

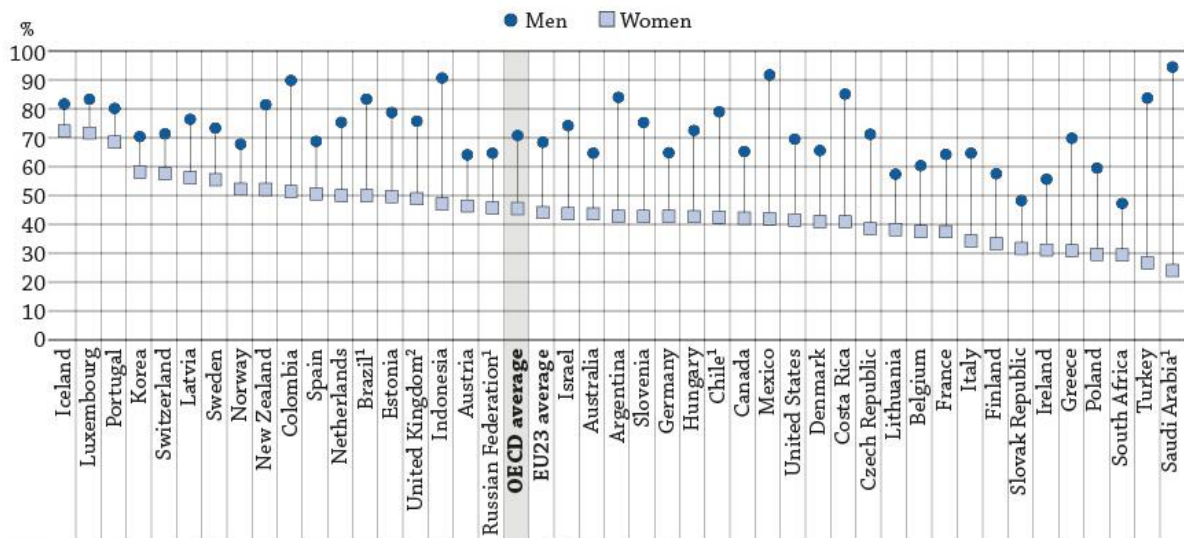
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Costa Rica

- **Women achieve higher education levels than men but face lower employment levels in Costa Rica.** This is especially pronounced among women who did not attain upper secondary education.
- **Public spending on education makes up 31.5% of total government expenditure, the highest of all OECD and partner countries,** confirming that investment in education is a top priority for the country.
- **Upper secondary education attainment rates among 25-34 year-olds increased by 9 percentage points in the last decade, from 41% to 50%** but these are still below the OECD average (85%).
- **Master's, doctoral, or equivalent degree holders earn more than three times as much as those with an upper secondary education.** This drastically exceeds the average earnings advantage across OECD countries.

Figure 1. Employment rates of 25-34 year-olds with below upper secondary education, by gender (2017)



1. Year of reference differs from 2017. Refer to the source table for details.

2. 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 (17% of adults aged 25-64 are in this group).

Countries are ranked in descending order of the employment rate of 25-34 year-old women with below upper secondary education.

Source: OECD / ILO (2018), Table A3.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933802057>

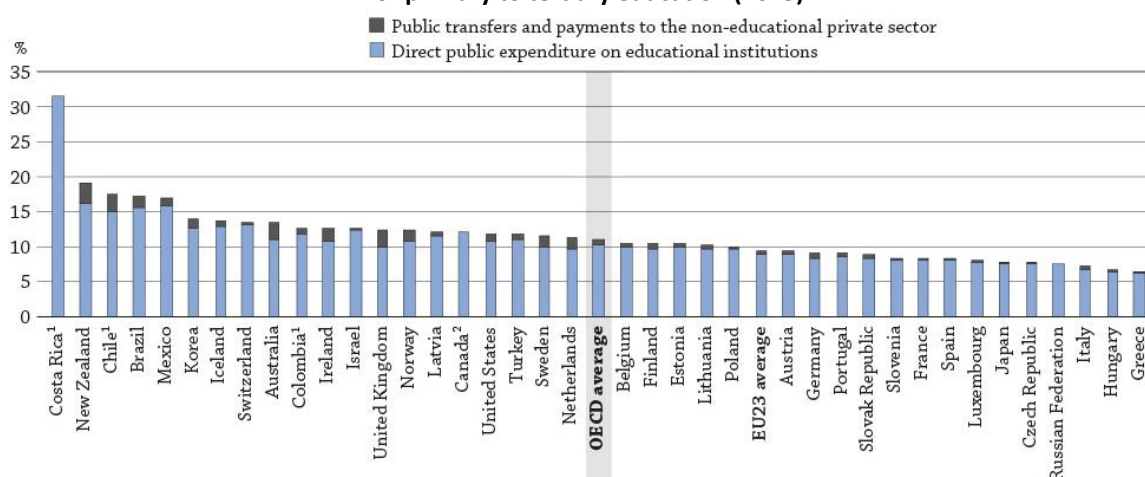
Women have higher educational attainment but lower employment prospects than their male counterparts

