



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.

Chile

Upper secondary education is the most common level of education attained in Chile, and progress across generations is notable.

Upper secondary education, which consolidates students' basic skills and knowledge, aims to prepare students for entry into tertiary education or the labour market. As in most OECD countries, upper secondary education is the most commonly attained level of education in Chile. **At least 57% of adults (25-64 year-olds) have attained upper secondary education, which is significantly lower than the OECD average of 75%. However, there has been a clear increase in attainment rates between the younger and older generations. For example, 77% of 25-34 year-olds in Chile have finished upper secondary education (the OECD average is 82%) while only 38% of 55-64 year-olds have (the OECD average is 64%)** (Table A1.2a).

Moreover, nowadays it is expected that 84% of Chileans will complete upper secondary education over their lifetime, which is equal to the average across OECD countries. The majority of those will graduate from a general programme (55%), yet vocational education and training (VET) is an important part of upper secondary education in Chile, chosen by almost one-third of these new graduates (Table A2.1).

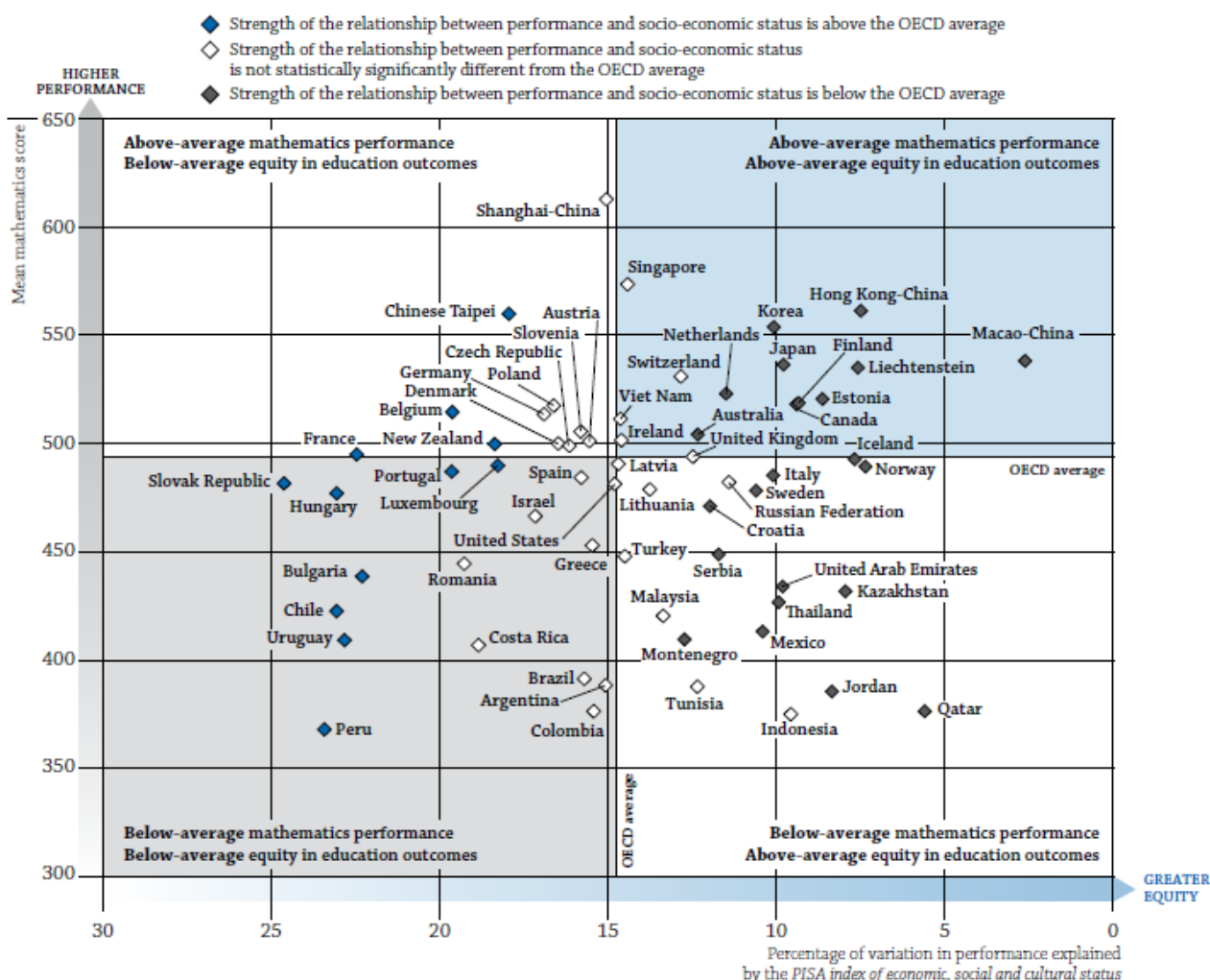
Chilean 15-year-old students performed better in mathematics in 2012 than they did in 2006, but there are large differences in performance based on gender and socio-economic status.

