

## 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.

### Chile

- Higher education leads to better employment opportunities for both women and men in Chile compared to those with lower levels of education. **Although educational attainment rates are evenly balanced between the genders, tertiary-educated women earn 35% less than men, the largest wage gap across OECD countries.**
- Chile's total expenditure on primary to tertiary educational institutions as a share of gross domestic product (GDP) is one of the highest across OECD countries. However, while **public expenditure on educational institutions continues to increase, private funding makes up a larger share of educational expenditure than in other countries, notably at the tertiary level.**
- Despite one of the highest levels of expenditure on early childhood education and care (ECEC) as a share of GDP among OECD countries, Chile's enrolment rate still lags behind the OECD average.**
- Working conditions for teachers are improving** in terms of teaching time and class size, **but teachers still work long hours and have lower wages** compared to other OECD and partner countries.

**Figure 1. Trends in women's earnings as a percentage of men's earnings for full-time workers with tertiary education (2005, 2016)**



1. Earnings net of income tax.

2. Year of reference differs from 2016. Refer to the source table for details.

Countries are ranked in descending order of the earnings of 25-64 year-old women as a percentage of men's earnings in 2016.

Source: OECD (2018), Table 4.3 and Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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## Although men and women have similar educational attainment in Chile, there are still inequalities in the labour market

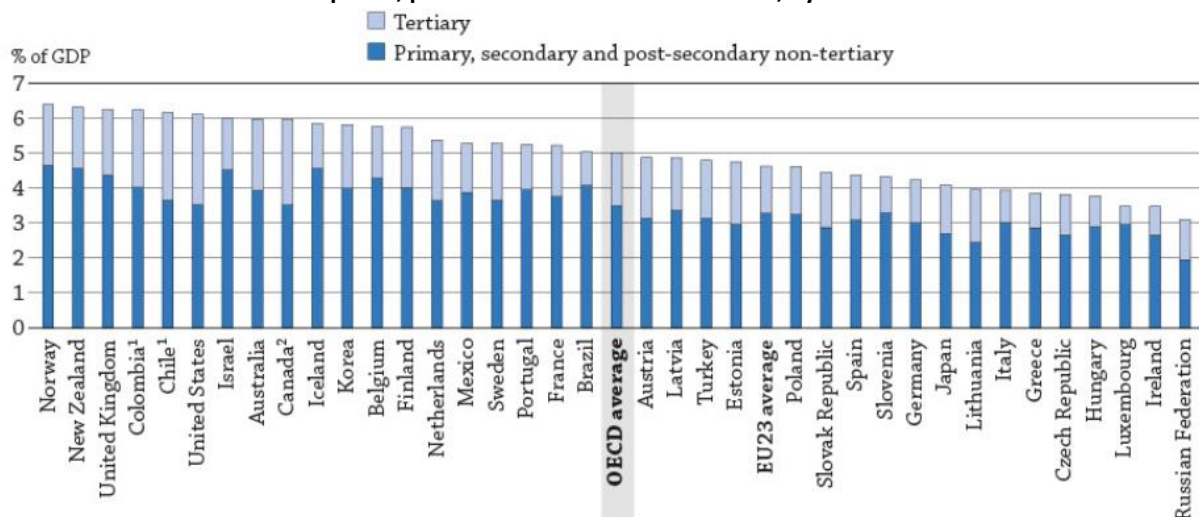
- Educational attainment in Chile remains lower than in other OECD countries. In Chile, 35% of adults aged 25-64 have only attained below upper secondary education, 14 percentage points more than the OECD average. However, the proportion of the population with upper secondary education, 42%, is comparable to the OECD average. Attainment levels are much higher among the younger generation: the share of 25-34 year-olds without upper secondary education is just 17%, comparable to the average across OECD countries of 15%.
- Higher levels of educational attainment are associated with higher earnings in the labour market. In Chile, tertiary-educated adults earn 137% more than their peers with upper secondary educational attainment – the most significant advantage in OECD and partner countries after Brazil (149%). However, the tertiary attainment level among the adult population in Chile is just 22%, 14 percentage points below the OECD average, although similar to other Latin American countries such as Colombia and Costa Rica (22% and 23%, respectively).
- Contrary to the general trend in OECD countries, men and women achieve similar educational attainment levels in Chile. Among 25-64 year-olds, 22% of both men and women have attained tertiary education (OECD average: 39% for women and 33% for men). The same gender balance is also observed at lower educational levels and for the younger generations. Among 25-34 year-old women, 31% had attained tertiary education and 52% upper secondary in 2015, similar to the attainment rates of young men (28% and 55%, respectively).
- In spite of similar educational attainment rates, women in Chile are less likely to find employment than men. On average 79% of 25-64 year-old tertiary-educated women are employed, compared to 91% of tertiary-educated men. This 12 percentage-point gap is higher than the average gap across OECD countries (9 percentage points), but similar to other Latin American countries such as Brazil, Colombia and Costa Rica (11-13 percentage points), and lower than in Mexico (17 percentage points).
- The gender wage gap is also significant among tertiary-educated adults in Chile. In 2015, tertiary-educated women earned 65% as much as men, similarly qualified compared to 74% on average across OECD countries, the largest pay gap across OECD and partner countries just after Brazil (Figure 1).
- In contrast to the usual pattern across OECD countries, there are gender imbalances in the share of young adults neither employed nor in education or training (NEET). While 21% of 18-24 year-olds are NEET in Chile, the share is higher for women (26%) than for men (16%). The gender gap doubles when comparing inactivity rates: 79% of 18-24 year-old NEET women are inactive, compared to 59% of the men.
- Across OECD countries 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 (OECD 2016). However, the percentage is small for both groups, and the difference between them is not very large. 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%). A similar pattern is observed when looking at numeracy skills (OECD 2016).

