

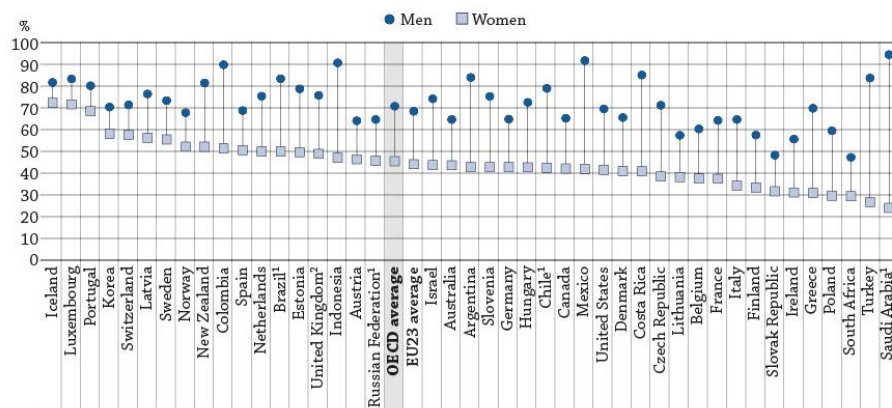
EDUCATION AT A GLANCE 2018

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.

Colombia

- **Education and labour market outcomes** in Colombia **vary significantly by region, country of origin and gender**. For instance, **although women attain higher levels of education, they face lower employment rates and a higher risk of being neither employed nor in education or training (NEET)**.
- **The labour market returns on having a tertiary degree** (employment rates, earnings premiums) **are significant** in Colombia, **but a low share of the population holds a tertiary degree**.
- **Expenditure per student is low** compared to other countries, **but Colombia devotes an above-average share of its gross domestic product (GDP) to education**: 6.2% of GDP, compared to 5% on average across OECD countries.
- Colombia has **high student-teacher ratios, in particular in public institutions, and teachers spend an above-average time teaching**.

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>

Colombia shows high disparities in education and labour market outcomes by region, gender and country of origin

- Colombia is one of the few countries where enrolment in basic education is not universal: 87% of 5-14 year-olds are enrolled in education, compared to 98% on average across OECD countries. The national average, however, hides significant disparities across regions. Enrolment rates for 5-14 year-olds range from 70% or less in Archipiélago de San Andrés, Guaviare and Vaupés to over 95% in Casanare, Cesar, Santander and Sucre. This yields a variation coefficient of 12%, compared to 2% on average across OECD countries.

- As in most countries with available data, men in Colombia have a greater risk than women of not achieving upper secondary education. Among 25-34 year-olds, 33% of men do not have an upper secondary qualification, compared to 27% of women – and both shares are well above the respective OECD averages of 17% and 14%. Men are also less likely to attain tertiary education: while 32% of women hold a tertiary degree, this proportion falls to 24% for men.
- Although women have higher educational attainment than men, they also have a greater risk of being neither employed nor in education or training (NEET). As many as 35% of female 18-24 year-olds are NEET, compared to 15% of men. This gender gap of 20 percentage points is the third highest among countries with available data, well above the OECD average of 2 percentage points.
- In addition, even though both men and women without an upper secondary education enjoy employment rates above the OECD average, the gender gap is significant: 90% of 25-34 year-old men without an upper secondary qualification are employed, compared to 51% of women (Figure 1). This 39 percentage-point gender gap is significantly higher than the OECD average of 25 percentage points. However, it is in line with other Latin American countries such as Brazil (33 percentage points), Chile (36 percentage points) and Costa Rica (44 percentage points), and well below Mexico (50 percentage points).
- As in most countries with available data, Colombia also exhibits significant gender disparities in earnings – although the size of the gender gap remains below the OECD average. A 25-64 year-old woman (working full time) with an upper secondary, post-secondary non-tertiary or tertiary education can expect to earn 79% of her male counterpart's salary, and the share is slightly lower (78%) for women without an upper secondary qualification. In contrast, on average across OECD countries, women with a tertiary education only earn 74% of men's salaries, and this proportion is slightly higher for women with lower educational attainment (below upper secondary, upper secondary or post-secondary non-tertiary), at 78%.
- Colombia is one of the few countries where foreign-born workers (working full time) earn more than native-born workers, especially at higher levels of educational attainment. While foreign-born 25-64 year-olds without an upper secondary education earn virtually the same as native-born workers (1% more), the earnings advantage jumps to 25% for people with an upper secondary or post-secondary non-tertiary education, and to 126% for tertiary-educated workers. The latter two figures are the highest among countries with available data.

