

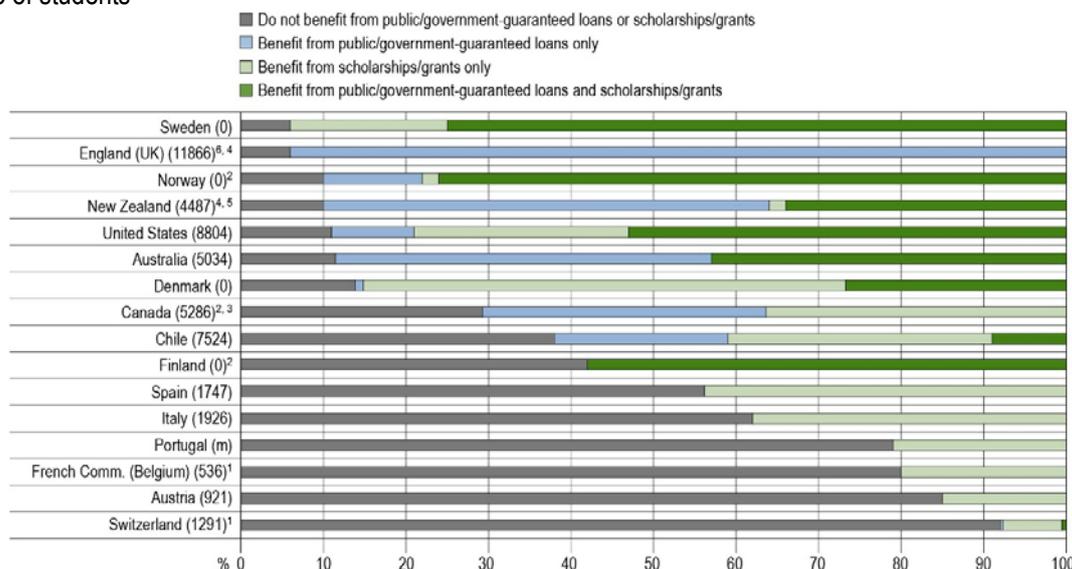
Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Chile

- **Chile has one of the smallest shares of tertiary-educated adults across OECD countries.** However, those who do attain a higher education enjoy above-average labour-market benefits.
- **Chile devotes 1.2% of its gross domestic product (GDP) to financing ECEC, one of the largest shares across OECD countries.** Although enrolment in early childhood education and care (ECEC) has been increasing in recent years in Chile, it is still lower than on average across OECD countries.
- **The teaching workforce is young in Chile** but working conditions are difficult: student-teacher ratios and statutory working hours are among the highest across OECD countries from pre-primary to upper secondary levels. This may discourage individuals from entering and remaining in the profession.
- **Chile's total expenditure per student on primary to tertiary educational institutions is low** and a large share of it is covered by private sources, particularly at tertiary level.

Figure 1. Distribution of students benefiting from public/government-guaranteed loans and scholarships/grants in bachelor's and master's long first degrees or equivalent (2017/18)

Percentage of students



Note: Annual average (or most common) tuition fees charged by public institutions for national students at the bachelor's level are indicated in parenthesis (USD converted using PPPs). The year of reference may differ across countries and economies. Please see Annex 3 for details.

1. Tuition fees correspond to public institutions and government-dependent institutions combined.
2. Data on financial support corresponds to total tertiary instead of bachelor's and master's long first degree or equivalent.
3. The data on "public or government-guaranteed loans only" and "public scholarships/grants only" include anyone who received a loan or scholarship/grant in the reference year (although they may have received other forms of financial support as well).
4. Tuition fees include short-cycle tertiary programmes and bachelor's or equivalent programmes.
5. Estimates include universities only and exclude ISCED 6, such as postgraduate certificates and diplomas.
6. Tuition fees are presented for government-dependent institutions instead of public institutions.

Countries and economies are ranked in descending order of the share of students who do not benefit from public/government-guaranteed loans or scholarships/grants.