In 2012, Chilean 15-year-old students had an average PISA¹ score in mathematics of 423 points. **This represents an increase of 12 score points with respect to PISA 2006 and represents one of the strongest improvements across OECD countries.**

¹ PISA is the OECD Programme for International Student Assessment

While PISA 2012 results show that in most OECD countries boys perform better than girls in mathematics (11 points difference between them on average) **Chile recorded the largest difference in mathematics performance between boys and girls in PISA 2012, with a difference of 25 score points** (Table A9.1a). Moreover, students from disadvantaged families are less likely to achieve high levels of performance. **More than 23% of the difference in student performance can be attributed to their socio-economic status, while on average in OECD countries socio-economic status accounts for 15%** (Table A9.2).

Chart A9.4. Student performance and equity



Source: OECD, Tables A9.1a and A9.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).
 StatLink <http://dx.doi.org/10.1787/888933116870>

The benefits from higher education are significant in Chile, both in employment and earnings.

Since tertiary attainment is low in Chile, those who have higher education benefit from a better position in the labour market. The percentage of 25-34 year-olds who have attained a tertiary education is just 18%, one of the lowest rates among OECD countries, for which the average is of 32%.

The employment rate in Chile was around 68% for 25-64 year-old adults for all levels of education

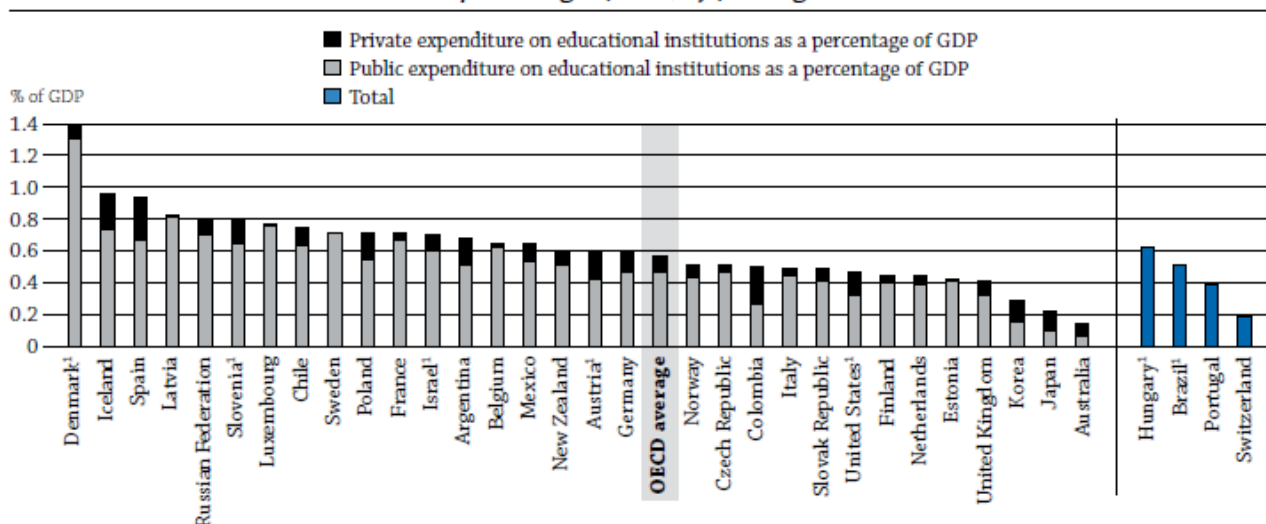
combined in 2011, but the chance of being employed varied according to their educational status (Table A5.1a). **While 84% of adults who held a university qualification had a job, only 59% of those who didn't complete upper secondary education were employed** (Table A5.3a). On the other hand, data on unemployment show that a tertiary qualification does not offer much guarantee against the risk of unemployment: 5.6% of those with a tertiary qualification were unemployed, but only 4.6% of adults without an upper secondary qualification (2010). The unemployment risk is much higher for tertiary-qualified 25-34 year-olds (9.5%) than for tertiary-qualified 55-64 year-olds (3.1%) (Table A5.4a).

