

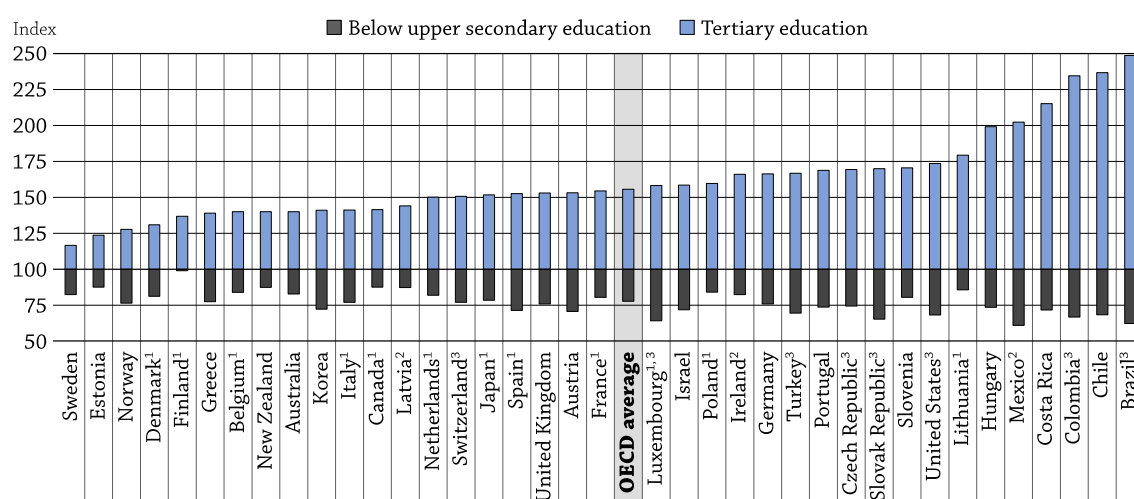
EDUCATION AT A GLANCE 2017

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.

Colombia

- **Colombia has the highest share of tertiary graduates who studied business, administration and law (45%)** of all countries with available data. Gender differences in most fields of study are relatively low in Colombia compared to other countries.
- **Annual expenditure per student in Colombia is low** compared to other countries with available data, **but Colombia spends an above-average share of its gross domestic product (GDP) on educational institutions**: 5.8% of its GDP from the primary to tertiary levels combined, compared to 5.2% on average across the OECD.
- **Tertiary-educated workers (aged 25-64) earn over twice as much as adults with an upper secondary education** (134% more) – the third highest earning premium for tertiary education of all countries with available data.
- **Net teaching time in Colombia is higher than in most countries** at the primary to upper secondary levels. The student-teacher ratio is also above-average at these levels.

Figure 1. Relative earnings of adults, by educational attainment (2015)
25-64 year-olds with income from employment; upper secondary education = 100



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

1. Year of reference differs from 2015. Refer to the source table for details.

2. Earnings net of income tax.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

Countries are ranked in ascending order of the relative earnings of 25-64 year-olds with tertiary education.

Source: OECD (2017), Table A6.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Gender differences in fields of study are less pronounced than in most countries, although they remain significant

- In 2015, 45% of tertiary graduates in Colombia had obtained a degree in business, administration and law, the most popular field of study. Colombia has the highest proportion of graduates in this field of all countries with available data – well above the OECD average of 24%. The second most popular field is engineering, manufacturing and construction, which attracts 16% of tertiary graduates (compared to 14% on average across the OECD).
- In contrast, only 7% of tertiary graduates obtain a degree in health and welfare. This is significantly below the OECD average of 15%, and below other Latin American countries such as Argentina (18%), Brazil (14%), Chile (21%), Costa Rica (16%) and Mexico (10%).
- Gender differences in fields of study are relatively low among new entrants to tertiary education. For most fields, the share of women is closer to 50% in Colombia than it is on average across OECD countries, representing a more equal gender distribution. For instance, women make up 66% of entrants to the field of education, compared to 78% on average across the OECD. Similarly, although there is a significant gender imbalance in engineering, manufacturing and construction, 32% of entrants in Colombia are women, well above the OECD average of 24%. In fact, Colombia has the third highest share of women in this field of all countries with available data after Iceland (37%) and Poland (34%). In contrast, in business, administration and law, Colombia has a greater gender imbalance, with 60% of women entrants compared to 54% on average across the OECD.

