

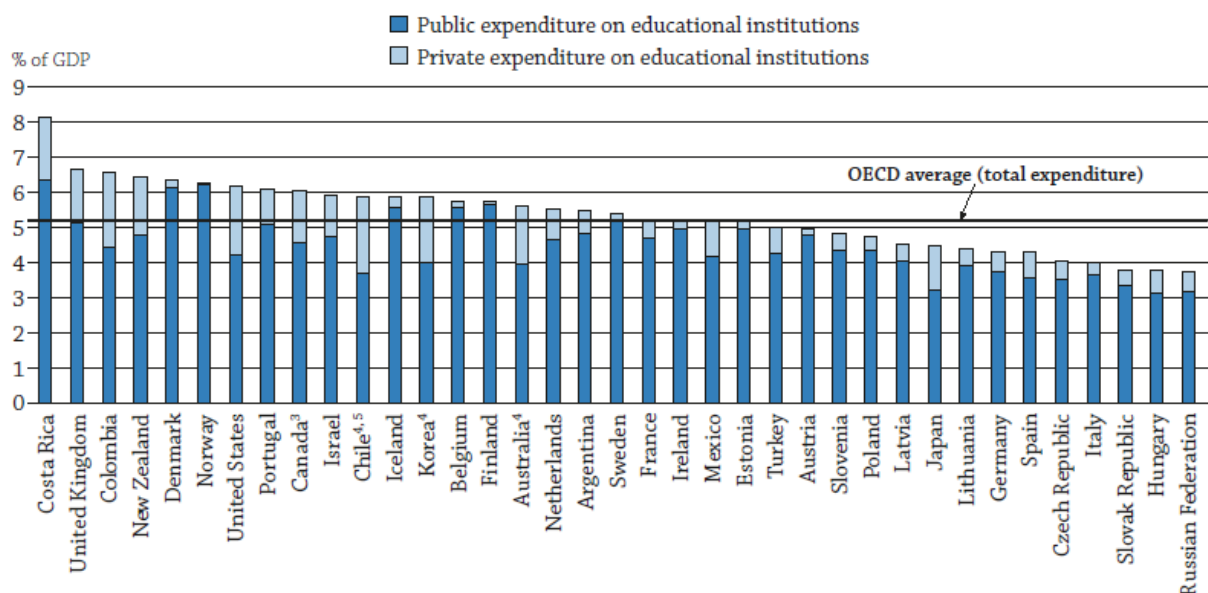
EDUCATION AT A GLANCE 2016

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.

Chile

- **Chile devoted the third largest share of public funds to education** among OECD countries in 2013, but its share of private spending on education is also one of the largest.
- **The employment prospects and earning premiums of tertiary-educated individuals in Chile are above average** for OECD countries but only 21% of the population have completed tertiary education, compared to the OECD average of 36%.
- **Teachers in Chile face comparatively low salaries and high workloads.** Their statutory working time is around 30% more than the OECD average, and the student-teacher ratio in Chile is the second highest among OECD countries.
- Among OECD countries, **Chile devotes the sixth largest share of GDP to early childhood education.** However, as enrolment rates at this level of education have more than doubled in the last ten years, expenditure per student remains comparatively low.

Figure 1. Public and private expenditure on educational institutions, as a percentage of GDP (2013)
From public¹ and private² sources



Note: Public expenditure figures presented here exclude undistributed programme.

1. Including public subsidies to households attributable to educational institutions, and direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.


3. Year of reference 2012.

4. Public does not include international sources.

5. Year of reference 2014.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.

Source: OECD, Table B2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397719>