At the same time, employed **adults with tertiary education can expect to earn about 160% more over their lifetime than adults with upper secondary education, who, in turn, earned 34% more than their peers without an upper secondary education**. When it comes to earnings, age matters a lot: the earning premium for tertiary education is 127% for 25-34 year-olds, while it is 179% for 55-64 year-olds (Table A6.1a).

Awareness of the importance of early childhood education is growing.

Enrolment in early childhood education is lower than the OECD average for both 3 and 4-year-olds: in 2012 only 45% of 3-year-old children and 79% of 4-year-olds participated in early childhood education, whereas the OECD average participation rate was 70% and 84%, respectively (Table C2.1). There is a growing awareness in Chile of the importance of early childhood education for the cognitive and emotional development of the young and to prepare pupils to enter and succeed in formal schooling. In this context, **Chile is increasing its efforts to consolidate early childhood education and devotes 0.8% of its GDP to this type of programme, 0.2% more than the OECD average** (Table C2.2).

Chart C2.3. Expenditure on early childhood educational institutions (2011)
As a percentage of GDP, by funding source



1. Includes some expenditure on childcare.

Countries are ranked in descending order of public and private expenditure on educational institutions.

Source: OECD, Table C2.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933118447>

Chile invests an above-average share of its wealth in education, but spending per student is still relatively low.

Expenditure per student in Chile increased steadily over the last two decades, and has more than doubled since 1995, making Chile (together with Poland, Estonia, Ireland and the Slovak Republic), **one of the OECD countries that most increased their financial commitment to education.**

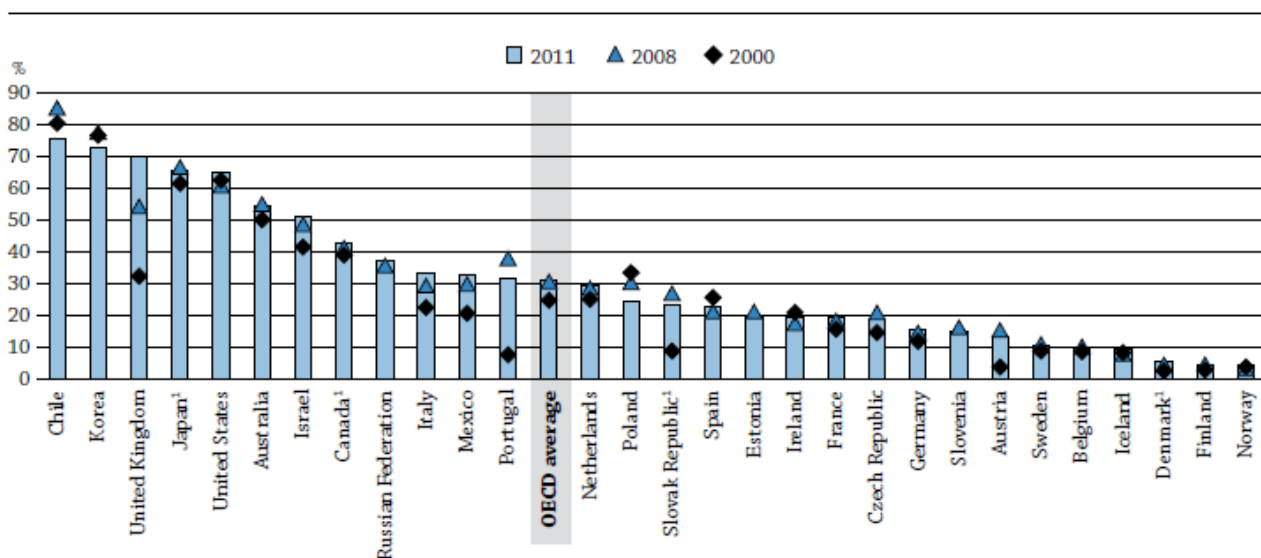
Chile spent 6.9% of its GDP on educational institutions in 2011, above the OECD average of 6.1% (Table B2.1). Between 2005 and 2011, educational institutions in **Chile increased expenditure per primary, secondary and post-secondary non-tertiary student by 62%, the fastest increase among OECD countries. However, it still spent among the lowest amount per student** (Table B1.5a). In 2011, Chile devoted about USD 5 522 per student each year at all levels from primary to tertiary, compared with the OECD average of USD 9 487 per student (Table B1.1a).

