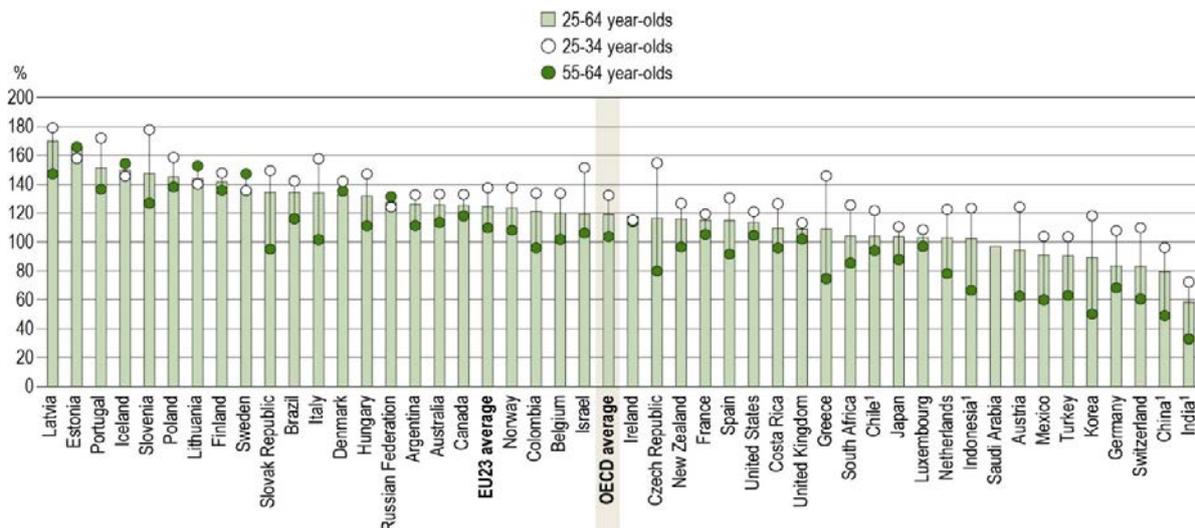


Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Colombia

- Colombia has one of the **lowest shares of tertiary-educated adults, with very few expected to enrol in doctoral programmes**. Having a tertiary degree, however, carries the **second highest earnings premium** among OECD countries.
- **Young women in Colombia have greater educational attainment but lower earnings** than their male peers. In 2017, full-time female workers with a tertiary qualification **still earned around 20% less than similarly educated men**.
- **Stronger investment is needed to improve access to and quality of early childhood education and care across Colombia**: the system faces low enrolment rates for 3-5 years-old, low levels of expenditure, and the highest ratio of children per teacher among OECD countries.
- **Colombian teachers with similar professional experience have the same salaries at all education levels but teaching time varies**. Secondary teachers in Colombia have to teach 120 hours per year less than those at primary level but there are on average 7 more students per teacher at secondary level.

Figure 1. Share of tertiary-educated women as a percentage of the share of tertiary-educated men, by age group (2018)



1. Year of reference differs from 2018. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the percentage point difference for the age group 25-64.

Source: OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Tertiary education is expanding in Colombia but it still has a long way to go

- Colombia has one of the lowest shares (23%) of tertiary-educated adults (25-64 year-olds) among OECD countries. Although the share of tertiary-educated younger adults (25-34 year-olds) is slightly higher, at 29%, it is still among the lowest of the OECD countries. The shortage of tertiary-educated adults may explain why having a tertiary degree carries an earnings advantage that is surpassed only by Chile: adults with tertiary degrees earn over twice as much in Colombia as adults with an upper secondary education, whereas on average among OECD countries tertiary-educated adults are only paid 57% more. The earnings advantage increases with age in Colombia: while 25-34 year-olds with tertiary degrees earn 95% more than their peers with upper secondary degrees, 45-54 year-olds earn 166% more.
- The majority of adults with tertiary education (82%) are in employment in Colombia, a sign that the tertiary education system is relevant to the labour market. However, access to the labour market varies between regions: Colombia exhibits high regional variation in employment rates among tertiary-educated adults, ranging from 76% in Chocó to 86% in Nariño and the capital region (OECD, 2019^[2]).
- The private sector plays an important role in Colombian tertiary education, particularly at bachelor's and master's level where 60-70% of students are enrolled compared to 30% on average across OECD countries. In contrast, only 20% of short-cycle tertiary students enrol in private institutions in Colombia compared to 40% on average across OECD countries.
- If current enrolment patterns continue, only 0.1% of Colombian adults will enter a doctoral programme in their lifetime, compared to an average of 2.3% across OECD countries. The median entry age for doctoral students in Colombia is 35, the highest among OECD countries, and 6 years above the OECD median.
- Increasing international mobility in tertiary education is another challenge in Colombia. In 2017, less than 1% of students at all tertiary levels had enrolled from abroad, compared to an OECD total of 6%. A considerable proportion of foreign students in Colombia came from Europe (11%) but the vast majority are from other Latin American and Caribbean countries (83%), with over half of them (57%) from neighbouring countries. Similar to the OECD total, only 2% of Colombian students go abroad to study.

