

## EDUCATION AT A GLANCE 2014

*Education at a Glance: OECD Indicators* is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances, and performance of the education systems in the 34 OECD member countries, as well as a number of G20 and partner countries.

### Colombia

#### Despite low attainment levels across the whole population, a significant proportion of adults has a tertiary qualification.

In Colombia, 42% of 25-64 year-olds attained at least upper secondary education, a much smaller proportion than the OECD average of 75%. Only China, Indonesia, Mexico, Portugal and Turkey have smaller proportions (varying from 22% in China to 38% in Portugal). Other Latin American countries, Argentina and Brazil, have similar proportions of adults with at least an upper secondary qualification (42% and 45%, respectively) (Table A1.2a).

Despite this small proportion of people with an upper secondary qualification, 20% of adults in Colombia attained a tertiary qualification in 2012. This proportion is also lower than the OECD average (32%), but a quarter of countries with available data (12 out of 43) show smaller proportions than Colombia. The three other Latin American countries with available data (Argentina, Brazil and Chile) all have smaller proportions of adults with this level of education (Table A1.3a).

#### The gender differences in fields of study among tertiary graduates are less marked in Colombia than in most OECD countries.

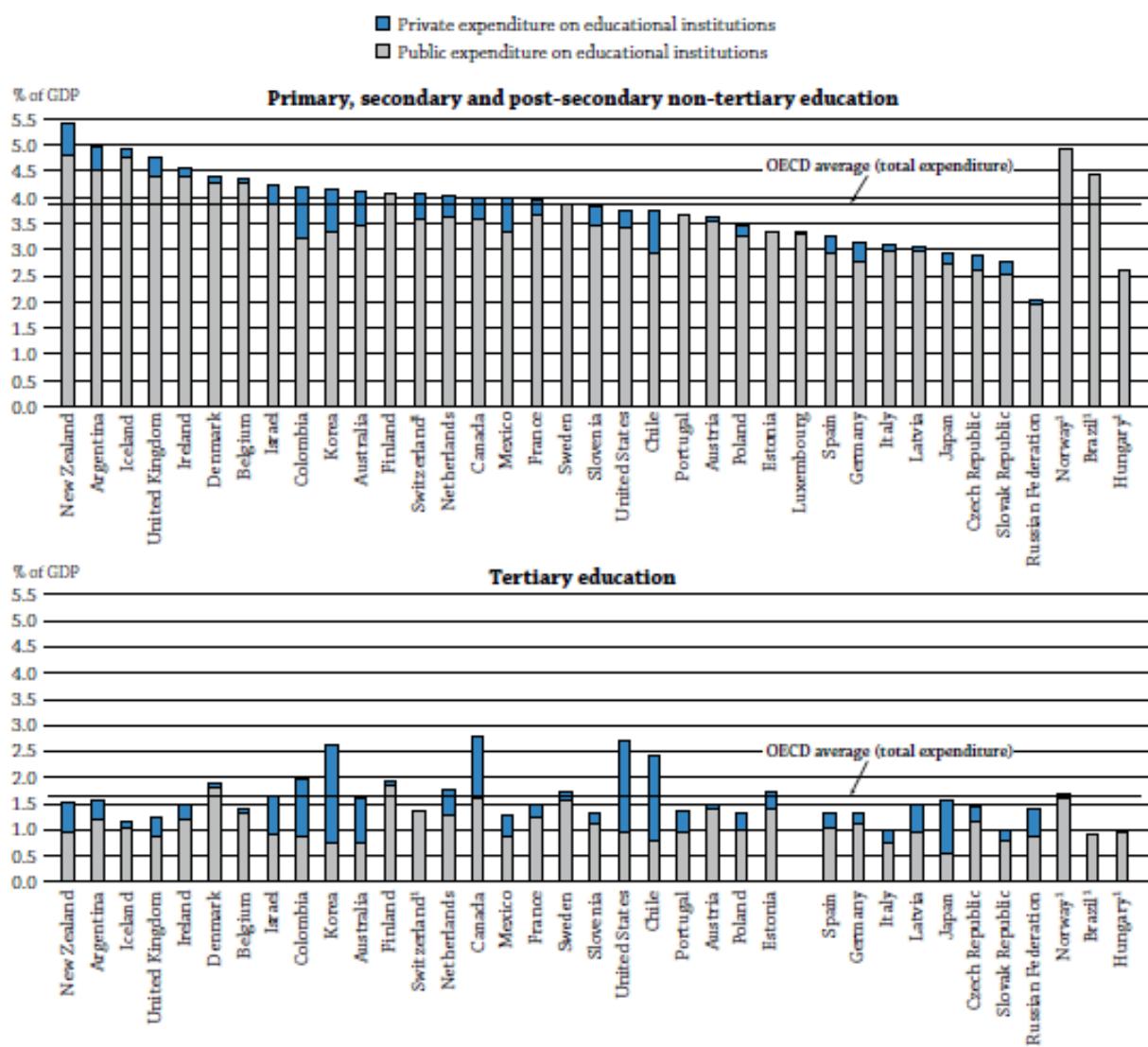
In most countries, tertiary graduates in most fields of study are predominately female. This is especially true in the fields of education. In Colombia, women represent 68% of graduates in the field of education (the OECD average is 78%). By contrast, women are awarded only a small proportion of the degrees in the fields of engineering, manufacturing and construction and computing. Colombia is one of the few countries where at least one-third of graduates from the fields of engineering, manufacturing and construction are women (the OECD average is 28%); and 29% of graduates in the field of computing are women (the OECD average is 20%). However, while there is near gender parity in the field of services on average across OECD countries (51% of graduates are women), in Colombia, only 23% of graduates in that field are women (Table A3.3).