Public expenditure on education continues to increase, but private funding still dominates, especially at the tertiary level.

In contrast with most OECD countries, the share of public funding at primary, secondary and post-secondary non-tertiary education increased in Chile between 2000 and 2011 from 68% to 78% (Table B3.2b).

However, **Chile has the highest share of private expenditure on all levels of education with 40% of education expenditure coming from private sources** (Table B3.1). Most of this private expenditure is from individual households. This situation is even more significant at the tertiary level. **Chile has the smallest share of public expenditure in tertiary education of all OECD countries: the proportion of private expenditure is about three-quarters (76%), against an OECD average of less than one-third (31%).**

Chart B3.3. Share of private expenditure on tertiary educational institutions (2000, 2008 and 2011)



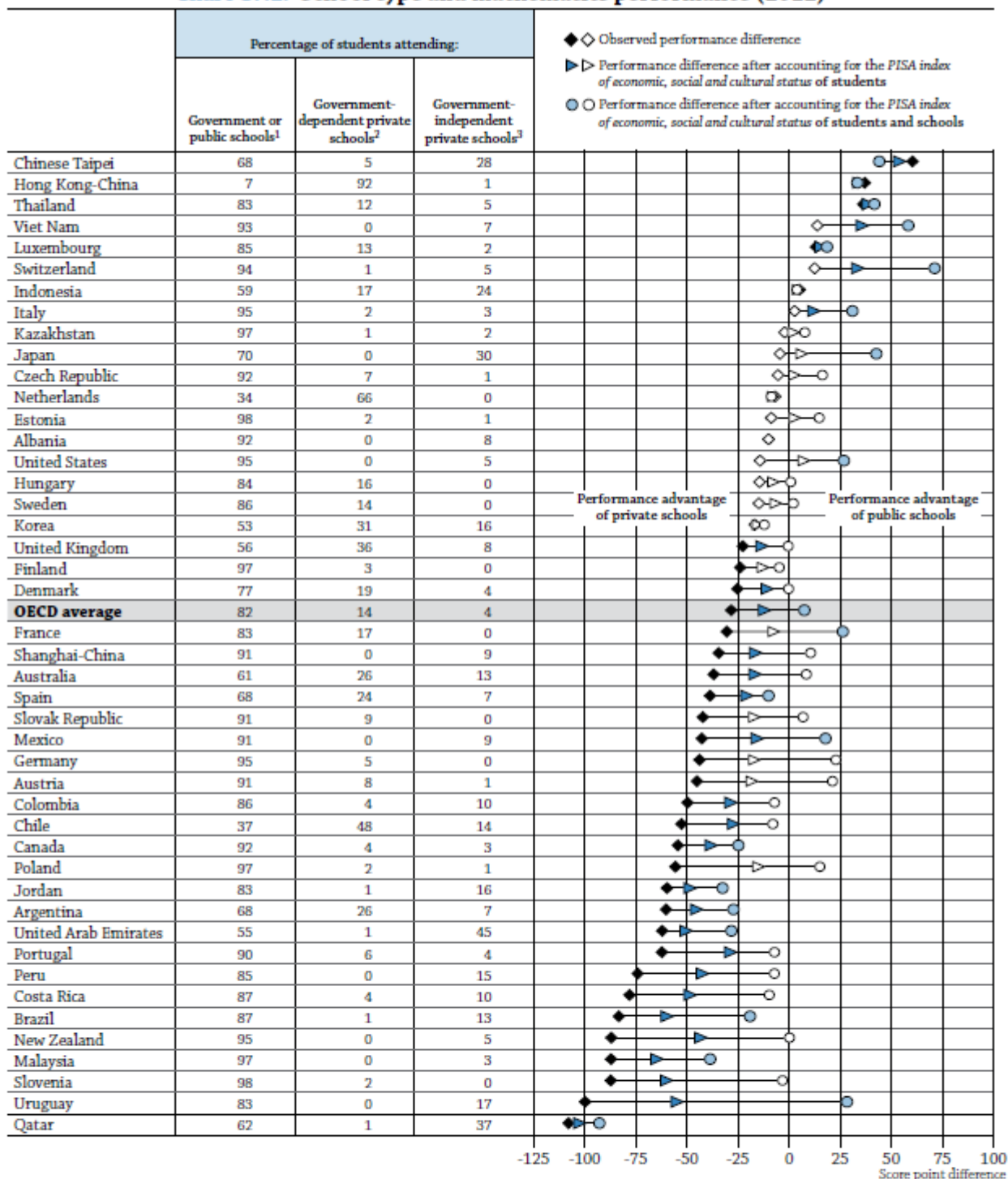
1. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.
 Countries are ranked in descending order of the share of private expenditure on educational institutions in 2011.
 Source: OECD, Table B3.2c. See Annex 3 for notes (www.oecd.org/edu/eag.htm).
 StatLink <http://dx.doi.org/10.1787/888933117516>