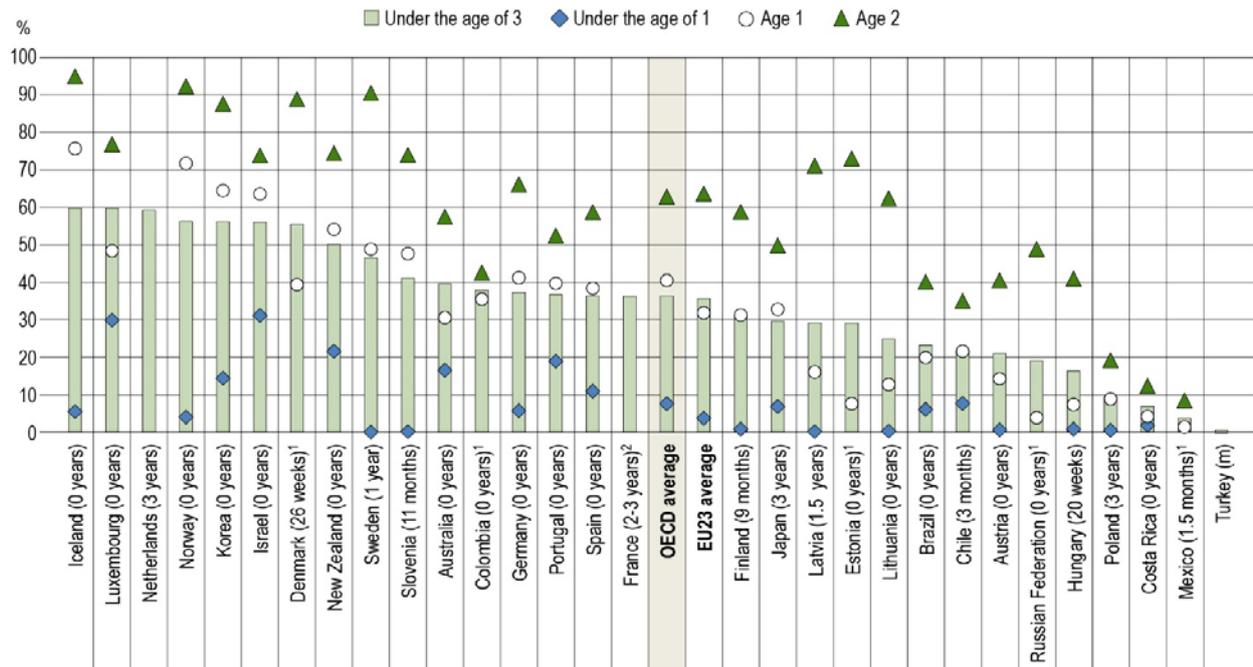
Young women in Colombia have greater educational attainment but lower earnings than their male peers

- Following the general trend among OECD countries, more young women than men (25-34 year-olds) have a tertiary education in Colombia, but the gender imbalance is reversed among 55-64 year-olds (Figure 1). Around half of all first-time entrants into short-cycle tertiary (48%) and bachelor's programmes (54%) are female.
- Relatively few women pursue their studies on to doctoral level. Women only account for 40% of doctoral graduates, compared to 47% on average across OECD countries.
- More young men (33%) than young women (26%) lacked an upper secondary qualification in Colombia in 2018. However, there are more women than men among upper secondary graduates from both general (53%) and vocational programmes (55%) in Colombia. In contrast, women tend to be over-represented in upper secondary general programmes (55%) and under-represented in vocational ones (48%) on average across OECD countries.
- Despite encouraging trends towards gender equality in education, there are still strong gender imbalances in Colombia regarding income. Full-time, 25-64 year-old female workers earn around 20% less than men across all educational levels. However, this income gap is slightly smaller than the OECD average.