## Public expenditure continues to increase, but the share of private funding is higher than in other countries, especially at the tertiary level

- Between 2010 and 2015, total expenditure on primary to tertiary educational institutions as a share of gross domestic product (GDP) fell by slightly over 8% in Chile. Despite this, Chile still spends 6.1% of its GDP on primary to tertiary institutions (Figure 2), one of the highest rates across OECD and partner countries and above the OECD average of 5.0%.
- However, there are significant variations across educational levels. Chile devotes less of its GDP to lower secondary institutions than the OECD average (0.6% compared to 0.9%) and devotes a larger share of its investment on upper secondary institutions to general programmes (0.9%) than to vocational ones (0.4%). In comparison, OECD countries spend on average 0.6% and 0.5% of GDP on general and vocational upper secondary programmes respectively. This allocation of funds reflects Chile's enrolment patterns whereby 28% of upper secondary students are in vocational programmes compared to 44% on average across OECD countries.
- Between 2010 and 2015, expenditure per student on primary to tertiary educational institutions increased by 10%, faster than the average increase across OECD countries (7%). This increase has been mostly driven by the

increase in expenditure per student on primary and secondary educational institutions (20% compared to the OECD average of 5%). In contrast, expenditure per student fell by 13% at the tertiary level, mainly due to a steep increase in the number of students.

**Figure 2. Total expenditure on educational institutions as a percentage of GDP (2015)**  
From public, private and international sources, by level of education