A relatively large proportion of 15-year-olds in Chile attend private schools.

Comparatively few 15-year-old students attend a public school, organised by public authorities: 37% against an OECD average of 82%. The remaining students can be divided between those attending “government-dependent private schools”, which receive the majority of their funding from public sources (48%, compared with the OECD average of 14%), and those attending “government-independent private schools”, which receive less than half of their resources from public sources (14%, compared with the OECD average of 4%). The profile of the school landscape is similar to that of The Netherlands or Belgium.

Across countries, the proportion of students in private schools is unrelated to the magnitude of the difference in performance between students who attend private and public schools. Students who attend private schools tend to be more socio-economically advantaged than students who attend public schools. Thus, in most countries private schools tend to show better performance than public schools. This also is the case **in Chile, where the performance difference is 53 score points on the PISA scale in favour of private schools. But this difference can be almost entirely attributed to students’ and schools’ social background, as measured by the PISA index of economic, social and cultural status. After accounting for social background of students and schools, the advantage diminishes to a statistically non-significant 8 score points (Table C7.2).**

Chart C7.2. School type and mathematics performance (2012)



Notes: White symbols represent differences that are not statistically significant.

1. Schools that are directly controlled or managed by: a public education authority or agency, or a government agency directly or a governing body, most of whose members are either appointed by a public authority or elected by public franchise.

2. Schools that receive 50% or more of their core funding (i.e. funding that supports the basic educational services of the institution) from government agencies.

3. Schools that receive less than 50% of their core funding (i.e. funding that supports the basic educational services of the institution) from government agencies.

Countries and economies are ranked in descending order of the score-point difference in mathematics performance between public and private schools (government-dependent and government-independent schools combined).

