

## EDUCATION AT A GLANCE 2015

*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 34 OECD countries and a number of partner countries.

### COLOMBIA

#### Educational attainment, skills and participation in the labour market

*Higher educational attainment is associated with higher employment rates and earnings in Colombia but also with higher unemployment rates, in contrast with most OECD countries.*

- Two-thirds (67%) of young adults (25-34 year-olds) in Colombia attained at least upper secondary education in 2014, a higher proportion than most other Latin American countries with available data except Chile (the figures were 46% in Costa Rica and Mexico, 61% in Brazil, and 80% in Chile), but still a lower proportion than the OECD average of 83%.
- Nevertheless, 28% of young adults in Colombia attained a tertiary qualification in 2014, the highest proportion among Latin American countries with available data, but much lower than the OECD average (41%).
- Among adults with income from employment, tertiary-educated adults in Colombia earned more than twice as much (134% more) than those with upper secondary education in 2013, compared to 60% more on average in OECD countries.
- As in most countries, employment rates increase with educational attainment; and adults without an upper secondary qualification have particularly high employment rates. In Colombia 72% of adults without an upper secondary qualification were employed in 2014, well above the OECD average of 56%, whereas 76% of those with an upper secondary qualification and 84% of tertiary-educated adults were employed, close to the OECD average rates of 74% and 83% respectively.
- Contrary to most OECD countries, unemployment rates in Colombia are higher among those who attained at least upper secondary education. In 2014, the unemployment rate was 6.2% for adults without an upper secondary qualification, 8.4% for those with upper secondary or post-secondary non-tertiary qualification and 7.4% for tertiary educated adults. These rates were below the OECD average for adults without an upper secondary qualification (12.8%) and above the OECD average for those with higher levels of education (7.7% and 5.1% respectively). The pattern among younger adults is similar.

#### Equity in education and the labour market

*Whereas men and women have similar attainment levels, the labour-market prospects for women and men are starkly different, with a much larger gender gap than on average in OECD countries.*

- Among the 25-64 year-olds in Colombia, 51% of men and 53% of women attained at least upper secondary education in 2013; and 21% of men and 24% of women attained the tertiary level. However the gender gap was larger among the 25-34 year-olds: 65% of men, compared with 70% of women attained at least upper secondary education (the difference

was 3 percentage points on average in OECD countries); and 24% of men and 31% of women attained the tertiary level (the difference was 10 percentage points on average in OECD countries).

- Nearly 25% of 20-24 year-olds were neither employed nor in education or training (NEET) in Colombia in 2014, compared with an OECD average of 17.9%. The proportion was higher for women than men: 36.1% compared with 12.9%, one of the largest gender gaps after Mexico and Turkey.
- Although women and men enjoy increasing employment rates with increasing education levels, employment rates of women are much lower than those for men, especially for women without a tertiary qualification. Among adults without an upper secondary qualification, 55% of women in Colombia were employed in 2014, compared with 90% for men, a larger difference than on average in OECD countries (46% of women compared with 66% of men).
- Unemployment rates are higher for women than men and the gender difference is larger than in most OECD countries. Among tertiary-educated adults, 8.9% of women in Colombia were unemployed in 2014, compared to 5.8% of men, whereas on average in OECD countries the figures were 5.6% for women and 4.6% for men.

### Early childhood through upper-secondary education

*Fewer children than average are enrolled in the early stages of education and near-universal enrolment is only achieved from the age of 5 to 13. Students receive above-average hours of instruction over the period of compulsory education.*

- In Colombia, a below-average proportion of pupils are enrolled in pre-primary education compared with other countries, but the difference with the OECD average narrows considerably for older children: in 2013, 10% of 3-year-olds were enrolled pre-primary education in Colombia (but an additional 37% were enrolled in early childhood educational development programmes), 34% of 4-year-olds and 60% of 5-year-olds, against OECD averages of 72%, 85% and 81% respectively. However only data on enrolment in public institutions is available for Colombia and substantial number of pupils may be enrolled in private institutions.
- On average in OECD countries, in 2013 the enrolment rate was 90% or more for students aged 4-16 years, that is to say a period of 13 years. In Colombia, such a high enrolment rate was only achieved for a period of 7 years, for students aged 5-13 years old.
- Students in Colombia received 9 800 hours of compulsory instruction over the 9 years of general primary and lower secondary education in 2015. Only students in Australia (10 000 hours over 10 years) and Denmark (10 040 hours over 10 years) received more compulsory instruction time than in Colombia.
- Among 15-19 year-olds, only 57% were enrolled in educational institutions in 2013, a much lower proportion than in other Latin American countries such as Brazil (70%) and Chile (79%) and than on average in OECD countries (84%).