Source: OECD (2019), Table C5.2. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/8d7880d-en>).

Tertiary attainment is still low but pays off in the labour market

- Chile has one of the lowest levels of tertiary attainment among 25-64 year-olds across OECD countries: 25% have a tertiary qualification compared to 39% on average across the OECD. In comparison to Latin American countries with available data, tertiary attainment in Chile is higher than in Brazil and Mexico, where only 18% of adults have a tertiary degree, and slightly higher than in Colombia, where the rate is 23%. Most tertiary-educated adults in Chile hold a bachelor's degree and few pursue their education to higher levels. In 2017, less than 2% had attained a master's or a doctoral degree, well below all OECD countries and the OECD average of 14%.
- However tertiary attainment has been growing in the past decade and access to tertiary education among younger adults in Chile is relatively high. In 2017, 33% of 19-20 year-olds were enrolled in tertiary education in Chile, compared to 30% on average across OECD countries. Short-cycle tertiary programmes are a common entry route into tertiary education: almost half of first-time entrants to tertiary education in Chile enter a short-cycle tertiary programme (45%), compared to 17% on average across OECD countries.
- Despite widening access, first-time tertiary entrants are less likely to complete their studies in Chile than in most OECD countries with available data. Only 16% of students who enter a bachelor's programme in Chile graduate within its theoretical duration, the lowest rate across all countries with available data. After three additional years, the completion rate increases to 54%, still below the average of 67%. Of the remaining 46% of students who have not graduated within this timeframe, about one-third are still enrolled in tertiary education and the remaining two-thirds have left the system without graduating.
- Women are more likely to complete their degree than men in Chile. In 2017, 19% of women who entered a bachelor's programme in Chile graduated within its theoretical duration, compared to an average of 11% for men. The completion rate for women after three additional years increases to 60%, still above the average for men of 45%.
- A large share of bachelor's students in Chile attend private universities. In 2017, around 80% of bachelor's students attended private universities, in contrast to most OECD countries where on average less than one-third of students did. Chile has implemented important reforms to its system, such as making access to tertiary education completely free of charge to low and medium income students. These reforms have increased the share of tertiary students receiving public or government-guaranteed loans and scholarships from 17% in 2007 to 58% in 2017 (Figure 1).
- A larger share of first-time entrants to bachelor's programmes, 30%, enrol in science, technology, engineering or mathematics (STEM) fields than in other fields of study in Chile. However, the share of women enrolled in STEAM fields is still lower than the OECD average (22% and 30% respectively). Business, administration and law accounts for 23% of new entrants – a similar share to the OECD average of 22%.
- Chile is not a popular destination for international students. In 2017, only 0.4% of tertiary students were international and this has barely changed since 2013. This figure is similar to other Latin American countries such as Brazil and Colombia with 0.2% of international students enrolled in their tertiary education systems but lower than Costa Rica (1.3%). In contrast, 6% of all tertiary students enrolled across OECD countries were international or foreign on average. About 1.2% of Chilean tertiary students are enrolled abroad, slightly below the OECD total of 1.6%.
- Chileans benefit significantly from a tertiary education. In 2017, 84% of tertiary-educated adults (25-64 year-olds) were employed in Chile, almost the same as the average across OECD countries (85%). In contrast, 72% of those with upper secondary education were employed compared to 76% on average across OECD countries. The few who do obtain a master's or doctoral degree benefit from strong employment prospects: 93% of adults with a master's or doctoral degree are employed, compared to 85% of those with a bachelor's degree and 81% of those with a short-cycle tertiary degree.
- Chile has one of the largest earnings premiums for tertiary-educated adults and it increases sharply with the level of education. Those with a short-cycle tertiary degree earn 40% more than those with an upper secondary education while those with a bachelor's degree earn 163% more. Both values are well above

the OECD averages of 20% for short-cycle tertiary and 44% for bachelor's level. Holders of a master's or doctoral degree earn 4.7 times as much as those with an upper secondary education, the highest earnings advantage of all countries with available data.