High-quality education needs sustainable funding

- Annual expenditure per student in Colombia in 2015 was relatively low compared to other countries. For instance, at the primary to tertiary levels combined, Colombia spent USD 3 245 per student.¹ This is significantly below the OECD average of USD 10 759, but it is close to other Latin American countries such as Argentina (USD 4 240), Brazil (USD 5 610), Chile (USD 5 135) and Mexico (USD 3 703). In terms of expenditure per student relative to per capita GDP, Colombia is closer to the OECD average, at 24% and 27% respectively.
- Moreover, in 2015, Colombia spent an above-average percentage of its GDP on educational institutions. At the primary to tertiary levels combined, education expenditure amounted to 5.8% of GDP, compared to 5.2% on average across OECD countries. In fact, Colombia's expenditure relative to GDP is above the OECD average at all levels of education except upper secondary, where it amounted to 0.5%, compared to 1.2% on average across the OECD.
- Similarly, the share of government expenditure devoted to education is higher than the OECD average for all levels except upper secondary education. At the primary to tertiary levels combined, 14.1% of Colombia's government expenditure goes to education, compared to an OECD average of 11.3%.
- In Colombia, a relatively high proportion of spending on educational institutions comes from the private sector. The share varies from 23% at the primary level to 22% at the lower secondary level and 26% at the upper secondary level – all at least 13 percentage points above the respective OECD averages.

Tertiary education has a significant impact in the labour market, but access to it is still limited

- In Colombia, the employment rate among 25-64 year-olds with an upper secondary or post-secondary non-tertiary qualification is 76%, compared with 83% for tertiary-educated adults – which is close to the OECD average rates of 75% and 84% respectively. The figures for young adults (25-34 year-olds) are similar: 76% of those with upper secondary or post-secondary degrees are employed, compared with 82% for those with tertiary degrees.

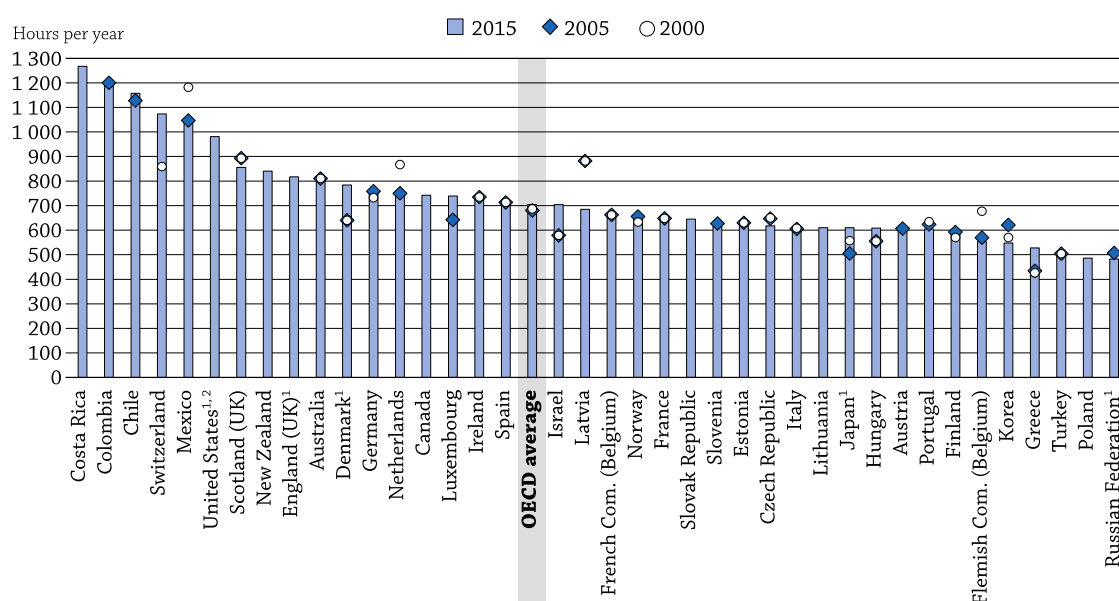
¹ In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents.