### The teaching profession

*School teachers in Colombia spend an above-average time teaching and manage large classes. Teachers' salaries are higher for those with higher qualification levels, but they remain lower than the OECD average.*

- Public school teachers in Colombia taught 1 000 hours a year at the primary level and 1 200 hours at lower and general upper secondary levels in 2013, among the two highest values for countries with available data, and more than 200 hours longer than the OECD average of 772 hours, 694 hours and 643 hours respectively. Contrary to most countries except Chile

and Latvia, teaching time increases with the level of education. Teaching time represented 70% or more of teachers' working time at lower secondary level in 2013.

- In Colombia, in 2013 public institutions (where most students are enrolled) had at least three more students per class than the OECD averages (24 compared with 21 students at primary level and 30 compared with 24 students at lower secondary level).
- Colombia is one of the few countries where teachers' salaries (statutory salaries) at primary and secondary levels increase with their qualification level at all stages of their careers. Nevertheless, teachers' salaries in Colombia are below the OECD average at each of these points. In 2013, statutory salaries of teachers with 15 years of experience and typical qualifications were about half the OECD average at the primary, lower secondary and upper secondary levels.

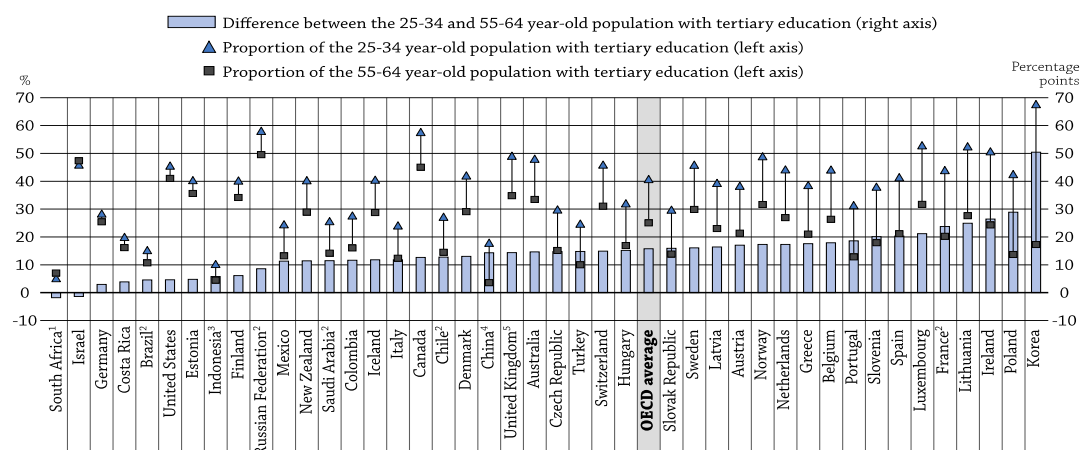
## Financing of education

*Despite an above-average proportion of its GDP spent on education, expenditure per student in Colombia is low, and a large share of funding comes from private sources.*

- In 2012, Colombia spent 6.8% of its gross domestic product (GDP) on primary to tertiary education (from both public and private sources), 1.5 percentage points more than the OECD average of 5.3%. Only New Zealand spent more, at 6.9%. As a percentage of GDP, expenditures on primary, secondary and post-secondary education (4.5%) and on tertiary education (1.9%) were bigger than the OECD averages (3.7% and 1.5% respectively).
- Annual expenditure per student from primary through tertiary education in 2012 was about USD 3 290<sup>1</sup> in Colombia, a similar level to Brazil, Mexico and Turkey, but much lower than the OECD average of USD 10 220. Per-student expenditures at primary, secondary and post-secondary non-tertiary level (USD 2 661) and at the tertiary level (USD 5 183) were also lower than the OECD averages of USD 8 982 and USD 15 028 respectively.
- Across all OECD and partner countries, most expenditure on primary to tertiary education comes from public funds, but the share of private funding in Colombia is among the largest in countries with available data (31% in 2012, compared with 17% on average in OECD countries). In 2012, the share of private funding was 22% in primary, secondary and post-secondary non-tertiary education, the largest share among countries with available data, against an OECD average of 9%. At tertiary level, 57% of funding came from private sources in Colombia against an OECD average of 30%.
- The large share of private funding at tertiary level in Colombia is related to the level of tuition fees charged to students. In 2014, tuition fees charged by tertiary public institutions rose from USD 574 for bachelor's programmes, to USD 3 212 for master's and USD 3 667 for doctoral or equivalent programmes. Tuition fees were even higher in private tertiary institutions: from USD 3 082 for bachelor's to USD 9 885 for doctoral or equivalent programmes.