1. Year of reference 2016.

2. Primary education includes data from pre-primary and lower secondary education.

Countries are ranked in descending order of total expenditure on primary to tertiary educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C2.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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- Despite the increase, expenditure per student on educational institutions in Chile is one of the lowest across OECD countries. In 2016, Chile spent USD 4 996<sup>1</sup> per student at primary and secondary levels, and USD 8 406 at tertiary levels, both significantly lower than the OECD averages of USD 9 276 and USD 15 474 respectively. However, expenditure per student in Chile is above other Latin American countries with available data. Chile spends an average of USD 5 986 per student on primary to tertiary institutions combined – above Brazil (USD 4 451), Colombia (USD 3 683) and Mexico (USD 3 611).
- Between 2005 and 2015, the relative share of public expenditure on primary to tertiary educational institutions increased by 15%, whereas the share from private sources decreased almost by 20%. The increase in public funds for educational institutions is the largest among the OECD and partner countries.
- Educational institutions in Chile are mainly funded from public sources but private expenditure remains a significant source of funding at all levels of education. In 2016, 37% of all expenditure on primary to tertiary educational institutions came from private sources, the second largest share of all OECD and partner countries, just after Colombia (38%), and more than twice the OECD average (16%). Private funding is particularly significant at the tertiary level where 68% of all expenses on educational institutions come from households and other private entities, below only the United Kingdom (71%) and much higher than the OECD average (30%). Households are the major contributor at this level, funding 57% of expenditure on tertiary institutions.
- The largest part of household spending at tertiary level goes on Chile's costly tuition fees. Public tertiary institutions in Chile charge the second highest fees (USD 7 351 per year) after the United States (USD 8 202) at bachelor's or equivalent level. Chile is the only country in which tuition in public institutions is higher than in private ones: fees for independent private institutions are more affordable (USD 6 487), although government-dependent private institutions charge even higher tuition fees than public ones (USD 8 437). The reduced number of public tertiary institutions available in Chile, around 10% of all tertiary institutions (OECD, 2017), has contributed to a lower enrolment of 15% in public institutions, compared to 72% in independent private institutions. The Free Tuition Programme launched in 2016, also known as *Gratuidad*, aimed to exempt students

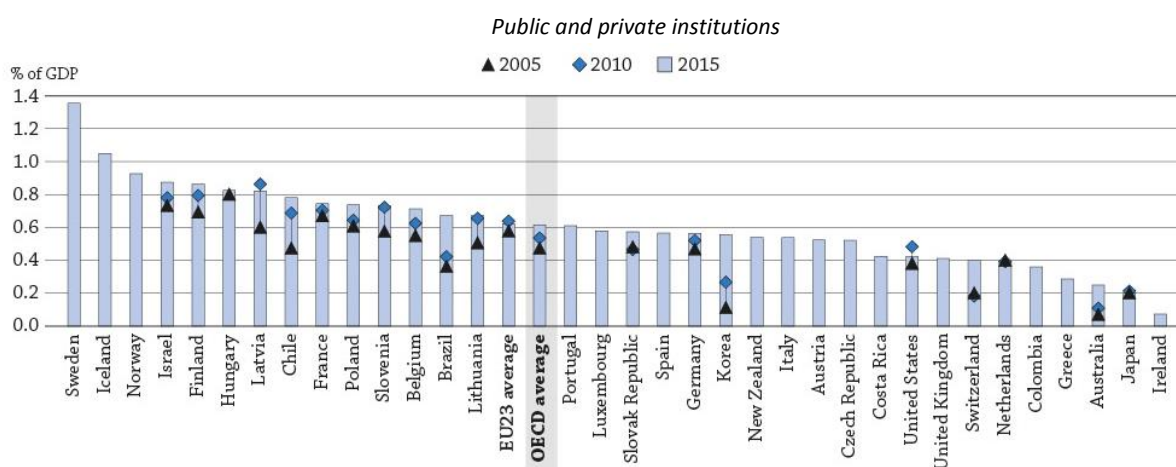
<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

from low-income families from paying tuition fees in higher education (OECD, 2017). In 2016, about 40% of students enrolled in bachelor's or equivalent programmes received scholarships or grants in support of their total or partial tuition fee payment.

## Chile has been increasing its investment in early childhood education and care, but enrolment rates are still low

- Chile has made great progress in financing early childhood education and care (ECEC), which covers early childhood development programmes (ISCED 01) for 0-2 year-olds and pre-primary education (ISCED 02) for 3-5 year-olds. In 2015, annual spending on ECEC, as a share of GDP was one of the highest across OECD countries, at 1.1%, compared to 0.8% on average across OECD countries.
- Between 2005 and 2015, even though expenditure on pre-primary education as a percentage of GDP was on the rise in the majority of OECD and partner countries, Chile showed one of the most significant increase of almost 0.3 percentage points, compared to 0.14 percentage points on average across OECD countries (Figure 3).

**Figure 3. Expenditure on pre-primary education (ISCED 02) as a percentage of GDP (2005, 2010 and 2015)**



**Note:** Comparison between countries' relative expenditure on ECEC is also a function of the duration of pre-primary education. For example, a shorter duration of pre-primary education as the result of an earlier transition to primary education may explain why some countries have expenditure on ECEC as a percentage of GDP below the OECD average (see duration of pre-primary education in Table B2.4, available on line).