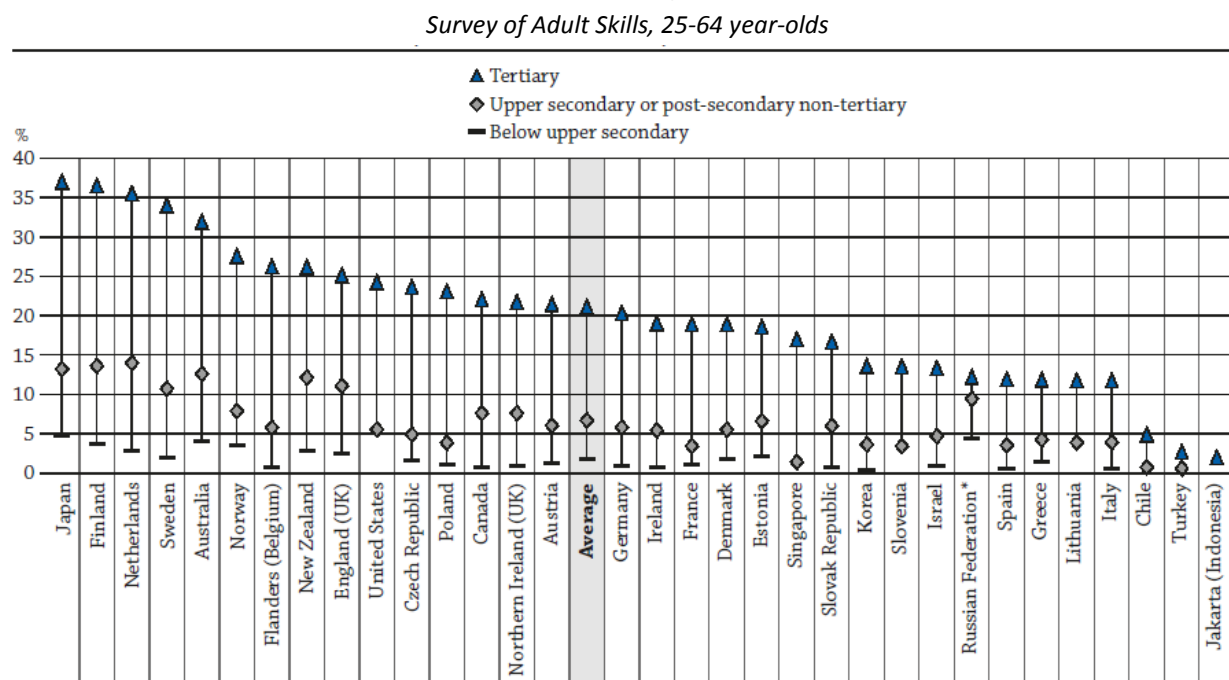
High-quality education needs sustainable funding

- Among OECD countries, Chile devotes the third largest share of public funds to education. In 2013, Chile spent a total of 14.9% of public resources on educational institutions from primary to tertiary level, which was well above the OECD average of 11.2%.
- Educational expenditure is also substantial relative to Chile's gross domestic product (GDP). The country spends a total of 5.5% of its GDP on primary to tertiary education, which was above the OECD average of 5.2% (Figure 1).
- Private expenditure remains a significant source of funding for education in Chile. At tertiary level, private spending constitutes 62% of all expenditure, more than double the OECD average of 30%. In addition, the large majority of this funding comes from private households. Private funding also remains relatively high at primary, secondary and post-secondary non-tertiary level, at 21% of all expenditure, compared to the OECD average of 9%.
- However, Chile has been increasing the share of public expenditure relative to private resources, while this ratio remained stable among OECD countries. Between 2005 and 2013, public funding of education at the primary, secondary and post-secondary non-tertiary levels rose by 8 percentage points from 70% to 78%, while it fell by 1 percentage point (from 92% to 91%) on average among OECD countries. At tertiary level, the share of public expenditure more than doubled from 16% to 35% while on average it only increased from 70% to 71% among OECD countries.
- Expenditure per student in Chile is increasing faster than on average across OECD countries at all levels of education. At tertiary level, even though enrolment grew by 34% between 2008 and 2013, more than the average growth of 11% for OECD countries, expenditure increased even more over this period (41% compared to 17%). As a result expenditure per student rose by 5% over this period, similar to the OECD average.