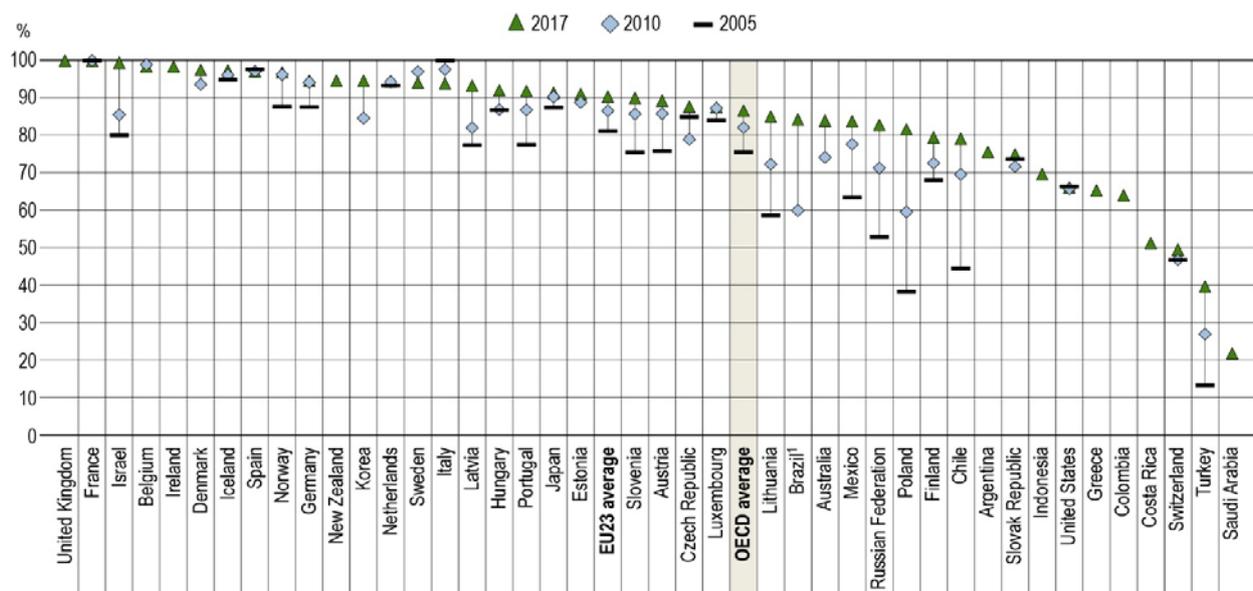
- Although women are more likely to complete tertiary education than men in Chile, there are strong gender differences in earnings. Women with a tertiary education degree earn only 68% of the earnings of their male counterparts, 7 percentage points below the OECD average.

Despite increasing enrolment and investment in early childhood education, Chile still lags behind other OECD countries

- Enrolment in 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, is still low in Chile. In 2017, 22% of children under the age of 3 were enrolled in early childhood education and other registered ECEC services in Chile, 15 percentage points below the OECD average. Enrolment rates of children aged 3 to 5 in ECEC, increased substantially in Chile over the last decade. Between 2005 and 2017, their enrolment increased by 35 percentage points, reaching 79% in 2017 (Figure 2), although this is still below the OECD average of 87%.

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2017)

Early childhood education (ISCED 0) and primary education



Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2017.

1. Year of reference 2012 instead of 2010.

Source: OECD (2019), Table B2.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Expenditure on ECEC in Chile as a share of GDP is among the highest across OECD countries. In 2016, annual spending on ECEC, as a share of GDP was 1.2% compared to 0.8% on average across OECD countries. Between 2012 and 2016, Chile's expenditure on pre-primary education relative to GDP grew by almost 0.2 percentage points, one of the biggest rises across OECD countries, while the OECD average remained stable over the same period.
- Despite the increase in investment in ECEC, spending per child is still low. In 2016, Chile spent USD 6 600¹ per child at pre-primary level, about 20% less than the OECD average. The difference is even larger in early childhood education development programmes, where Chile invested USD 8 018, 34% below the OECD average.