Countries are ranked in descending order of expenditure as a percentage of GDP in 2015.

**Source:** OECD (2018), Table B2.3a. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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- The source of funding for ECEC education varies across countries. In Chile, public sources accounted for 87% of total spending on early childhood development programmes in 2015, higher than the OECD average of 72%, and 81% in pre-primary education, lower than the OECD average of 83%. At pre-primary level, the share of public funding increased by 15 percentage points between 2005 and 2015. In Chile, the second highest increase across OECD countries, and well above the OECD average of 4 percentage points.
- Despite these spending increases, enrolment rates among children aged 0-5 were far below the OECD averages in 2016. In Chile, 20% of children under the age of 3 and 79% of 3-5 year-olds were enrolled in early childhood education and other registered ECEC services, 13 and 7 percentage points below OECD averages respectively. The gap in pre-primary education is mostly a result of lower enrolment rates among 3-year-olds (56%, compared to the OECD average of 76%), while the rates for 4-5 year-olds are close to the OECD averages and enrolment is almost universal at the age of 5. Between 2005 and 2016, enrolment rates in pre-primary programmes more than doubled in Chile as a result of a fall in the number of eligible children and an increase in the numbers enrolled, the most significant growth across OECD countries after Poland and Turkey.
- The ratio of children to teaching staff in ECEC is high in Chile: 24 children per teacher, almost twice the average across OECD countries. However teachers' aides play a more important part in supporting children enrolled in ECEC in Chile than in other countries. The ratio of children to overall contact staff (teachers and teachers' aides) is lower: 10 children per staff member, the same as the OECD average.



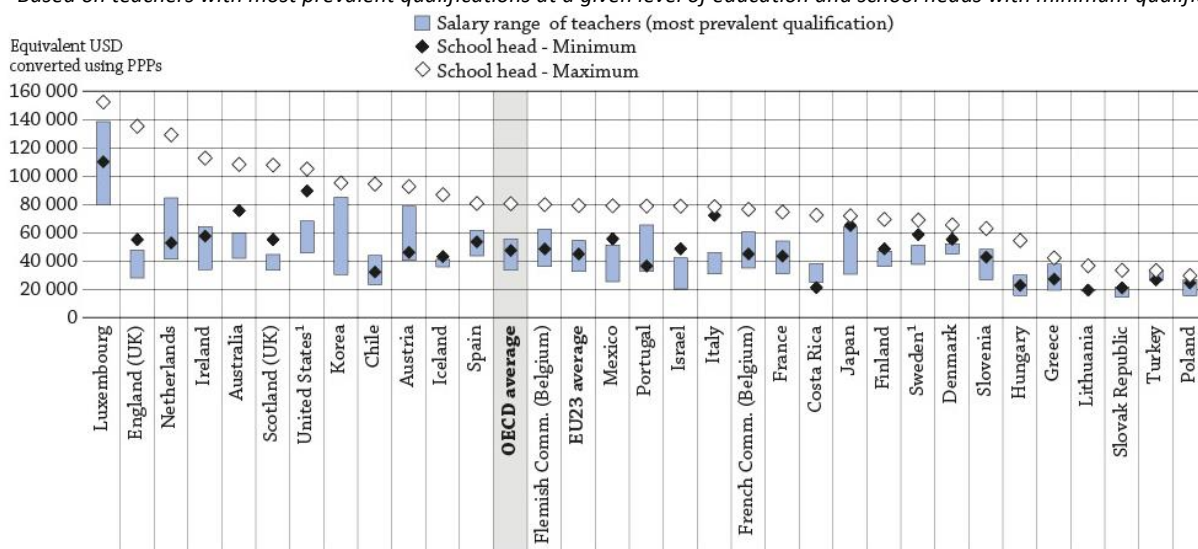
- However, the increase in children enrolled in ECEC in Chile between 2005 and 2016 has not been matched by a similar increase in teachers. While the number of children enrolled in ECEC increased by 52%, the number of teachers increased only by 23%, resulting in a 23% increase in the ratio of children to teaching staff during this period. In contrast, Israel, which saw a similar increase in the number of children enrolled over the same period, also increased its number of teachers by the same amount, resulting in a slightly lower ratio of children to teaching staff.