#### Colombia spends an above-average percentage of its GDP on education...

Colombia spent 6.7% of its GDP on education (from both public and private sources), above the OECD average of 6.1% in 2011. Only Argentina (7.2%) and Chile (6.9%), along with Canada (6.8%), Denmark (7.9%), Iceland (7.7%), Israel (7.3%), Korea (7.6%), New Zealand (7.5%), Norway (7.4%) and the United States (6.9%) spent a larger proportion of their GDP on education (Table B2.1).

Expenditure as a percentage of GDP is above the OECD average at the primary, secondary and post-secondary level combined (4.2%, compared with the OECD average of 3.8%) and at the tertiary level (2.0%, compared with the OECD average of 1.6%) (see chart B2.2 below and Table B2.2). Only expenditure on pre-primary education is below the OECD average (0.5% of GDP compared with the OECD average of 0.6%) (Table B2.1).

**Chart B2.2. Expenditure on educational institutions as a percentage of GDP (2011)**  
*From public and private sources, by level of education and source of funds*



1. Public expenditure only (for Switzerland, in tertiary education only; for Norway, in primary, secondary and post-secondary non-tertiary education only). Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in primary, secondary and post-secondary non-tertiary education.

Source: OECD. Table B2.3. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink <http://dx.doi.org/10.1787/888933117307>

## ...and the share of private funding is among the largest across countries...

In Colombia, as across all OECD and partner countries, most expenditure on education comes from public funds: 65% of all expenditure on educational institutions in Colombia come from public sources, compared with the OECD average of 84%. However, the share of private funding in Colombia is one of

the three largest observed among countries (35%, compared with the OECD average of 16%) (Table B3.1).

The share of private funding is relatively large at each level of education. Some 23% of expenditure at the primary, secondary and post-secondary non-tertiary levels comes from private sources (the OECD average is 9%). At the tertiary level, most funding comes from private sources (56%, compared with the OECD average of 31%) (Table B3.1).

Private expenditure comes from individuals (through tuition fees), businesses and other private entities. Individual households account for nearly all private expenditure at the different levels of education in Colombia. Expenditure from other private entities is less than 0.5% of total expenditure in Colombia, which is the smallest share among countries that fund more than 15% of each level of education through private sources (Australia, Chile, Korea and Mexico) (Table B3.1).

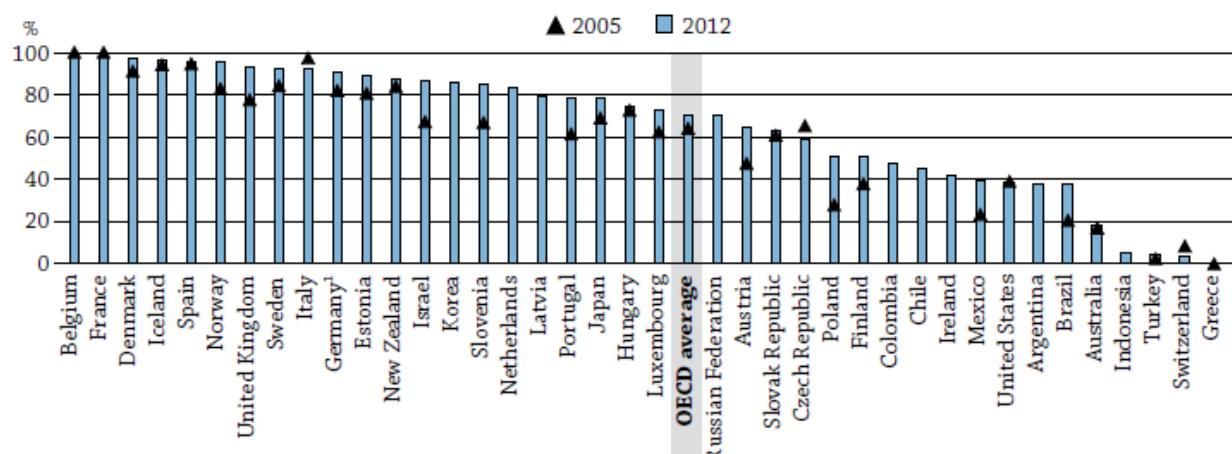
### **...but annual expenditure per student is much lower than the OECD average.**