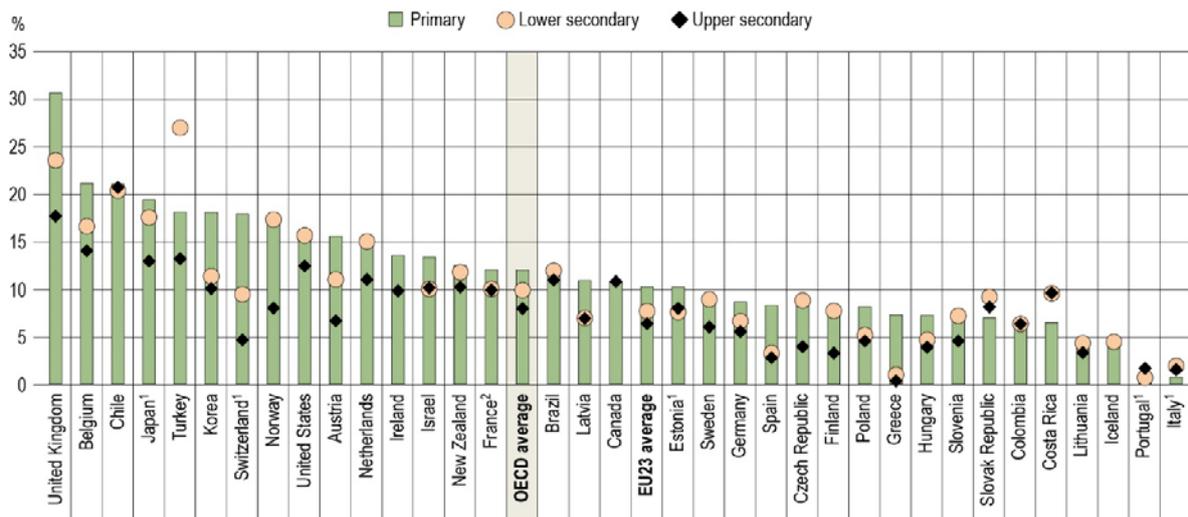
¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

- A large share of total expenditure on ECEC comes from public sources in Chile. In 2016, 82% was funded by public sources, the same as the OECD average. While the share of public funds is the same as the OECD average for pre-primary institutions, public sources contribute a larger share of total expenditure in early childhood development programmes in Chile: 82% compared to 69% on average across OECD countries.

The teaching workforce is young but the school environment and workload might discourage individuals from entering and remaining in the profession

- The teaching workforce is young in Chile compared to other OECD countries (Figure 3). In 2017, one-fifth of primary and secondary teachers were under 30, one of the largest shares across OECD countries, just after the United Kingdom. As in most OECD and partner countries, more than half of all teachers in Chile were aged 30-49 years old, whereas only 26% were 50 or over, compared to 36% on average across OECD countries.

Figure 3. Share of teachers less than 30 years old, by level of education (2017)



1. Upper secondary includes programmes from other levels of education.

2. Public and government-dependent private institutions only.

Countries are ranked in descending order of the share of teachers who are less than 30 years old in primary education.

Source: OECD/UIS/Eurostat (2019), Table D5.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Classes in Chile are large compared to other countries. On average, there were 31 students per class in primary and 30 in lower secondary schools, well above the OECD averages of 21 students at primary and 23 at lower secondary. Class sizes remain large in Chile despite having shrunk substantially between 2005 and 2017: they fell by 5% in primary and 11% in lower secondary education, compared with the OECD average of a 1% reduction in primary class sizes and a 6% reduction in lower secondary ones.
- Chile also has one of the highest ratios of students to teaching staff in the OECD, for primary and secondary education. At the primary level, Chile has 20 students per teacher, compared to 15 on average across the OECD. At the secondary level, the student-teacher ratio increases to 21, one of the highest among OECD countries.
- Teachers in Chile work more hours than in other OECD countries. In 2018, their statutory working time was 1 962 hours per year for teachers from pre-primary to upper secondary level, the longest hours among OECD countries with available data. The amount of working time they are required to spend at school is also high, 1 830 hours per year from pre-primary to upper secondary education. The new National Teachers' Policy (2016) has as an objective to improve teachers' working conditions such as salary and working hours.
- Although teachers' salaries increase sharply with experience, with salaries at the top of the scale almost double starting salaries, they remain significantly lower than the OECD average for all levels of education.