**Figure: Percentage of younger and older tertiary-educated adults (2014)**

<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).



1. South Africa: Year of reference 2012.

2. Brazil, Chile, France, Korea, the Russian Federation, Saudi Arabia: Year of reference 2013.

3. Indonesia: Year of reference 2011.

4. China: Year of reference 2010.

5. The United Kingdom: Data for upper secondary attainment includes 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 the percentage-point difference between the 25-34 and 55-64 year-old population with tertiary education.

Source: OECD. Table A1.4a.

See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933283393> (Education at a Glance 2015, chart A1.2)

## References

OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.

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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.

For more information on Education at a Glance 2015 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://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=COL&treshold=10&topic=EO>



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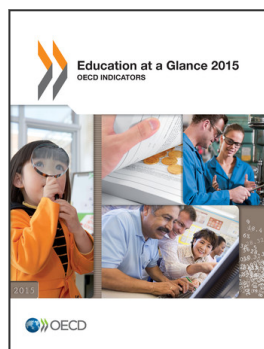
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## Key Facts for Colombia in Education at a Glance 2015

Table	Indicator	Colombia	OECD average
<b>Educational Access and Output</b>			
	<b>Enrolment rates</b>	<b>2013</b>	<b>2013</b>
C2.1	3-year-olds (in early childhood education)	47%	74%
	<b>Highest educational attainment level of 25-64 year-olds</b>	<b>2014</b>	<b>2014</b>
A1.4a	Below upper secondary	48%	24%
	Upper secondary or post-secondary non-tertiary	30%	43%
	Tertiary	22%	34%
	<b>Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)</b>	<b>2014</b>	<b>2014</b>
A1.1a	Short cycle tertiary	**	8%
	Bachelor's or equivalent	22%	16%
	Master's or equivalent	**	11%
	Doctoral or equivalent	**	1%
	<b>Entry and graduation rates</b>	<b>2013</b>	<b>2013</b>
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	62%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	19%	36%
<b>Economic and Labour Market Outcomes</b>			
	<b>Unemployment rate of 25-64 year-olds</b>	<b>2014</b>	<b>2014</b>
A5.4a	Below upper secondary	6.2%	12.8%
	Upper secondary and post-secondary non-tertiary	8.4%	7.7%
	Tertiary	7.4%	5.1%
	<b>Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)</b>	<b>2013</b>	<b>2013</b>
A6.1a	Short cycle tertiary	**	125
	Bachelor's or equivalent	**	157
	Master's, Doctoral or equivalent	**	214
	All tertiary	234	160
	<b>Percentage of people not in employment, education or training (NEET) for 15-29 year-olds</b>	<b>2014</b>	<b>2014</b>
C5.2b	Men	12%	13.2%
	Women	30.7%	17.9%
<b>Financial Investment in Education</b>			
	<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>	<b>2012</b>	<b>2012</b>
B1.1a	Primary education	2645 USD	8247 USD
	Secondary education	2677 USD	9518 USD
	Tertiary (including R&D activities)	5183 USD	15028 USD
	<b>Total expenditure on primary to tertiary educational institutions</b>	<b>2012</b>	<b>2012</b>
B2.2	As a percentage of GDP	6.5%	5.2%
	<b>Total public expenditure on primary to tertiary education</b>	<b>2012</b>	<b>2012</b>
B4.2	As a percentage of total public expenditure	**	11.6%
<b>Schools and Teachers</b>			
	<b>Ratio of students to teaching staff</b>	<b>2013</b>	<b>2013</b>
D2.2	Primary education	25 students per teacher	15 students per teacher
	Secondary education	25 students per teacher	13 students per teacher
	<b>Average actual teachers' salaries</b>	<b>2013</b>	<b>2013</b>
D3.4	Pre-primary school teachers	**	37798 USD
	Primary school teachers	**	41248 USD
	Lower secondary school teachers (general programmes)	**	43626 USD
	Upper secondary school teachers (general programmes)	**	47702 USD

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 this data.



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