of men's earnings, by educational attainment (2014)
25-64 year olds with income from employment; average annual earnings of women as a percentage of men's earnings



Note: Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2014. Refer to Table A6.2 for details.

2. Earnings net of income tax.

3. Educational attainment levels are based on the ISCED-97 classification.

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Countries are ranked in ascending order of women's earnings as a percentage of men's earnings with tertiary education.

Source: OECD, Tables A6.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397182>

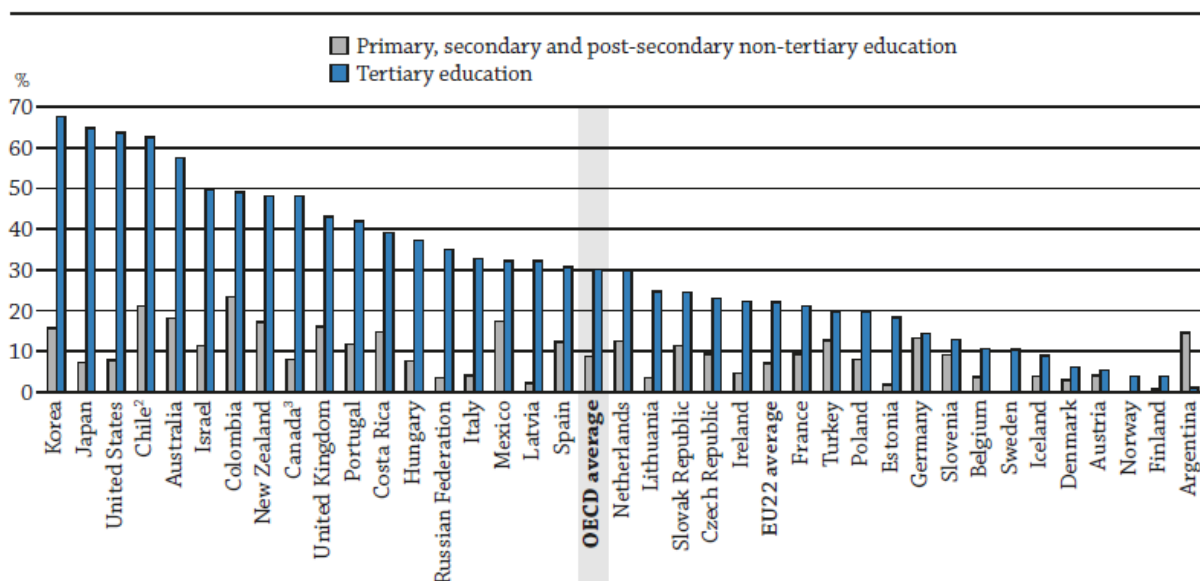
Gender gaps in education and employment persist

- In 2015, about four out of ten young men (15-29 year-olds) had been able to find employment after finishing their studies, compared with only two out of ten young women, showing women in Costa Rica face particular difficulties making the transition from education to the labour market. Similar gender barriers are apparent across OECD countries, but to a lesser extent: on average the figures are four out of ten young men and three out of ten young women. Moreover, 20% of 15-29 year-olds (both men and women) in Costa Rica were neither employed nor in education or training, 5.5 percentage points above the OECD average, showing the difficulties they face finding a job.
- More women than men are expected to graduate from upper secondary education in Costa Rica. If current patterns are maintained, six out of ten young women are expected to attain this qualification at some point in their lives, compared with fewer than five out of ten young men. This pattern of higher graduation rates among women is common in most OECD and partner countries, but the upper secondary graduation rate for women in Costa Rica is lower than in Latin American countries such as Argentina (69%), Brazil (74%) and Chile (91%), and is lower than the OECD average of 88%.
- As in most OECD and partner countries, the commonest tertiary qualification in Costa Rica is the bachelor's degree and the majority of graduates at this level are female: 64% in 2014. This is one of the highest female shares among Latin American countries – 10 percentage points more than in Chile and Mexico, and 6 percentage points more than the OECD average.
- As in many other OECD and Latin American countries, women are over-represented in teaching or health-field related degrees in Costa Rica. Approximately three women graduate from a health and welfare or an education degree for every man, which is below the OECD average of four women for every man graduating from those fields. In the fields of sciences, and engineering, manufacturing and construction, about two men graduate for every woman, which is above the OECD average for sciences (1.5 men for every woman) but below the OECD average for the field of engineering, manufacturing and construction (three men for every woman).
- Male teachers make up 7% and 20% of the teaching staff at pre-primary and primary levels respectively, the highest rate among OECD and Latin American countries. On average, men make up 3% and 18% of teaching staff at these levels among the OECD members.
- The gender gap in earnings among tertiary-educated adults is considerably narrower in Costa Rica than most countries (Figure 1). Tertiary-educated women in full-time employment earn 92% of the earnings of tertiary-educated men, which is the highest percentage among OECD and partner countries with available data (the OECD average is 73%).

High-quality education needs sustainable funding

- In 2013, 85% of funds for primary, secondary and post-secondary non-tertiary educational institutions came from public sources (Figure 2). This share is relatively high compared to other Latin American countries with available data. At tertiary level, 61% of funds for institutions come from public sources in Costa Rica, whereas the share among Latin American countries varies widely from 38% in Chile to 99% in Argentina.
- Teachers' salaries make up a significant part of expenditure on education. In Costa Rica, teachers' compensation represents 74% of current expenditure in public primary schools, and 81% in public secondary schools. This is a larger proportion of current expenditure than the average for OECD countries of 61% for primary and 62% for secondary schools. This may be explained by the fact that OECD countries devote a comparatively higher share of current expenditure to other staff members: 16% of the current expenditure on public institutions at the primary level on average, compared with 4% for Costa Rica, and 15% at the secondary level, compared with 3% in Costa Rica.