Tertiary education has a strong impact in the labour market

- The level of tertiary attainment among 25-64 year-olds in Chile is one of the lowest of the OECD countries. In 2015, 21% of the population had completed tertiary education, compared to the OECD average of 36%. In comparison to Latin American countries with available data, Chile has a higher tertiary education attainment rate than Brazil, where only 14% of the population has a tertiary degree, and slightly lower than Colombia, where the rate is 22%.
- If current patterns are maintained, 87% of young people in Chile are expected to enter tertiary education in the future, well above the OECD average of 68%. However, only 12% of youths are expected to enter master's programmes, compared to the OECD average of 23%.
- The employment rates of all tertiary graduates in Chile are at the OECD average: 84% of tertiary-educated adults (aged 25-64) are employed in Chile, equalling the average across OECD countries. In addition, individuals with a master's degree are much more likely to be employed than those with a bachelor's or short-cycle tertiary qualification. In 2015, 94% of master's graduates were employed in Chile, compared with 85% of bachelor's graduates and 81% of graduates from short-cycle tertiary programmes.
- Tertiary-educated individuals in Chile enjoy a very high earnings advantage – they earn on average 2.4 times the income of a person with upper secondary education. Those with a master's, doctoral or equivalent degree earn over four times the income of those with upper secondary education. This is the highest advantage of all OECD countries.
- As in all countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), the percentage of adults with high literacy proficiency in Chile is higher among tertiary-educated adults than among adults with only upper secondary education. However, the percentage is small for both groups, and the difference between them is not very large (Figure 2). In Chile, less than 1% of adults with upper secondary education as their highest level of attainment have high literacy proficiency (against an average of 7%) and only 5% of tertiary-educated adults have high literacy proficiency (average 21%).

Figure 2. Percentage of adults scoring at literacy proficiency Level 4 or 5, by educational attainment (2012 or 2015)



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and subnational entities are ranked in descending order of the percentage of 25-64 year-olds with tertiary education and literacy proficiency Level 4 or 5.

Source: OECD, Table A1.6 (L) available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396586>

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Teachers' workloads in Chile are higher at each level of education than the average for OECD countries. In 2014, teachers' total statutory working time from pre-primary to upper secondary education in Chile amounted to 2 006 hours per year, of which 1 146 hours was spent teaching. On average across OECD countries, teaching time ranged from 644 hours in upper secondary programmes to 1 005 hours in pre-primary.
- Despite working the longest teaching hours in the OECD, Chilean teachers also have large classes at all levels of education. In 2014, the average class size in Chile was among the highest of OECD countries, both in public and private institutions. In primary school the average class was 30 students, compared to an average of 21 in OECD countries. In secondary schools, the average class size was of 31 students, compared to 23 in OECD countries.
- In addition to a long schedule and a high student-teacher ratio, teachers in Chile are also paid substantially less than other workers with a tertiary education. Teachers' salaries are between 30% lower (for pre-primary teachers) and 23% lower (for upper secondary teachers) than those of tertiary-educated full-time full-year workers. The average for OECD countries is 26% and 11% respectively.
- Principals are more engaged in leadership activities in Chile than in other OECD countries. For instance, 80% of principals report collaborating with teachers to solve classroom discipline problems (compared to 62% in OECD countries) and 85% claim to take action to support co-operation among teachers to develop teaching practices, compared to 60% in OECD countries.

Access to high-quality early childhood education makes a difference later on

- Chile invests one of the largest proportions of its GDP in early childhood education across OECD countries. It allocates 1.3% of GDP to expenditure at this level of education, the sixth largest share among OECD countries. In comparison, among the other Latin American countries with available data, Argentina and Brazil allocate 0.6% of their GDP to early childhood education and Colombia 0.5%.
- Despite remaining below the OECD average, enrolment rates at this level of education have increased substantially in the last decade. In particular, between 2005 and 2014 the enrolment rate of 4-year-olds has doubled, from 42% to 84%, allowing Chile to approach the OECD average of 86%. The enrolment rate of 3-year-olds more than doubled over this period, reaching 54%, although it remains well below the OECD average of 71%.

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- Maybe as a result of the sharp increase in enrolment, expenditure per student is lower than the average for OECD countries. In 2013, Chile spent USD 6 530¹ per student at this level of education, compared to the OECD average of USD 8 618. However this figure is well above other Latin American countries, such as Argentina which spends USD 3 395 per student, and Colombia which spends USD 1 748. Of this funding, 85% comes from public resources, compared to 81% in OECD countries.
- Chile exhibits the highest ratio of children per teacher among OECD countries at this level. In 2014, there were 26 pupils per teacher, in comparison to 14 in 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.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)


Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the Technical Report of the Survey of Adult Skills.