- Tertiary-educated workers also earn more than twice as much as those with an upper secondary education, with a 134% earnings advantage (Figure 1). Colombia is one of the three countries (for which data are available) with the highest earnings advantage for tertiary-educated adults, after Brazil (149%) and Chile (137%).
- However, only 22% of adults (aged 25-64) have a tertiary degree. This is significantly lower than the OECD average of 37%, but it is consistent with other Latin American countries, where the shares are 21% in Argentina, 15% in Brazil, 22% in Chile, 23% in Costa Rica and 17% in Mexico.
- If current patterns are maintained, 28% of Colombians are expected to enter a bachelor's or equivalent programme over their lifetime, compared to 57% on average across the OECD. This falls to 18% for short-cycle tertiary programmes and to 7% for master's or equivalent programmes.
- Colombia has a relatively large share of tertiary students enrolled in private institutions: 49%, compared to 32% on average across OECD countries.

School environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Colombia has a high student-teacher ratio, from the primary to post-secondary non-tertiary levels. For instance, in 2015 there were 26 students per teacher at the secondary level, considerably above the OECD average of 13. In contrast, at the tertiary level Colombia has a below-average student-teacher ratio, with 13 students per teacher, compared to the OECD average of 16.
- Teachers' statutory working time (1 600 hours per year) is similar to the OECD average for primary to upper secondary education. However, teachers' net teaching time is above average at these levels, rising from 1 000 hours per year at the primary level to 1 200 hours at the lower and upper secondary levels (Figure 2). This compares to average OECD teaching hours which vary from 794 hours in primary education to 712 hours in lower secondary education and 662 hours in upper secondary education.
- In Colombia, teachers' salaries increase sharply with experience, with salaries at the top of the scale double (2.04 times) those for teachers starting out for all education levels from primary to upper secondary education. On average across the OECD, the difference is lower, with salaries around 1.7 times higher for teachers at the top of their careers.

Figure 2. Number of teaching hours per year in general lower secondary education (2000, 2005 and 2015)



1. Actual teaching time.

2. Year of reference 2013 instead of 2015.

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2015.

Source: OECD (2017), Table D4.2. See Source for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933558857>

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Note regarding data from Israel


The statistical data for Israel are supplied by and 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 (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit

<http://www.oecd.org/education/education-at-a-glance-19991487.htm>

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

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

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Key Facts for Colombia in Education at a Glance 2017

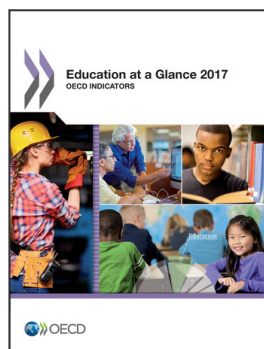
Source	Main topics in <i>Education at a Glance</i>	Colombia		OECD average		G20 average	
	Fields of study						
	New entrants to tertiary education	2015					
Table C3.1		%	% Women	%	% Women	%	% Women
	Education	7%	66%	9%	78%	9%	72%
	Business, administration and law	39%	60%	23%	54%	23%	48%
	Engineering, manufacturing and construction	21%	32%	16%	24%	18%	23%
	Early childhood education						
	Expenditure on all early childhood educational institutions	2014					
Table C2.3	As a percentage of GDP	0.5%		0.8%		**	
	Proportions of total expenditure from public sources	54%		82%		**	
	Vocational education and training (VET)						
	Enrolment in upper secondary education, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	18%	7%	37%	25%	38%	18%
	Tertiary education						
	Educational attainment of 25-64 year-olds	2016					
Table A1.1	Short-cycle tertiary			8%		10%	
	Bachelor's or equivalent	22%		16%		16%	
	Master's or equivalent	**		12%		9%	
	Doctoral or equivalent	**		1%		**	
	Employment rate of 25-64 year-olds, by educational attainment	2016					
Table A5.1	Short-cycle tertiary	**		81%		**	
	Bachelor's or equivalent	**		83%		**	
	Master's or equivalent	**		87%		**	
	Doctoral or equivalent	**		91%		**	
	All tertiary levels of education	83%		84%		**	
	Financial investment in education						
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	USD 2 490		USD 8 733		**	
	Secondary education	USD 3 060		USD 10 106		**	
	Tertiary (including R&D activities)	USD 5 126		USD 16 143		**	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	5.8%		5.2%		**	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	14.1%		11.3%		12.3%	
	Teachers						
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	77%		83%		76%	
	Upper secondary education	45%		59%		54%	
	Tertiary education	61%		43%		42%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	24		15		19	
	Secondary education	26		13		16	
	Tertiary education	13		16		18	

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

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

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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