Figure 2. Share of private expenditure on educational institutions (2013)



How to read this figure

The figure shows private spending on educational institutions as a percentage of total spending on educational institutions. This includes all money transferred to educational institutions from private sources, including public funding via subsidies to households, private fees for educational services or other private spending (e.g. on accommodation) which goes through the institution.

1. Including subsidies attributable to payments to educational institutions received from public sources.
2. Year of reference 2014.
3. Year of reference 2012.

Countries are ranked in descending order of the share of private expenditure on educational institutions for tertiary education.

Source: OECD. Table B3.1b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397816>

Vocational education and training can provide more direct pathways into the labour market

- As in many other Latin American countries, vocational programmes are not in high demand among secondary students in Costa Rica. In 2014, about 9% of 15-19 year-olds were enrolled in upper secondary vocational programmes (OECD average, 25%) compared with 19% for general programmes (OECD average, 35%). The enrolment rate in vocational programmes in other Latin American countries with available data varies from 4% in Brazil to 19% in Chile.
- In 2015, 16% of adults had upper secondary education as their highest level of attainment. In OECD countries, the average share is larger, at 40%. In aggregate terms, however, the cumulative share of students who do not go beyond upper secondary education is about 63% in OECD countries, compared to 76% in Costa Rica. This difference is partially due to the fact that a large share of adults in Costa Rica has primary education as their highest level of attainment: 29%, 23 percentage points above the OECD average.

Tertiary education is expanding and is rewarded in the labour market

- In 2014, 23% of 25-64 year-olds had attained tertiary education in Costa Rica, below the OECD average of 35%. In addition, as in other Latin American countries, the share of adults with advanced tertiary degrees is very small: only 3% of 25-64 year-olds hold a master's degree compared to 11% on average in OECD countries.
- Some 28% of the younger generation (25-34 year-olds) in Costa Rica have attained tertiary education, 8 percentage points higher than among the older generation (55-64 year-olds). Based on the current patterns of graduation, 44% of young people are expected to graduate from a bachelor's degree over their lifetime, which is the highest among Latin American countries with data available.
- In Costa Rica, 7% of bachelor's level students graduate from science programmes and 7% from engineering, manufacturing and construction programmes, in contrast to the OECD averages of 9% and 13% respectively. In

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particular, the share of students graduating in engineering is the smallest among Latin American countries with data.

- Adults aged 25-64 with a bachelor's or equivalent degree earn 89% more in Costa Rica than those with upper secondary education only, while the corresponding earnings advantage is 48% on average across OECD countries.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on **Education at a Glance 2016** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

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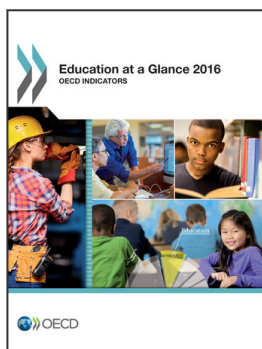
Key Facts for Costa Rica in Education at a Glance 2016

Source	Main topics in Education at a Glance	Costa Rica		OECD average	
Gender					
Employment rate of 25-64 year-olds, by educational attainment					
2015					
		Men	Women	Men	Women
Chart A5.2.	Below upper secondary	84%	44%	66%	46%
	Upper secondary or post-secondary non-tertiary	87%	56%	81%	67%
	Tertiary	88%	75%	88%	80%
Percentage of people not in employment, nor in education or training (NEET)					
2015					
		Men	Women	Men	Women
Table C5.2	15-29 year-olds	13%	28%	12%	17%
Percentage of female graduates, by tertiary levels of education					
2014					
		% Women		% Women	
Table A3.4	Short-cycle tertiary	65%		56%	
	Bachelor's or equivalent	64%		58%	
	Master's or equivalent	58%		57%	
	Doctoral or equivalent	53%		47%	
Vocational Education and Training (VET)					
Distribution of enrolment, by programme orientation					
2014					
		General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	70%	30%	56%	44%
Financial Investment in Education					
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)					
2013					
Table B1.1	Primary education	**		USD 8 477	
	Secondary education	**		USD 9 811	
	Tertiary (including R&D activities)	**		USD 15 772	
Early Childhood Education and Care (ECEC)					
Expenditure on all early childhood educational institutions					
2013					
Table C2.3	As a percentage of GDP	**		0.8%	
Teachers					
Ratio of students to teaching staff					
2014					
Table D2.2	Primary education	**		15 students per teacher	
	Secondary education	**		13 students per teacher	
	Tertiary education	**		17 students per teacher	
Tertiary Education					
Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group					
2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	10%	6%	8%	8%
	Bachelor's or equivalent	17%	14%	21%	16%
	Master's or equivalent	1%	3%	14%	11%
	Doctoral or equivalent	**	**	1%	1%
Other: Education and Social Outcomes					
Life satisfaction today and in five years for 25-64 year-olds, by educational attainment¹					
2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	**	**	83%	87%
	Tertiary	94%	91%	92%	94%

The reference year is the year cited or the latest year for which data are available.

1. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

** Please refer to the source table for details on this data.



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