Tertiary education yields significant labour market returns, but access to it is limited

- Only 22% of 25-64 year-olds in Colombia hold a tertiary degree, which is well below the OECD average of 38%, but in line with other Latin American countries such as Argentina (21%), Brazil (15%), Chile (22%), Costa Rica (23%) and Mexico (17%). Access to tertiary education is more common among the younger generation, with 28% of 25-34 year-olds holding a tertiary degree. This proportion remains, however, below the OECD average of 44%.
- In part due to Colombia's low levels of tertiary attainment, individuals who do hold a tertiary degree can expect significant labour market returns. For instance, tertiary-educated adults (aged 25-64) earn over twice as much as individuals with an upper secondary qualification (136% more). This is the third highest earnings premium after Brazil (149%) and Chile (137%), and well above the OECD average of 55%.
- In addition, as in most countries with available data, tertiary-educated adults in Colombia benefit from higher employment rates. While 75% of adults with an upper secondary or post-secondary non-tertiary education are employed, this share goes up to 83% for tertiary-educated individuals. Both values are close to the OECD averages of 76% and 85% respectively.

Colombia has a low annual expenditure per student, but it devotes a large share of its GDP to education

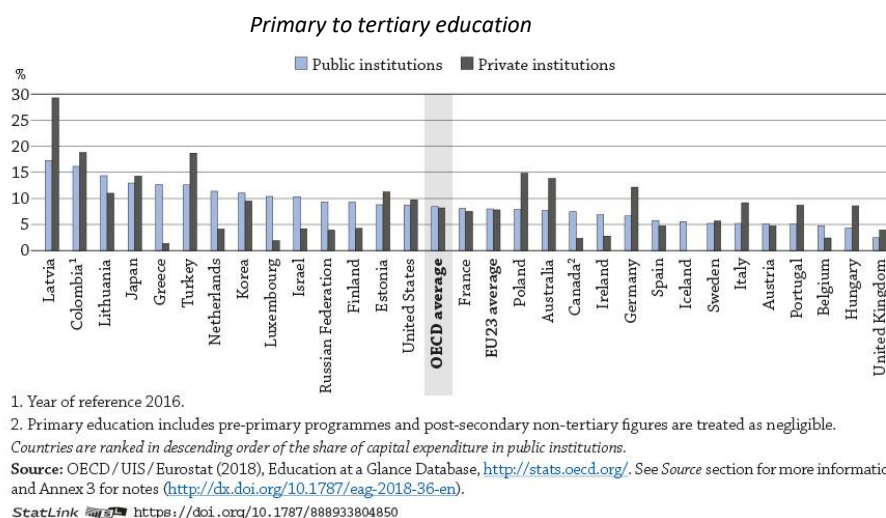
- Annual expenditure per student is low in Colombia compared to other countries. Colombia spends around USD 3 700¹ per student on educational institutions from the primary to tertiary levels combined (including

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

research and development). This value is significantly lower than the OECD average (USD 10 400), but it is close to other Latin American countries such as Brazil (USD 4 500), Chile (USD 6 000) and Mexico (USD 3 600). In terms of expenditure per student relative to GDP per capita, Colombia spends the same as the OECD average, at 26%.

- Moreover, Colombia dedicates an above-average share of its gross domestic product (GDP) to educational institutions. At the primary to tertiary levels combined, expenditure on education amounts to 6.2% of GDP, which is well above the OECD average of 5%.
- Colombia also devotes a high proportion of total government expenditure to education. At the primary to tertiary levels combined, this share reaches 14.3% in Colombia, compared to 11.1% on average across OECD countries.
- After transfers from the public to the private sector, public sources account for only 36% of expenditure on tertiary institutions in Colombia, compared to 67% on average across OECD countries. Households provide most of the funds at the tertiary level (64%). This is the highest share among countries with available data, well above the OECD average of 21%.
- A large proportion of Colombia's spending on primary to tertiary education (combined) goes to capital expenditure – that is, spending on long-lasting assets such as buildings and equipment (Figure 2). There is, however, significant variation by level of education. As much as 39% of Colombia's spending on tertiary education goes to capital expenditure, which is the second highest share among countries with available data, over three times higher than the OECD average (12%). In contrast, at the primary, secondary and post-secondary levels combined, capital expenditure is the same as the OECD average, representing 7% of total expenditure on education.