- In Costa Rica, 25-34 year-old women achieve higher education levels than their male counterparts: in 2017, while 45% of young women had not achieved upper secondary education, the figure was 54% for young men. At the other end of the scale, 32% of 25-34 year-old women had attained tertiary education but only 24% of 25-34 year-old men.
- In line with most OECD countries, while there are gender gaps in employment rates for young adults, the gaps narrow with higher educational attainment levels. The employment rate of 25-34 year-old women with below upper secondary education is 44 percentage points lower than for their male counterparts (Figure 1). This gap is significantly wider than the OECD average of 25 percentage points. The contrast is also striking for upper secondary or post-secondary non-tertiary educated young adults, with a 33 percentage-point gap (OECD average: 16 percentage points). Gender equality is closer for tertiary-educated young adults, as the employment rate of young Costa Rican men is only 7 percentage points above that of their women counterparts, smaller than the OECD average of 9 percentage points.
- Furthermore, Costa Rica has the smallest gender pay gap at tertiary level of all 37 OECD and partner countries with available data. Tertiary-educated women earn on average 93% of the earnings of tertiary-educated men, significantly more than the average for OECD countries of 74%.

Investment in education is a priority for the Costa Rican government

- Public spending on education is considerable in Costa Rica. In 2016 it made up 32% of total government expenditure, the highest level among OECD and partner countries (Figure 2). The OECD average is 11%. This large share is mainly explained by the Costa Rica's constitutional mandate to increase public spending in education to 8% of gross domestic product (GDP) in 2018.
- As a share of total government spending, public spending on primary education is particularly high in Costa Rica: 12.1%, more than three times the OECD average of 3.5%. Spending on secondary and tertiary education account for 11.3% and 8.1% of government spending respectively, also well over the OECD averages (4.5% and 3%).
- The Costa Rican government invests more per student than any other Latin American country with available data: it spends USD 4 387 per student from primary up to tertiary level.¹ However, despite its high ranking in Latin America, investment per student is considerably below the OECD average of USD 9 013.

Figure 2. Composition of total public expenditure on education as a percentage of total government expenditure, for primary to tertiary education (2015)




1. Year of reference 2016.

2. Primary education includes pre-primary programmes.

Countries are ranked in descending order of total public expenditure on primary to tertiary education as a percentage of total government expenditure.

Source: OECD/UIS/Eurostat (2018), Table C4.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933804603>

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Upper secondary attainment in Costa Rica has yet to reach the level of its peers

- Attaining upper secondary education is not commonplace in Costa Rica. In 2017, 50% of 25-34 year-old Costa Ricans had attained below upper secondary education as their highest level of education, in sharp contrast to the OECD average of 15%. Across Latin American countries with available data, only Mexico (52%) had a higher proportion than Costa Rica. Between 2007 and 2017, educational attainment rose substantially in the country, reducing the share of 25-34 year-olds with below upper secondary education by 9 percentage points.
- The average age of enrolment of students in upper secondary education is 18.7, close to the OECD average of 18.5. However, 23% of students in general programmes are older than the typical age of 20, a rate only surpassed by Turkey and Sweden among OECD and partner countries. In addition, repeaters account for 8% of the country upper secondary students, double the OECD average.
- Teachers in public institutions at upper secondary level spend 1 267 hours per year teaching general programmes, the longest hours of all OECD and partner economies. (OECD average: 649 hours per year). They earn USD 31 580 per year on average after 15 years of experience, more than their Turkish, Greek or Israeli peers and slightly less than their Chilean peers.

