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**Regional Report about Education for All
in Latin America and the Caribbean:
Global Education for All Meeting
Muscat, Oman, May 12th and 14th of 2014**

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Countries included in the report

This report covers the 41 Latin American and Caribbean countries and territories named below, along with their identifiers (used in figures and tables).

<i>Latin America</i>	<i>Caribbean</i>
AR Argentina	AI Anguilla
BO Bolivia	AG Antigua and Barbuda
BR Brazil	AN Netherlands Antilles
CO Colombia	AW Aruba
CR Costa Rica	BS Bahamas
CU Cuba	BB Barbados
CL Chile	BZ Belize
EC Ecuador	BM Bermuda
SV El Salvador	DM Dominica
GT Guatemala	GD Grenada
HN Honduras	GY Guyana
MX Mexico	HT Haiti
NI Nicaragua	KY Cayman Islands
PN Panama	TC Turks and Caicos Islands
PY Paraguay	VG British Virgin Islands
PE Peru	JM Jamaica
DO Dominican Republic	MS Montserrat
UY Uruguay	KN Saint Kitts and Nevis
VE Venezuela	VC Saint Vincent and the Grenadines
	LC Saint Lucia
	SR Suriname
	TT Trinidad and Tobago



1. Executive Summary

1. Introduction and summary

This report was prepared for the Global EFA Meeting (GEM) to be carried out in Muscat, Oman, between May 12th and 14th of 2014. The purpose of GEM is to open an international forum of dialogue, coordination and collaboration around the educational development goals. This report is an input to GEM, providing an evaluation of the progresses of Latin American and the Caribbean towards EFA goals, identifying remaining challenges for the Region, and providing ideas about strategies and initiatives that contribute to tackle those challenges until 2015 and beyond. Finally, it presents some relevant issues to be incorporated in a debate about the post-2015 agenda.

Generally speaking, the report identifies several major regional advances in achieving the education for all goals; we have even systematically applied stricter criteria than those explicitly mentioned in the Dakar goals, which suggests that the region can and should set itself more ambitious goals. Furthermore, our comparative analyses with other countries indicates that Latin America as a whole tends to post better progress in basic aspects of education when the countries' contextual differences are taken into account. However, the report emphasises at least three critical aspects. First, the achievements mentioned are not replicated across all countries: there are marked differences within the region, and many countries are far from achieving even the basic Dakar goals. Second, internal inequalities are extremely acute in almost all the region's countries, with social class, poverty status and place of residence being the most common manifestations of such inequality. Even where the most disadvantaged have advanced in absolute terms, their situation in relation to the most privileged has not improved significantly. Lastly, education progress should increasingly be judged according to new criteria relating to quality, rather than the mere expansion of education. We apply a broad notion of quality that includes not only achievements but also conditions and processes, and not only academic aspects but also psychosocial and citizenship aspects. This is definitely the dimension in which the region is lagging chronically behind.

2. Development trends in Latin American and Caribbean countries

During the decade from 2000 (and in several cases during the 1990s), most of the region's countries achieved considerable progress in key areas such as overall development, economic growth and – to a lesser extent – poverty reduction. All of this generated a favourable context for education progress. Another favourable condition, which did not apply across the board in the region, was the demographic change that reduced the potential demand for education. However, persistently high levels of inequality and poverty, as well as the high proportion of people living in rural areas, posed additional difficulties to the expansion of quality education throughout most of the region.



3. Public investment in education in Latin America and the Caribbean

There was a slightly positive overall trend in the region's public education spending over the past decade (rising from an average of about 4.5% of GDP to 5.0%), yet without a significant increase in the priority given to education within public spending. The increased spending appears to be mainly due to an expansion of education services, as the proportion of public spending per pupil either remained the same or increased slightly in primary and secondary education, while plummeting in higher education. There are dramatic differences among the region's countries in this regard. According to analysis, public spending on education tended to be one of the main factors behind national differences in achievement of education for all goals. Available information on private spending on education in the region indicates that it tends to be proportionally higher than in Organisation for Economic Co-operation and Development (OECD) countries (across all levels of education).

4. Care and education in early childhood

Over the past decade, the region has seen significant progress in the basic conditions of survival, health and well-being in early childhood. There was also a moderate increase in access to pre-school education (average net enrolment rates rose from 52% to 66%), which places the region in a relatively favourable position in international terms. Nevertheless, situations are hugely uneven among countries, with varying levels of priority assigned to this level of education. There were also found to be startling inequalities to the detriment of the poorest people, those living in rural areas and belonging to indigenous communities.

5. Primary education: access and completion

By 2000, the region's countries already had a high level of access to primary education (average net enrolment rate of 95%). Furthermore, the past decade has seen grade repetition and drop-out rates decrease, which resulted in most countries posting a very significant improvement rates in retention rates towards the end of cycles and completion rates, especially in those countries with a lower starting point. These advances were particularly dramatic among the poorest populations and those living in rural areas, resulting in a downward trend in internal inequalities. Despite such progress, in 2000, an average of one in ten young people aged 15 to 19 did not complete primary education (and in some countries, this figure was one in three).

6. Secondary education

Over the past decade, secondary education in the region expanded slightly (with average net enrolment rates rising from 66% to 74%), and there are signs of a slowdown in the population increase among young people completing this cycle. This is despite the fact that, in 2000, almost half of young people aged 20 to 24 had not completed secondary school.