Figure 2. Share of capital expenditure as a percentage of total expenditure in public and private institutions (2015)



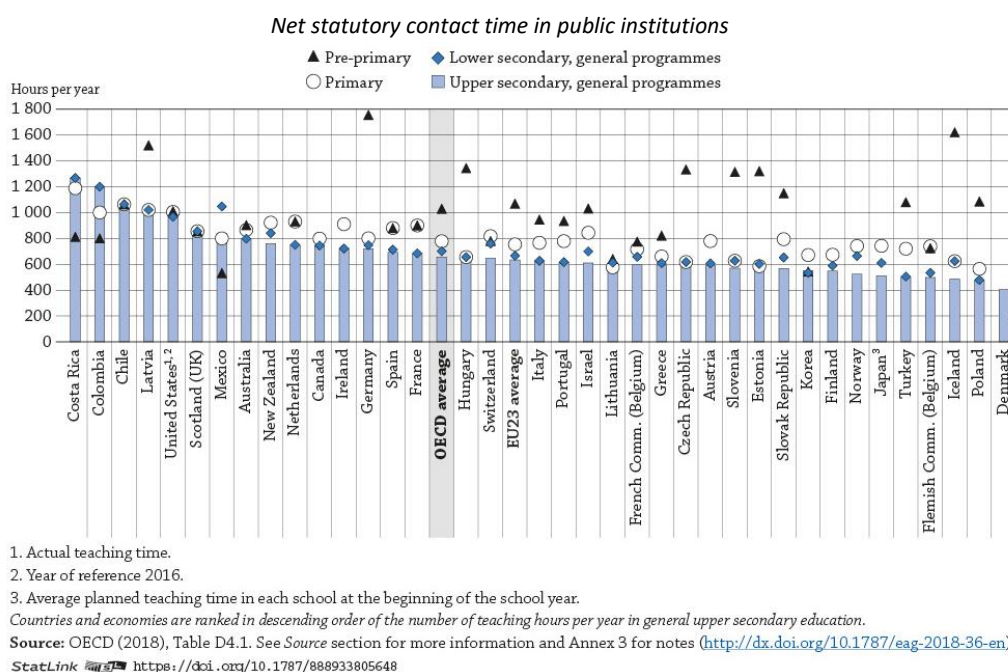
The school environment and workload influence teachers' decisions to enter – and remain in – the profession

- Teaching is a highly female-dominated profession, with women making up 70% of teachers on average across OECD countries from the pre-primary to tertiary levels. However, the gender imbalance is less marked in Colombia, with only 60% female teachers overall, closer to an equal gender distribution of 50%. In fact, tertiary education is the only level where gender imbalances are more pronounced in Colombia than in other countries. Men are over-represented in tertiary education (as in most countries), but while they make up 57% of tertiary teachers on average across OECD countries, this share goes up to 63% in Colombia.
- Teachers in Colombia are also older than average, with only 7% of teachers (from the primary to upper secondary levels) under the age of 30, compared to 11% on average across OECD countries.
- In terms of workload, teachers' statutory working time is 1 600 hours per year from the primary to upper secondary level, which is similar to the OECD average. However, Colombian teachers spend an above-average

time teaching: 1 000 hours at the primary level and 1 200 hours at the secondary level, compared to less than 800 hours on average across OECD countries (Figure 3).

- The ratio of students to teaching staff can be an indicator of the resources available for a given level of education and type of institution. Colombia has the second highest student-teacher ratio in lower secondary education (26), just after India (27) and well above the OECD average (13). However, this value is significantly higher in public institutions (28) than in private institutions (20). This gap between public and private institutions is much wider than on average across OECD countries (1 student).
- Classes are also larger in public institutions than in private ones. This is particularly striking at the lower secondary level, with 31 students per class on average in public institutions, compared to only 24 in private institutions. Both are above the OECD averages of 23 and 21 respectively.

Figure 3. Number of teaching hours per year, by level of education (2017)



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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-2018-en>.
OECD/NCES (2018), *Education at a Glance Subnational Supplement*, OECD/National Center for Education Statistics, Paris and Washington, DC, <https://nces.ed.gov/surveys/annualreports/oecd/>.

Colombia - Country Note - Education at a Glance 2018: OECD Indicators

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=COL&treshold=10&topic=EQ>.

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Key Facts for Colombia in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Colombia	OECD average	G20 average			
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	33%	27%	17%	14%	28%	26%
	Upper secondary or post-secondary non-tertiary	42%	42%	46%	37%	41%	36%
	Tertiary	24%	32%	38%	50%	32%	39%
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	41%		39%		39%	
	Upper secondary	41%		42%		41%	
	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	49%		76%		**	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	77%		68%		58%	
	Private institutions	23%		32%		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	26%		44%		26%	
	Tertiary education						
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	**		81%		**	
	Bachelor's or equivalent	**		84%		**	
	Master's or equivalent	**		88%		**	
	Doctoral or equivalent	**		92%		**	
	All tertiary levels of education	83%		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 3 178		USD 8 539		**	
	Secondary	USD 2 817		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	77%		83%		75%	
	Lower secondary	53%		69%		61%	
	Upper secondary	46%		60%		54%	
	Tertiary	37%		43%		43%	
	Average class size by level of education	2016					
Table D2.1	Primary	23		21		**	
	Lower secondary	29		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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