For instance, primary teachers with the most prevalent qualifications earn a statutory annual salary of USD 23 747 at the beginning of their careers, rising to USD 44 107 at the top of the scale. This compares to the OECD averages of USD 31 276 starting out and USD 51 484 at the top of the scale.

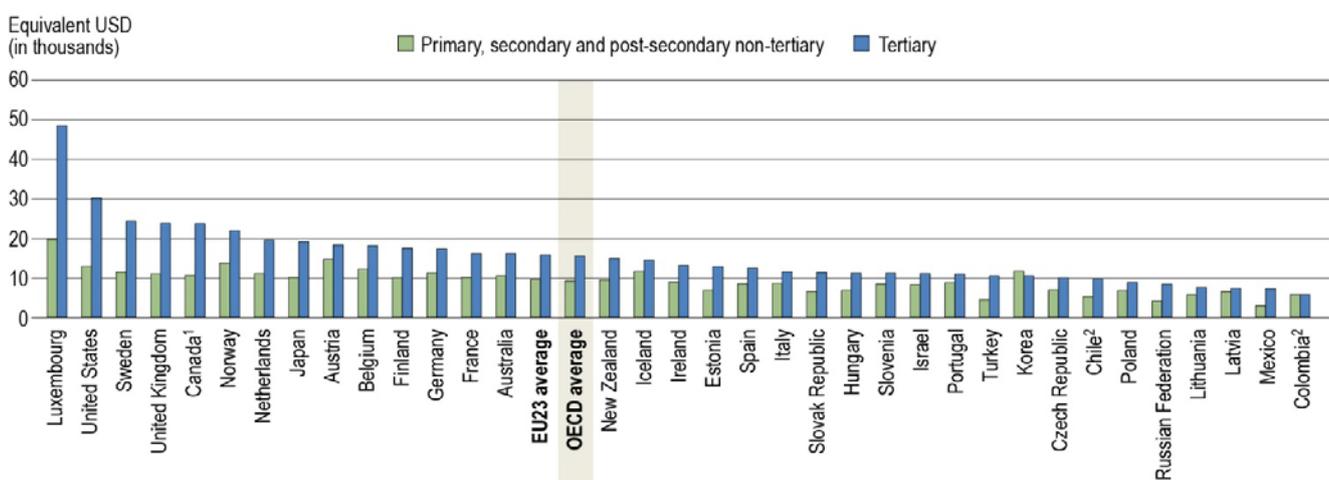
- Teachers earn less than similarly educated full-time workers in Chile on average. Including bonuses and allowances, pre-primary teachers in Chile earn 89% of the salary of other tertiary-educated workers while upper secondary general teachers earn 96% as much. Although teachers earn less than their peers in Chile, their relative earnings are higher than the average across OECD countries of 78% at pre-primary level and 93% at upper secondary.