Stronger investment is needed to improve access to and quality of early childhood education and care across Colombia

- More than one-third of Colombian children under the age of 3 were enrolled in ECEC in 2017, similar to the OECD average (Figure 2). Although the enrolment rate for 3-5 year-olds is higher, at 64%, this is below the OECD average of 87%.

Figure 2. Enrolment rates of children under the age of 3 in early childhood education and care, by age (2017)
All ECEC services (Early childhood education (ISCED 0) and other registered ECEC services outside the scope of ISCED 0)



Note: Figures in parentheses refer to the age when ECEC systems start offering intentional education objectives.

1. Age 1 also includes children under the age of 1.

2. Data for other registered ECEC services come from the survey "Modes de garde et d'accueil des jeunes enfants 2013" conducted by the statistical division of the French Ministry for Solidarities and Health (DREES). Figures refer to the primary custody arrangements.

Countries are ranked in descending order of the enrolment rates in ISCED 0 of children under the age of 3.

Source: OECD (2019). Table B2.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Expenditure per 3-5 year-old child enrolled in education is much lower in Colombia, at USD 1 771, than on average across OECD countries, USD 8 141. However, the difference with the OECD average is less stark when compared to national wealth: Colombia devotes 0.4% of its national resources to 3-5 year-olds enrolled in education, compared to the OECD average of 0.6%. Public expenditure accounts only for 11% of Colombia's total expenditure on early childhood educational development (ISCED 01) but 72% of the total expenditure for pre-primary education (ISCED 02). The average share of public expenditure across OECD countries is higher: 69% for ISCED 01 and 83% for ISCED 02.
- A low ratio of children to teaching staff is often used as an indicator of quality in ECEC. With 33 children per teacher the child-teacher ratio in Colombian pre-primary education is almost three times the OECD average and the highest among OECD countries.

Colombian teachers have the same salaries at all education levels but teaching time varies

- Similar to other OECD countries on average, more than half of Colombian teachers from primary to upper secondary level are aged 30-49 (54%). Colombia, however, has more teachers aged 50 years or older (39% compared to the OECD average of 36%) and fewer teachers under 30 (7% compared to 10%) at these levels. In contrast to the general OECD pattern, where the share of older teachers increases and the share of younger teachers decreases with educational level, the share of older and younger teachers is similar across educational levels in Colombia.
- In most OECD countries, the number of teaching hours per year required of a full-time teacher in public schools tends to fall as the level of education increases. In Colombia, however, secondary school teachers are required to teach 80 hours more than pre-primary school teachers, who are required to teach 800 hours per year. The average number of teaching hours per year is higher in Colombia than on average across OECD countries at all levels of education taught except for pre-primary. Primary teachers

have the longest statutory teaching hours at 1 000 hours per year compared to 783 on average across OECD countries.

- In Colombia, there are 24 students for every teacher in primary education, 9 more than on average for OECD countries. At secondary level, the ratio of children to teachers is 26, double the OECD average of 13. In public secondary schools in Colombia, there are as many as 27 children per teacher, whereas there are only 22 students for every teacher in private secondary schools.
- Teachers in Colombia earn the same statutory salary irrespective of the level of education taught, in contrast to the OECD trend for salaries to increase with educational level. At the beginning of their careers Colombian teachers earned an annual statutory salary of USD 19 624¹ in 2018, whereas OECD average starting salaries ranged from USD 31 276 for pre-primary teachers to USD 35 859 at upper secondary level.
- Colombian teachers receive a substantial increase in salary after 10 years of experience: 82% for teachers with the most prevalent qualifications. Teachers who reach the top of the salary scale can earn more than double the starting salary.

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]
<https://doi.org/10.1787/f8d7880d-en>.

OECD (2019), *OECD Regional Statistics (database)*, <http://dx.doi.org/10.1787/region-data-en>. [2]

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

<p>Questions can be directed to:</p> <p>Eric Charbonnier Directorate for Education and Skills eric.charbonnier@oecd.org</p>	<p>Country note author:</p> <p>Hannah Ulferts Directorate for Education and Skills Hannah.Ulferts@oecd.org</p>
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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.

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.