### Teachers still face heavy workloads and insufficient compensation compared to other OECD countries

- Between 2005 and 2016, average class sizes fell by 5% at primary and 10% in lower secondary education in Chile, compared to 1% and 7% respectively on average across OECD countries. Despite this, class sizes in primary to lower secondary education in Chile are the largest among OECD countries, with 30 students per class compared to 21-23 on average.
- Between 2005 and 2017, net teaching time for primary to secondary teachers declined from 1 128 to 1 064 hours per year whereas the average teaching time across OECD countries increased from 719 to 720 hours. In contrast to most other countries, where teaching time decreases with increasing level of education taught, teaching time is constant in Chile at all levels from pre-primary to upper secondary. While net teaching time at pre-primary level in Chile is only slightly above the OECD average, at primary and secondary level it is strikingly high, among the highest across OECD and partner countries.
- Teachers' salaries in Chile tend to be lower than on average across OECD countries. A lower secondary teacher can expect a starting statutory salary of USD 23 429, which almost doubles to around USD 43 760 at the top of the scale. This remains far below the average salaries across OECD countries, which start at USD 33 100 and reach USD 55 800 at the top of the scale (Figure 4). This pattern is observed across from pre-primary to upper secondary education.
- Teachers earn less than similarly educated full-time workers in Chile on average. Including bonuses and allowances, pre-primary teachers in Chile earn 84% of the salaries of other tertiary-educated workers while upper secondary general teachers earn 89% as much. While the relative earnings of pre-primary teachers are higher in Chile than the average across OECD countries (80%), upper secondary teachers earn relatively less in Chile than the OECD average (96%).
- Although teachers' salaries are low in Chile, school heads benefit from considerable salary progression throughout their careers. At the top of the scale, lower secondary heads earn USD 94 205 under special conditions (have more than 30 years of experience, be in schools with more than 60% of vulnerable students, and with 1,200 students or more enrolled), almost three times their starting salary and higher than the OECD average of USD 80 362 (Figure 4).
- Teaching is more attractive to young adults as a profession than across OECD countries. Young primary and secondary teachers (under the age of 30) make up one-fifth of the teaching workforce, one of the highest shares across OECD countries. However, as in most OECD and partner countries, 30-49 year-old teachers in Chile make up more than half of the teaching population. On the other hand, the share of teachers aged 50 or over is only 27% compared to 35% on average across OECD countries. Indeed, between 2005 and 2016, the proportion of teachers aged 50 or older fell, suggesting the teaching profession is getting younger.

**Figure 4. Minimum and maximum statutory salaries for lower secondary teachers and school heads (2017)**

Based on teachers with most prevalent qualifications at a given level of education and school heads with minimum qualifications



1. Actual base salaries.

Countries and economies are ranked in descending order of maximum salaries of school heads.

Source: OECD (2018), Table D3.1b available on line and Table D3.10. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-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.

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*.

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[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.