Source: OECD, Table C7.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

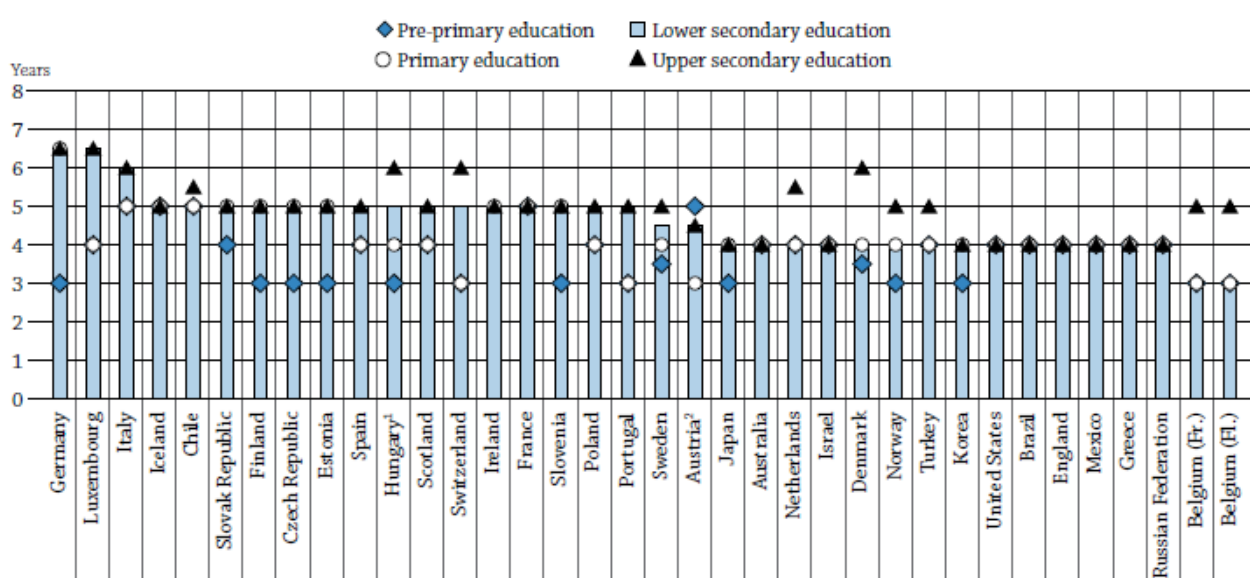
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Initial teacher training is relatively long, but upon graduation, teachers can immediately begin teaching.

Almost all new teachers entering the system have attained a bachelor's degree and, among the current teaching force, more than 95% of teachers hold this type of qualification (Table D6.1b). While in approximately half of the countries with available data, places in teacher education programmes are restricted to a fixed number, that's not the case in Chile. Other than diploma requirements, there are no additional selective requirements for entry into initial teacher training; rather, candidates are selected based on their secondary school grade-point average (Table D6.2b).

The duration of initial teacher training ranges widely among countries: from two years for basic certification in Japan, to five years in Austria, Chile, France, Iceland and Italy. In addition, **while in some countries the duration of teacher training increases from primary to lower secondary level, in Chile it is five years for both and only half a year longer for upper secondary teachers.** However, teachers are not offered formal induction programmes when starting their teaching career. **Teachers in Chile can start teaching directly after graduating from their initial teacher education – they do not have to meet any additional requirements,** such as pass a competitive examination or a standardised test, as in France, Korea, Mexico, Spain and Turkey (Table D6.5b and D6.5c).

Chart D6.2. Duration of initial teacher education (2013)
For teachers teaching general subjects in public institutions




1. Year of reference 2014.

2. Refers to teachers in academic secondary school only, for lower secondary education.

Countries are ranked in descending order of the duration of initial teacher education for lower secondary teachers.

Source: OECD. Tables D6.1a, b, c and d. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888933120423>

Despite teaching longer hours and larger classes, teachers earn some of the lowest salaries among OECD countries.

Teachers' salaries are among the lowest for all OECD countries. **An upper secondary teacher with 15 years of experience earns USD 26 195 a year while the OECD average is USD 42 861** (Table D3.1). Chilean upper secondary teachers earn 77% of what other tertiary-educated full-time workers in Chile earn, compared with an average salary gap of 92% across all OECD countries. They also work more hours than their counterparts in other OECD countries: for all levels of education, Chilean teachers can teach up to 1 103 hours a year while the OECD average is 1 001 hours for pre-primary, 782 hours for primary, 694 hours for lower and 655 hours for upper secondary teachers (Table D4.1). Chile has one of the highest ratio of students to teaching staff. In secondary schools there are 23 students for every teaching staff member, while the average OECD ratio is 13:1 (Table D2.2). **Primary class size is the second largest among OECD countries with 29 students per class**, after China (with 38 students). Chilean teachers are also younger than those in other OECD countries: 20% of primary teachers are under 30 whereas the OECD average is 13% (Table D5.1).