Despite devoting a large proportion of GDP to education, Colombia's spending per student, from both public and private sources, is much lower than the OECD average. In 2011, Colombia spent USD 3 491 per pre-primary pupil (the OECD average was USD 7 428), USD 2 041 per primary student (the OECD average was USD 8 296), USD 2 207 per secondary student (the OECD average was USD 9 280), and USD 3 030 per tertiary student in public institution (the OECD average is USD 13 958 in all public and private institutions) (Table B1.1a).

### **Fewer children than average are enrolled in initial education.**

Early childhood education is a key stage for individuals and plays a significant role in children's development. In Colombia, a below-average proportion of pupils are enrolled in early education compared to other countries, but the difference with the OECD average narrows considerably when slightly older children are considered: 48% of 3-year-olds, 75% of 4-year-olds, and 65% of 5-year-olds are enrolled in pre-primary education in Colombia, compared with the OECD averages of 70%, 82% and 81% respectively on average across OECD countries (see Chart C2.1 below and Table C2.1).

**Chart C2.1. Enrolment rates at age 3 in early childhood education  
(2005 and 2012)**



1. Year of reference 2006 instead of 2005.

Countries are ranked in descending order of the enrolment rates of 3 year-olds in 2012.

Source: OECD. Table C2.1. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink <http://dx.doi.org/10.1787/888933118409>

Enrolment in education usually starts at early ages, and in most countries, 90% of 5-year-olds are enrolled in pre-primary or primary education. However, in Colombia, this proportion of children are enrolled only at age 7, even though school is compulsory from the age of 5. Most (90% or more) of 7-13 year-olds are enrolled in education, meaning that most children attend school for a period of 7 years, whereas on average across OECD countries, most 4-16 year-olds are enrolled in education, corresponding to a period of 13 years (Table C1.1a).

Towards the end of compulsory education, enrolment in education decreases in many countries. In Colombia, where compulsory schools ends at the age of 17, enrolment rates of 15-17 year-olds in secondary education are among the lowest in OECD and partner countries. Most 15-16 year-olds (79% of 15 year-olds and 67% of 16 year-olds) are enrolled in secondary education (the OECD averages are 99% and 93% respectively), but only 37% of 17 year-olds are enrolled in secondary education (the OECD average is 87%). At older ages, enrolment rates decrease even more, as students enter tertiary education (Table C1.1b).

## An above-average proportion of students is enrolled in private institution.

In most countries, including Colombia, private primary through upper secondary schools provide education to a minority of students, but the proportions of pupils enrolled in private pre-primary schools are considerably larger. However, in Colombia a larger-than-average proportion of students is enrolled in private institutions: 36% at the pre-primary level (the OECD average is 31%), 19% at the primary level (the OECD average is 11%), 19% at the lower secondary level (the OECD average is 14%), 23% at the upper secondary level (the OECD average is 19%), and 47% at the tertiary level (the OECD average is 30%) (Tables C7.1 and C7.6).

## Private schools tend to be more conducive to learning for 15-year-olds...

The learning environments of public and private schools differ in significant ways. On average across OECD countries, 15-year-olds enrolled in private schools spend one hour more per week doing homework, or other study set by teachers, than pupils enrolled in public schools (5.6 hours and 4.7

hours, respectively). The additional time exceeds 1.5 hours in Colombia (5.1 hours in public schools, 6.7 hours in private schools) as it does in 8 other countries or economies (Table C7.4).