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

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## Key Facts for Chile in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
	Equity				
	Educational attainment of 25-34 year-olds by gender	2017			
		% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	17%	16%	17%	14%
	Upper secondary or post-secondary non-tertiary	55%	52%	46%	37%
	Tertiary	28%	31%	38%	50%
	Percentage of 15-29 year-olds NEETs by country of birth	2017			
Table A2.3	Native-born	18%		13%	
	Foreign-born	18%		18%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017			
		Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	62%	81%	56%	60%
	Upper secondary or post-secondary non-tertiary	71%	81%	76%	72%
	Tertiary	84%	85%	87%	79%
	Earnings of 25-64 women relative to men, by educational attainment	2016			
Table A4.3	Below upper secondary	78%		78%	
	Upper secondary or post-secondary non-tertiary	73%		78%	
	Tertiary	65%		74%	
	Share of girls among repeaters in secondary general programmes	2016			
Table B1.3	Lower secondary	42%		39%	
	Upper secondary	42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016			
		% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	35%	32%	22%	20%
	Engineering, manufacturing and construction	19%	12%	22%	10%
	Health and welfare	6%	10%	12%	19%
	First-time tertiary graduates	2016			
Table B5.1	Share of female first-time tertiary graduates	57%		57%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 <sup>1</sup>			
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	48%		49%	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%	
	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	56%		76%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016			
Table B2.2	Public institutions	32%		68%	
	Private institutions	68%		32%	
	Expenditure on pre-primary level (ISCED 02)	2015			
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 5 100		USD 8 426	
	Vocational education and training (VET)				
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016			
Table B1.3	All vocational programmes	28%		44%	
	Combined school- and work-based programmes	2%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016			
Figure B3.1	General programmes	52%		54%	
	Vocational programmes	49%		46%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015			
Table C1.1	General programmes	USD 4 852		USD 8 981	
	Vocational programmes	USD 5 054		USD 10 831	
	Tertiary education				
	Share of international or foreign students, by education level <sup>2</sup>	2016			
Table B6.1	Bachelor's or equivalent	0%		4%	
	Master's or equivalent	1%		12%	
	Doctoral or equivalent	8%		26%	
	All tertiary levels of education	0%		6%	
	Share of first-time tertiary graduates by education level	2016			
Table B5.1	Short-cycle tertiary	45%		14%	
	Bachelor's or equivalent	53%		75%	
	Master's or equivalent	2%		10%	
	Employment rate of 25-64 year-olds, by educational attainment	2017			
Table A3.1	Short-cycle tertiary	80%		81%	
	Bachelor's or equivalent	86%		84%	
	Master's or equivalent	95%		88%	
	Doctoral or equivalent	**		92%	
	All tertiary levels of education	84%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016			
Table A4.1	Short-cycle tertiary	142		123	
	Bachelor's or equivalent	264		145	
	Master's, doctoral or equivalent	472		191	
	All tertiary levels of education	237		155	

## Chile - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
	Financial resources invested 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 5 064		USD 8 539	
	Secondary	USD 4 930		USD 9 868	
	Tertiary (excluding R&D activities)	USD 8 067		USD 11 049	
	Total expenditure on primary to tertiary educational institutions	2015			
Table C2.1	As a percentage of GDP	6.1%		5.0%	
	Share of expenditure on tertiary educational institutions by source of funds <sup>3</sup>	2015			
Figure C3.1	Public expenditure	**		73%	
	Private expenditure	**		21%	
	Public to private transfers	**		6%	
	Total public expenditure on primary to tertiary education	2015			
Table C4.1	As a percentage of total government expenditure	17.5%		11.1%	
	Teachers, the learning environment and the organisation of schools				
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016			
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.84	1.17	0.82	**
	Primary	0.8	1.16	0.86	1.21
	Lower secondary (general programmes)	0.82	1.18	0.91	1.34
	Upper secondary (general programmes)	0.89	1.3	0.96	1.42
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 23 429	USD 34 231	USD 30 229	USD 40 436
	Primary	USD 23 429	USD 34 231	USD 31 919	USD 44 281
	Lower secondary (general programmes)	USD 23 429	USD 34 231	USD 33 126	USD 46 007
	Upper secondary (general programmes)	USD 24 028	USD 35 111	USD 34 534	USD 47 869
	Organisation of teachers' working time in public institutions over the school year	2017			
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 064 hours	1 962 hours	1 029 hours	1 628 hours
	Primary	1 064 hours	1 962 hours	778 hours	1 620 hours
	Lower secondary (general programmes)	1 064 hours	1 962 hours	701 hours	1 642 hours
	Upper secondary (general programmes)	1 064 hours	1 962 hours	655 hours	1 638 hours
	Percentage of teachers who are 50 years old or over	2016			
Table D5.1	Primary to upper secondary	27%		35%	
	Share of female teachers, in public and private institutions	2016			
Table D5.2	Primary	81%		83%	
	Lower secondary	68%		69%	
	Upper secondary	56%		60%	
	Tertiary	**		43%	
	Average class size by level of education	2016			
Table D2.1	Primary	31		21	
	Lower secondary	30		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

\*\* 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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