Other findings

- The transition from school to work in Chile is challenging for young adults: **22% of 15-29 year-olds were neither employed nor in education or training (NEET) in 2011**. This was one of the highest levels among OECD countries after Turkey (35%), Israel (28%), Spain (24%), Italy (23%) and Mexico (23%). The proportion of women NEETs was particularly high: **30% of 15-29 year-old women were neither in education nor working, the third highest percentage among OECD countries** (Table C5.3a).
- **At the tertiary level, the gender difference in earnings is the highest among OECD countries**. Women with a tertiary degree earn only 62% of what tertiary-educated men earn (Table A6.3a).

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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.

For more information on *Education at a Glance 2014* and to access the full set of indicators, visit www.oecd.org/edu/eag.htm.

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Key Facts for Chile in Education at a Glance 2014

Table	Indicator	Chile		OECD average		Rank among OECD countries and partner countries*
Educational Access and Output						
	Enrolment rates	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	45%	m	70%	64%	28 of 37
	4-year-olds (in early childhood and primary education)	79%	m	84%	79%	26 of 38
C1.1a	5-14 year-olds (all levels)	94%		98%		37 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	
A1.4a	25-64 year-olds	m	m	24%	34%	
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	
A1.4a	25-64 year-olds	m	m	44%	44%	
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	m	m	33%	22%	
	25-34 year-olds	m	m	40%	26%	
	55-64 year-olds	m	m	25%	15%	
	Entry rates into tertiary education	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	34%	m	48%	m	31 of 35
	Graduation rates	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	84%	m	84%	76%	19 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	23%	m	38%	28%	24 of 27
Economic and Labour Market Outcomes						
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	
A5.4a	Below upper secondary	m	5%	14%	9%	
	Upper secondary and post-secondary non-tertiary	m	7%	8%	5%	
	Tertiary	m	6%	5%	3%	
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	m	7%	13%	9%	
	Upper secondary and post-secondary non-tertiary	m	8%	9%	6%	
	Tertiary	m	6%	5%	4%	
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	260		159		1 of 33
	Men	271		164		1 of 33
	Women	262		162		2 of 34
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	66		78		30 of 33
	Men	64		78		31 of 33
	Women	65		75		31 of 34
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	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 Chile in Education at a Glance 2014

Table	Indicator	Chile		OECD average		Rank among OECD countries and partner countries*
Financial Investment in Education						
	Annual expenditure per student (in equivalent USD, using PPPs)	2012		2011		
B1.1a	Pre-primary education	5083		7428		24 of 36
	Primary education	4551		8296		32 of 38
	Secondary education	4495		9280		31 of 38
	Tertiary education	8333		13958		29 of 37
	Total expenditure on educational institutions as a percentage of GDP	2012	2000	2011	2000	
B2.2	Percentage of GDP	7%	7%	6%	5%	8 of 37
	Total public expenditure on education	2012	2000	2011	2000	
B4.2	As a percentage of total public expenditure	m	15%	13%	13%	
	Share of private expenditure on educational institutions	2012		2011		
B3.1	Pre-primary education	16%		19%		17 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	22%		9%		2 of 36
B3.1	Tertiary education	76%		31%		1 of 34
B3.1	All levels of education	40%		16%		1 of 33
Schools and Teachers						
	Ratio of students to teaching staff	2012		2012		
D2.2	Pre-primary education	22		14		4 of 31
	Primary education	22		15		3 of 36
	Secondary education	23		13		2 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	
D4.1	Pre-primary education	1103		1001		10 of 28
	Primary education	1103	m	782	780	3 of 33
D4.2	Lower secondary education	1103	m	694	697	2 of 33
	Upper secondary education	1103	m	655	628	2 of 33
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	
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	
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2012		2012		
D3.2	Pre-primary school teachers	0.73		0.80		13 of 25
	Primary school teachers	0.73		0.85		19 of 28
	Lower secondary school teachers	0.73		0.88		21 of 28
	Upper secondary school teachers	0.77		0.92		21 of 28

* 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.