Teachers are an essential resource for learning: the quality of a school system cannot exceed the quality of its teachers. In schools where 15-year-olds are enrolled, principals in Colombia report that teacher shortages hinder instruction, and public schools suffer teacher shortages more often than private schools – as is true in two-thirds of the PISA-participating countries and economies with available data (Table C7.4).

Private schools also tend to have higher degrees of autonomy in resource allocation and in designing curricula and assessments than public schools. In Colombia, the difference between public and private schools in the degree of autonomy they have in resource allocation is among the largest observed across all countries and economies that participated in PISA 2012 (Table C7.5).

### **...even though student performance is more strongly related to the socio-economic profile of students and schools.**

Results from the OECD Programme for International Student Assessment (PISA) surveys consistently show that there is no clear evidence about the relationship between the prevalence of private schools and the academic performance of education systems. But PISA 2012 results show that 15-year-old students enrolled in private schools had significantly better performance in mathematics than students who attended public schools. The score-point difference in favour of students attending private schools is larger in Colombia (78 score points – the equivalent of nearly two years of schooling) than the average across OECD countries (28 score points) and holds after accounting for students' socio-economic background (the difference narrows to 28 score points, compared with 12 score points on average across OECD countries). However, in Colombia as in most countries, there is no significant difference in student performance between public and private schools that have similar socio-economic profiles (Table C7.2).

### **Other findings**

- Under 2012 enrolment conditions, **a 5-year-old in Colombia can expect to participate in 13.5 years of education, on average, before reaching the age of 40**. This is 4 years less than the average expected duration of education across OECD countries (17.6 years) (Table C1.6).
- **Colombia is one of the few countries offering pre-vocational courses at the upper secondary level; nearly a quarter (24%) of upper secondary students are enrolled in these programmes** – only Ireland (31%) and the Russian Federation (24%) have similar or higher proportions (Table C1.3).
- PISA 2012 results indicate **low student performance in mathematics in Colombia due to poor results of the whole 15-year-old student population**. Nearly three-quarter (73.8%) of students in Colombia fail to reach the baseline level of proficiency in mathematics (Level 2) (the OECD average is 23%), whereas only a very small proportion of students (0.3%) are top performers (the OECD average is 12.6%). The impact of socio-economic background on mathematics performance of 15-year-olds is also stronger in Colombia than on average across OECD countries (Table A9.1a).
- On average across OECD countries, boys outperformed girls in mathematics by 11 score points in 2012. **In Colombia, the gender difference in mathematics performance is about 25 score points (in favour of boys)**. Only Chile and Luxembourg show a similar or larger gap between boys' and girls' performance in mathematics (Table A9.1a).

- Only 2% of Colombian tertiary students are enrolled abroad (Table C4.5). Nearly **two-thirds of these tertiary students are enrolled in four countries: Canada (8%), France (9%), Spain (29%) and the United States (19%)** (Table C4.4).
- Countries allocate annual instruction time differently. **Primary and lower secondary students in Colombia attend school at least 15 days more per year than the OECD average** (200 instruction days per year in Colombia, compared with the OECD average of 185 days for primary and 183 days for secondary students) (Table D1.2). This translates into an above-average number of hours of compulsory instruction over primary and secondary education: 9 800 hours in Colombia, the second highest number of hours among OECD and partner countries, and about 2 300 hours more than the OECD average (7 475 hours) (Table D1.1).
- The largest share of expenditure on education is current expenditure, which includes teachers' salaries, given the labour-intensive nature of instruction. **Current expenditure accounts for less than 72% of total expenditure only in Colombia and Indonesia at the tertiary level** (50% in Colombia, 71% in Indonesia). In all other countries, current expenditure accounts for more than 79% of total expenditure at each level of education (Table B6.2).

\* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

**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* (OECD, forthcoming).

**For more information** on *Education at a Glance 2014* and to access the full set of Indicators, visit  
[www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)

<b>Questions can be directed to:</b> Etienne Albiser Director for Education and Skills <b>Email:</b> <a href="mailto:Etienne.Albiser@oecd.org">Etienne.Albiser@oecd.org</a>	<b>Country Note Author:</b> Etienne Albiser & Juliana Zapata Director for Education and Skills <b>Email:</b> <a href="mailto:Etienne.Albiser@oecd.org">Etienne.Albiser@oecd.org</a> <a href="mailto:Juliana.Zapata@oecd.org">Juliana.Zapata@oecd.org</a>
--	--