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

Key Facts for Colombia in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Colombia		OECD average	
Tertiary education					
Educational attainment of 25-64 year-olds					
		2018			
Table A1.1	Short-cycle tertiary	**			7%
	Bachelor's or equivalent	23%			17%
	Master's or equivalent	**			13%
	Doctoral or equivalent	**			1%
Tertiary attainment of 25-34 year-olds, by gender					
		2008	2018	2008	2018
Table A1.2	Men	**	25%	31%	38%
	Women	**	33%	40%	51%
	Total	**	29%	35%	44%
Distribution of first-time tertiary entrants by education level					
		2017			
Table B4.1	Short-cycle tertiary	40%			17%
	Bachelor's or equivalent	60%			76%
	Master's or equivalent	**			7%
Share of international or foreign students, by education level¹					
		2017			
Table B6.1	Bachelor's or equivalent	0%			4%
	Master's or equivalent	1%			13%
	Doctoral or equivalent	3%			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	**			82%
	Bachelor's or equivalent	82%			84%
	Master's or equivalent	**			88%
	Doctoral or equivalent	**			92%
	All tertiary levels of education	82%			85%
Employment rate of tertiary-educated 25-64 year-olds, by field of study					
		2018			
Table A3.4	Education	**			84%
	Business and administration and law	**			86%
	Engineering, manufacturing and construction	**			89%
	Health and welfare	**			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	**			120
	Bachelor's or equivalent	**			144
	Master's, doctoral or equivalent	**			191
	All tertiary levels of education	232			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	42%			41%
	Percentage of first-time upper secondary graduates with a vocational qualification				
		2017			
Table B3.1	Vocational programmes	24%			40%
Age at graduation from upper secondary education, by programme orientation					
		2017			
Figure B3.1	General programmes	19			18
	Vocational programmes	16			21
Share of women among upper secondary graduates, by programme orientation					
		2017			
Figure B3.2	General programmes	53%			55%
	Vocational programmes	55%			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	75%			78%
	Unemployment rate	11%			7%
	Inactivity rate	16%			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 9 397
	Vocational programmes	**			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	64%			87%
	Share of children enrolled in private institutions				
		2017			
Table B2.3	Pre-primary level (ISCED 02)	23%			34%
Ratio of children to teaching staff					
		2017			
Table B2.3	Pre-primary level (ISCED 02)	33			16
Expenditure on children aged 3-5 enrolled in education					
		2016			
Table B2.4	Annual expenditure per child, in USD ² per child	USD 1 771			USD 8 141

Source	Main topics in <i>Education at a Glance</i>	Colombia		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	**		n.a.	
	Upper secondary or post-secondary non-tertiary	**		n.a.	
	Tertiary	**		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 3 323	2%	USD 8 470	1.5%
	Lower secondary	USD 3 091	1.5%	USD 9 884	0.9%
	Upper secondary	USD 3 001	0.6%	USD 10 368	1.1%
	Tertiary (including R&D)	USD 5 787	1.6%	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	78%	22%	90%	10%
	Tertiary (including R&D)	49%	51%	66%	32%
	Total public expenditure on primary to tertiary education	2016			
Table C4.1	As a percentage of total government expenditure	9.8%		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	**	**	0.78	**
	Primary	**	**	0.84	**
	Lower secondary (general programmes)	**	**	0.88	1.34
	Upper secondary (general programmes)	**	**	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 19 624	USD 35 788	USD 31 276	USD 42 078
	Primary	USD 19 624	USD 35 788	USD 33 058	USD 45 947
	Lower secondary (general programmes)	USD 19 624	USD 35 788	USD 34 230	USD 47 675
	Upper secondary (general programmes)	USD 19 624	USD 35 788	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	800 hours	1 800 hours	1 024 hours	1 613 hours
	Primary	1 000 hours	1 800 hours	783 hours	1 612 hours
	Lower secondary (general programmes)	880 hours	1 800 hours	709 hours	1 634 hours
	Upper secondary (general programmes)	880 hours	1 800 hours	667 hours	1 629 hours
	Percentage of teachers who are 50 years old or over	2017			
Table D5.1	Primary to upper secondary	39%		36%	
	Share of female teachers, in public and private institutions	2017			
Table D5.2	Primary	77%		83%	
	Lower secondary	53%		69%	
	Total number of compulsory instruction time, by level of education	2019			
Table D1.1	Primary	5 000 hours		4 568 hours	
	Lower secondary	4 800 hours		3 022 hours	
	Upper secondary	2 400 hours		**	
	Average class size by level of education	2017			
Table D2.1	Primary	23		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>.