Expenditure per student is low despite increases in spending over recent years

- Chile spends a large proportion of its GDP on educational institutions. In 2017, Chile spent 6.3% of its GDP on primary to tertiary educational institutions, one of the highest rates across OECD and partner countries and above the OECD average of 5%. Despite a 23% increase in GDP since 2010, expenditure as a share of GDP has been steadily increasing, especially on tertiary institutions, resulting in a 6.7% increase overall by 2017, and 8.2% at tertiary level. Despite the fact that most of the expenditure from primary to tertiary level is public (4% of GDP), a large share of private resources are devoted to educational institutions (2.3% of GDP), the largest share across OECD and partner countries.
- Chile spends the largest share of its total government expenditure on education (17.4%) across OECD and partner countries. The share of total government expenditure on primary and secondary education was the second highest (12%) across OECD and partner countries, just after Mexico (12.4%), while this share was the highest at tertiary level (5.4%).
- Despite the large share of national wealth invested in education, expenditure on educational institutions per student in Chile is one of the lowest across OECD countries (Figure 4). In 2017, Chile spent just over USD 5 300 per student at primary and secondary levels, and almost USD 9 800 at tertiary levels, both significantly lower than the OECD averages of around USD 9 400 per student at primary and secondary level and USD 15 600 at tertiary level. Despite these lower levels of spending, Chile's investment per student from primary to tertiary levels of USD 6 600 is above other Latin American countries such as Colombia and Mexico, which both spent around USD 3 600.

Figure 4. Total expenditure on educational institutions per full-time equivalent student, by level of education (2016)

In equivalent USD converted using PPPs



1. Primary education includes pre-primary programmes. Post-secondary non-tertiary figures are treated as negligible.

2. Year of reference 2017.

Countries are ranked in descending order of the total expenditure per student on tertiary education.

Source: OECD/UIS/Eurostat (2019), Table C1.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Educational institutions in Chile are mainly funded by public sources but private expenditure remains a significant source of funding. In 2017, 37% of all expenditure on primary to tertiary educational institutions came from private sources, a share which is 21 percentage points higher than the OECD average. Private funding is particularly significant at the tertiary level where 64% of all spending on educational institutions come from households and other private entities, much higher than the OECD average of 32%.

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]
<https://dx.doi.org/10.1787/eag-2019-en>.

For more information on **Education at a Glance 2019** 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=EO>.

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for Chile in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
Tertiary education					
Educational attainment of 25-64 year-olds					
		2018			
Table A1.1	Short-cycle tertiary	9%		7%	
	Bachelor's or equivalent	15%		17%	
	Master's or equivalent	2%		13%	
	Doctoral or equivalent	**		1%	
Tertiary attainment of 25-34 year-olds, by gender					
		2008	2018	2008	2018
Table A1.2	Men	**	30%	31%	38%
	Women	**	37%	40%	51%
	Total	**	34%	35%	44%
Distribution of first-time tertiary entrants by education level					
		2017			
Table B4.1	Short-cycle tertiary	45%		17%	
	Bachelor's or equivalent	53%		76%	
	Master's or equivalent	2%		7%	
Share of international or foreign students, by education level¹					
		2017			
Table B6.1	Bachelor's or equivalent	0%		4%	
	Master's or equivalent	2%		13%	
	Doctoral or equivalent	8%		22%	
	All tertiary levels of education	0%		6%	
Employment rate of 25-64 year-olds, by educational attainment					
		2018			
Table A3.1	Short-cycle tertiary	81%		82%	
	Bachelor's or equivalent	85%		84%	
	Master's or equivalent	93%		88%	
	Doctoral or equivalent	**		92%	
	All tertiary levels of education	84%		85%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study					
		2018			
Table A3.4	Education	83%		84%	
	Business and administration and law	83%		86%	
	Engineering, manufacturing and construction	89%		89%	
	Health and welfare	83%		87%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)					
		2017			
Table A4.1	Short-cycle tertiary	140		120	
	Bachelor's or equivalent	263		144	
	Master's, doctoral or equivalent	470		191	
	All tertiary levels of education	238		157	
Upper secondary and vocational education and training (VET)					
Upper secondary or post-secondary non-tertiary attainment rate					
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	51%		41%	
	Percentage of first-time upper secondary graduates with a vocational qualification				
Table B3.1	Vocational programmes	31%		40%	
	Age at graduation from upper secondary education, by programme orientation				
		2017			
Figure B3.1	General programmes	19		18	
	Vocational programmes	18		21	
Share of women among upper secondary graduates, by programme orientation					
		2017			
Figure B3.2	General programmes	52%		55%	
	Vocational programmes	49%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education					
		2018			
Table A3.3	Employment rate	69%		78%	
	Unemployment rate	10%		7%	
	Inactivity rate	23%		16%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation					
		2016			
Table C1.1	General programmes	USD 5 031		USD 9 397	
	Vocational programmes	USD 5 432		USD 10 922	
Early childhood education and care (ECEC)					
Enrolment rate of 3-5 year-olds in education					
Table B2.2	ECEC and primary education	79%		87%	
	Share of children enrolled in private institutions				
Table B2.3	Pre-primary level (ISCED 02)	63%		34%	
	Ratio of children to teaching staff				
Table B2.3	Pre-primary level (ISCED 02)	24		16	
	Expenditure on children aged 3-5 enrolled in education				
Table B2.4	Annual expenditure per child, in USD ² per child	USD 6 641		USD 8 141	