# Key Facts for Colombia in Education at a Glance 2014

Table	Indicator	Colombia		OECD average		Rank among OECD countries and partner countries*
<b>Educational Access and Output</b>						
	<b>Enrolment rates</b>	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	48%	m	70%	64%	35 of 37
	4-year-olds (in early childhood and primary education)	75%	m	84%	79%	37 of 38
C1.1a	5-14 year-olds (all levels)	91%		98%		39 of 44
	<b>Percentage of population that has only attained below upper secondary education</b>	2012	2000	2012	2000	
A1.4a	25-64 year-olds	58%	m	24%	34%	
	<b>Percentage of the population whose highest level of attainment is upper secondary education</b>	2012	2000	2012	2000	
A1.4a	25-64 year-olds	22%	m	44%	44%	
	<b>Percentage of population that has attained tertiary education</b>	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	20%	m	33%	22%	
	25-34 year-olds	m	m	40%	26%	
	55-64 year-olds	m	m	25%	15%	
	<b>Entry rates into tertiary education</b>	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	m	m	48%	m	
	<b>Graduation rates</b>	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	m	m	84%	76%	
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	m	m	38%	28%	
<b>Economic and Labour Market Outcomes</b>						
	<b>Unemployment rate of 25-64 year-olds - Men and Women</b>	2012	2008	2012	2008	
A5.4a	Below upper secondary	m	m	14%	9%	
	Upper secondary and post-secondary non-tertiary	m	m	8%	5%	
	Tertiary	m	m	5%	3%	
	<b>Unemployment rate of 25-64 year-olds - Women</b>	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	m	m	13%	9%	
	Upper secondary and post-secondary non-tertiary	m	m	9%	6%	
	Tertiary	m	m	5%	4%	
	<b>Average earnings advantage for 25-64 year-olds with tertiary education**</b>	2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	m		159		
	Men	m		164		
	Women	m		162		
	<b>Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**</b>	2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	m		78		
	Men	m		78		
	Women	m		75		
	<b>Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education</b>	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	m	m	15%	14%	
	Upper secondary	m	m	16%	14%	
	Tertiary	m	m	13%	11%	

# Key Facts for Colombia in Education at a Glance 2014

Table	Indicator	Colombia		OECD average		Rank among OECD countries and partner countries*
<b>Financial Investment in Education</b>						
	<b>Annual expenditure per student (in equivalent USD, using PPPs)</b>	<b>2011</b>		<b>2011</b>		
B1.1a	Pre-primary education	3491		7428		30 of 36
	Primary education	2041		8296		37 of 38
	Secondary education	2207		9280		37 of 38
	Tertiary education	3030		13958		36 of 37
	<b>Total expenditure on educational institutions as a percentage of GDP</b>	<b>2011</b>	<b>2000</b>	<b>2011</b>	<b>2000</b>	
B2.2	Percentage of GDP	6.7%	m	6.1%	5.4%	11 of 37
	<b>Total public expenditure on education</b>	<b>2011</b>	<b>2000</b>	<b>2011</b>	<b>2000</b>	
B4.2	As a percentage of total public expenditure	m	m	12.9%	12.6%	
	<b>Share of private expenditure on educational institutions</b>	<b>2011</b>		<b>2011</b>		
B3.1	Pre-primary education	46%		19%		3 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	23%		9%		1 of 36
B3.1	Tertiary education	56%		31%		6 of 34
B3.1	All levels of education	35%		16%		3 of 33
<b>Schools and Teachers</b>						
	<b>Ratio of students to teaching staff</b>	<b>2012</b>		<b>2012</b>		
D2.2	Pre-primary education	m		14		
	Primary education	m		15		
	Secondary education	m		13		
	<b>Number of hours of teaching time per year (for teachers in public institutions)</b>	<b>2012</b>	<b>2000</b>	<b>2012</b>	<b>2000</b>	
D4.1	Pre-primary education	m		1001		
	Primary education	m	m	782	780	
D4.2	Lower secondary education	m	m	694	697	
	Upper secondary education	m	m	655	628	
	<b>Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)</b>	<b>2012</b>	<b>2008</b>	<b>2012</b>	<b>2008</b>	
D3.5	Primary school teachers	m	m	103	103	
	Lower secondary school teachers	m	m	102	103	
	Upper secondary school teachers	m	m	101	103	
	<b>Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education</b>	<b>2012</b>		<b>2012</b>		
D3.2	Pre-primary school teachers	m		0.80		
	Primary school teachers	m		0.85		
	Lower secondary school teachers	m		0.88		
	Upper secondary school teachers	m		0.92		

\* Countries are ranked in descending order of values.

\*\* Compared to people with upper secondary education; upper secondary = 100.

'm': data is not available. 'n': magnitude is either negligible or zero.