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.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=CHL&treshold=10&topic=EQ>.

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

Key Facts for Chile in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
Gender					
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
	Below upper secondary	84%	42%	66%	46%
	Upper secondary or post-secondary non-tertiary	86%	59%	81%	67%
	Tertiary	91%	78%	88%	80%
Table A6.2	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	77%		76%	
	Upper secondary or post-secondary non-tertiary	71%		77%	
	Tertiary	63%		73%	
Table C5.2	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
	15-29 year-olds	13%	25%	12%	17%
	Percentage of female graduates, by tertiary levels of education	2014			
Table A3.4		% Women		% Women	
	Short-cycle tertiary	60%		56%	
	Bachelor's or equivalent	53%		58%	
	Master's or equivalent	55%		57%	
	Doctoral or equivalent	45%		47%	
Table A1.5.	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2015		2012 ¹	
		Men	Women	Men	Women
	Teacher training and education science	5%	20%	7%	18%
	Engineering, manufacturing and construction	39%	9%	31%	7%
Vocational Education and Training (VET)					
Table C1.3a	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
	Upper secondary education	70%	30%	56%	44%
Table A1.4.	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	41%	11%	17%	26%
Table A5.5	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	7.7%	6.9%	10%	9.2%
Financial Investment in Education					
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
	Primary education	USD 4 021		USD 8 477	
	Secondary education	USD 4 127		USD 9 811	
	Tertiary (including R&D activities)	USD 7 642		USD 15 772	
Table B2.2	Total expenditure on primary to tertiary educational institutions	2013			
	As a percentage of GDP	5.8%		5.2%	
Table B4.2	Total public expenditure on primary to tertiary education	2013			
	As a percentage of total public expenditure	14.9%		11.2%	
Early Childhood Education and Care (ECEC)					
Table C2.1	Enrolment rates in early childhood education at age 3	2014			
	ISCED 01 and 02	54%		71%	
Table C2.3	Expenditure on all early childhood educational institutions	2013			
	As a percentage of GDP	1.3%		0.8%	
	Proportions of total expenditure from public sources	85%		81%	
Teachers					
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014			
	Pre-primary school teachers	0.70		0.74	
	Primary school teachers	0.73		0.81	
	Lower secondary school teachers (general programmes)	0.73		0.85	
	Upper secondary school teachers (general programmes)	0.77		0.89	
Table D3.1a	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 17 250	USD 26 048	USD 29 494	USD 39 245
	Primary school teachers	USD 17 250	USD 26 048	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 17 250	USD 26 048	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 18 236	USD 27 495	USD 34 186	USD 46 379

Chile - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2015		2012 ¹	
Table A6.4	Teacher training and education science	USD 1 700		USD 3 004	
	Engineering, manufacturing and construction	USD 2 800		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	21 students per teacher		15 students per teacher	
	Secondary education	24 students per teacher		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	9%	7%	8%	8%
	Bachelor's or equivalent	18%	13%	21%	16%
	Master's or equivalent	1%	1%	14%	11%
	Doctoral or equivalent	**	**	1%	1%
	All tertiary levels of education	27%	21%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	81%		80%	
	Bachelor's or equivalent	85%		82%	
	Master's or equivalent	94%		87%	
	Doctoral or equivalent	**		91%	
	All tertiary levels of education	84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	132		120	
	Bachelor's or equivalent	282		148	
	Master's, doctoral or equivalent	444		191	
	All tertiary levels of education	239		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	0%		5%	
	Master's or equivalent	3%		12%	
	Doctoral or equivalent	4%		27%	
	All tertiary levels of education	0%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	87%		68%	
	All tertiary levels (excluding international students)	86%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	67%		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2015		2012 ¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	37%	**	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2015		2012 ¹	
Table C6.3	Below upper secondary	25%		26%	
	Upper secondary or post-secondary non-tertiary	46%		46%	
	Tertiary	74%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2015		2012 ¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	53%		67%	
	High literacy proficiency (Level 4 or 5)	91%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	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	88%	88%	83%	87%
	Tertiary	97%	97%	92%	94%

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

Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. 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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