Source	Main topics in <i>Education at a Glance</i>	Chile		OECD average	
Social outcomes and adult learning					
Participation in formal and/or non-formal education, by educational attainment					
2016					
Table A7.1	Below upper secondary	25%		n.a.	
	Upper secondary or post-secondary non-tertiary	46%		n.a.	
	Tertiary	74%		n.a.	
Participation in cultural or sporting activities in the last 12 months, by educational attainment					
2015					
Table A6.1	Below upper secondary	**		n.a.	
	Upper secondary or post-secondary non-tertiary	**		n.a.	
	Tertiary	**		n.a.	
Financial resources invested in education					
Total expenditure on educational institutions, by level of education²					
2016					
		USD/student	% GDP	USD/student	% GDP
Table C1.1 and C2.1	Primary	USD 5 371	1.8%	USD 8 470	1.5%
	Lower secondary	USD 5 556	0.6%	USD 9 884	0.9%
	Upper secondary	USD 5 142	1.2%	USD 10 368	1.1%
	Tertiary (including R&D)	USD 9 769	2.7%	USD 15 556	1.5%
Share of expenditure on educational institutions, by final source of funds					
2016					
		Public	Private	Public	Private
Table C3.1	Primary, secondary and post-secondary non-tertiary	83%	17%	90%	10%
	Tertiary (including R&D)	36%	64%	66%	32%
Total public expenditure on primary to tertiary education					
2016					
Table C4.1	As a percentage of total government expenditure	17.4%		10.8%	
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					
2017					
		Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	0.89	1.42	0.78	**
	Primary	0.87	1.41	0.84	1.25
	Lower secondary (general programmes)	0.89	1.44	0.88	1.34
	Upper secondary (general programmes)	0.96	1.58	0.93	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²					
2018					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	USD 23 747	USD 34 577	USD 31 276	USD 42 078
	Primary	USD 23 747	USD 34 577	USD 33 058	USD 45 947
	Lower secondary (general programmes)	USD 23 747	USD 34 577	USD 34 230	USD 47 675
	Upper secondary (general programmes)	USD 24 555	USD 35 763	USD 35 859	USD 49 804
Organisation of teachers' working time in public institutions over the school year					
2018					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Tables D4.1a and D4.1b	Pre-primary	1 063 hours	1 962 hours	1 024 hours	1 613 hours
	Primary	1 063 hours	1 962 hours	783 hours	1 612 hours
	Lower secondary (general programmes)	1 063 hours	1 962 hours	709 hours	1 634 hours
	Upper secondary (general programmes)	1 063 hours	1 962 hours	667 hours	1 629 hours
Percentage of teachers who are 50 years old or over					
2017					
Table D5.1	Primary to upper secondary	26%		36%	
Share of female teachers, in public and private institutions					
2017					
Table D5.2	Primary	81%		83%	
	Lower secondary	68%		69%	
Total number of compulsory instruction time, by level of education					
2019					
Table D1.1	Primary	6 047 hours		4 568 hours	
	Lower secondary	2 103 hours		3 022 hours	
	Upper secondary	4 566 hours		**	
Average class size by level of education					
2017					
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. For some countries, data on foreign students are provided instead of international students.

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

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.