Graduating from tertiary education pays off in the labour market

- With 28% of Costa Ricans aged 25-34 attaining tertiary education in 2017, Costa Rica ranks beside Chile (30%) and Colombia (28%) among the Latin American countries with the highest attainment rates. Despite an increase of 3 percentage points since 2007, the country still stands below the OECD average of 44% on this measure.
- Graduating from tertiary education pays off in Costa Rica. On average, 25-64 year-old workers with a bachelor's degree or equivalent earn 107% more than workers with upper secondary education, and the premium rises to 237% for master's holders. This gap is significantly wider in Costa Rica than in most OECD countries, where the average earnings advantages are 45% and 91% respectively.
- Business, administration and law (36%), and education (22%) are the most popular fields of study in the country. Science-related subjects like engineering (7%) and natural sciences, mathematics and statistics (2%) are less attractive in Costa Rica than the average in OECD countries (14% for engineering, 6% for natural sciences, mathematics and statistics).

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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.

Lithuania was not an OECD member at the time of preparation of *Education at a Glance* and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in *Education at a Glance*.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on **Education at a Glance 2018** 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.

Explore, compare and visualise more data and analysis using:  <http://gpseducation.oecd.org/CountryProfile?primaryCountry=CRI&treshold=10&topic=EO>.

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Key Facts for Costa Rica in Education at a Glance 2018

| Source | Main topics in <i>Education at a Glance</i> | Costa Rica | OECD average | G20 average |
|--|--|--------------|----------------|----------------|
| Equity | | | | |
| Educational attainment of 25-34 year-olds by gender | | | | |
| 2017 | | | | |
| | | % Men | % Women | % Men |
| | | | | % Women |
| Table A1.2 | Below upper secondary | 54% | 45% | 17% |
| | Upper secondary or post-secondary non-tertiary | 22% | 23% | 46% |
| | Tertiary | 24% | 32% | 38% |
| | | | | 50% |
| Share of girls among repeaters in secondary general programmes | | | | |
| 2016 | | | | |
| Table B1.3 | Lower secondary | 40% | | 39% |
| | Upper secondary | 43% | | 42% |
| Early childhood education and care (ECEC) | | | | |
| Enrolment rates in ECEC at age 3 | | | | |
| 2016 | | | | |
| Table B2.1a | ECEC services (ISCED 0) and other registered ECEC services | 5% | | 76% |
| | | | | ** |
| Share of children enrolled in pre-primary education (ISCED 02), by type of institution | | | | |
| 2016 | | | | |
| Table B2.2 | Public institutions | 88% | | 68% |
| | Private institutions | 12% | | 32% |
| | | | | 58% |
| | | | | 42% |
| Vocational education and training (VET) | | | | |
| Enrolment in upper secondary education, by programme orientation | | | | |
| 2016 | | | | |
| Table B1.3 | Percentage of upper secondary students enrolled in vocational programmes | 33% | | 44% |
| | | | | 33% |
| Tertiary education | | | | |
| Employment rate of 25-64 year-olds, by educational attainment | | | | |
| 2017 | | | | |
| Table A3.1 | Short-cycle tertiary | 71% | | 81% |
| | Bachelor's or equivalent | 83% | | 84% |
| | Master's or equivalent | 89% | | 88% |
| | Doctoral or equivalent | ** | | 92% |
| | All tertiary levels of education | 81% | | 85% |
| | | | | ** |
| Financial investment in education | | | | |
| Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs) | | | | |
| 2015 | | | | |
| Table C1.1 | Primary | ** | | USD 8 539 |
| | Secondary | ** | | USD 9 868 |
| | Tertiary (excluding R&D activities) | ** | | USD 11 049 |
| | | | | ** |
| Teachers and the learning environment | | | | |
| Share of female teachers in public and private institutions | | | | |
| 2016 | | | | |
| Table D5.2 | Primary | 79% | | 83% |
| | Lower secondary | 57% | | 69% |
| | Upper secondary | 57% | | 60% |
| | Tertiary | 44% | | 43% |
| | | | | 43% |
| Average class size by level of education | | | | |
| 2016 | | | | |
| Table D2.1 | Primary | 15 | | 21 |
| | Lower secondary | 33 | | 23 |
| | | | | ** |
| | | | | ** |

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

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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