This is thought to be due to high repetition and drop-out rates, rather than to problems of access or provision. The region's countries are very uneven in terms of the level of schooling among adolescents and young people: whereas in some countries secondary education has become extremely widespread, in other countries it tends to be restricted to a minority of the population. In all countries, this disadvantage has a disproportionate impact on the poorest young people and those living in rural areas, although in many countries these were the groups that had benefited the most from the progress in the previous decade.

7. The challenge of education quality

The multidimensional vision of the right to education, which includes the right to learn and be well treated in the school system, places education quality at the very heart of concerns. This is even more relevant given the major increases in coverage, which will increasingly place quality challenges at the heart of the region's education for all agendas concerned. One such challenge is to adopt a wide and non-reductionist definition of the concept of "educational quality".

7.1 Learning achievement and quality assurance

The academic achievements of the region's pupils are worrying in most countries with information available: an average of about one third of primary pupils and almost half of secondary pupils do not appear to have acquired basic learning in literacy. In mathematics, the results are even more unsatisfactory. Furthermore, there is dramatic inequality in academic achievement affecting the most disadvantaged pupils (especially the poorest).

7.2 Teachers and quality of education

The main pillar of educational quality is the professional capacity of the teachers: there can be no genuine improvement in education quality if pupils are not taught by teachers able to generate greater learning opportunities. Although only partial information is available, all the signs suggest that teaching in the region does not match the characteristics of a high-status profession: inadequate wages and working conditions, low-quality initial training and limited professional development opportunities.

7.3 School environment and its relationship to education quality

Being well treated in school is part of the extended notion of the right to education, which means the school environment (the promotion of respectful, non-discriminatory, healthy and non-violent co-existence in the school community) becomes a relevant concern. A good school environment is part of education quality. In addition, available evidence in the region shows that a better school environment is associated with higher academic achievement among pupils and lower drop-out rates. Furthermore, evidence suggests that pupils with a higher socioeconomic status tend to attend schools with better school environment indicators, which makes it another factor of inequality.



7.4 Citizenship education and education quality

Citizenship training has historically been one of the main aims of education. However, it has been given limited prominence in education policies, and in practice there remains a traditional notion divided into strengthening national identity and passing on basic civic education. Furthermore, evidence from some of the region's countries shows that over half of Latin American young people had not learned the basics of civic education, while a large proportion tend to mistrust public institutions and not to value democracy. Paradoxically, the evidence suggests that the region's youth has a comparatively strong interest in public affairs, social justice and the inclusion of minority groups. In recent years, there have been student movements in several countries that confirm this willingness to participate and an interest in matters that affect them.

7.5 Education and information and communication technologies

E-skills training is more and more important in the educational sphere as a requirement for being part of the knowledge society: ICTs are not just a powerful learning resource, they are also increasingly relevant tools for life. The potential of ICTs lies not only in digital literacy, but also in promoting modern skills and improving the educational performance of students in general. In the region's countries, household access to these new technologies is largely dependent on families' socioeconomic status, which means the school system has been the main tool for narrowing this technological gap. Having said that, the gap remains large in most countries.

8. Higher education

In the decade from 2000, access to higher education surged in the region, with an average growth of about 40%. This positioned the region as a whole at the average of international trends. Although the growth trend was very widespread, there is nonetheless a huge heterogeneity among countries in terms of this level of education. The higher education growth pattern was very uneven, benefiting mainly high-income groups and urban areas.

9. Gender equity in education

Generally speaking, the region has achieved very satisfactory comparative indices in terms of girls' and young women's access to primary and secondary education. What is more, some countries have secondary school gender parity rates that show greater exclusion among males, who are more affected by child/youth labour and discipline/performance problems that lead to dropping out. In terms of learning achievement, the information available shows a general (but not universal) pattern of lower male performance in literacy, and lower female performance in mathematics and science.



10. Intercultural bilingual education: education and diversity

There is considerable and widespread exclusion and inequality affecting indigenous pupils in Latin America and the Caribbean – in terms of access, progression and learning achievements in various school cycles. Indigenous pupils are systematically among the most educationally disadvantaged social categories in the region, and this is often exacerbated by living in poverty in rural areas. This appears to be due to the persistence of discriminatory practices in cultural, educational and institutional terms within education, as well as the implementation of linguistic and cultural assimilation programmes – which all combine to hamper educational achievement among indigenous pupils.

11. Adult literacy and lifelong learning

In 2000, the region's literacy in the traditional sense was already comparatively satisfactory, and continued to increase slightly during the rest of the decade (with average adult literacy rates rising from 90% to 93% in that period, and only four countries with rates below 90%). In general, this increase appears to be more associated with the rate of expansion of the education system, rather than specific policies. In 2010, the youngest population posted literacy rates of 97%. However, the concept of literacy has become more complex, as we acknowledge that the basic skills required to exercise citizenship today are more demanding than in the past.



2. Development trends in Latin American and Caribbean countries

In very broad terms, the UNDP-estimated Human Development Index shows that the last two decades (and particularly the most recent one) have seen most Latin American and Caribbean countries with comparable information go from a “medium” level of human development to “high” according to the UNDP classification. By 2012, Haiti was the only country still classed as having a low level of human development.

More specifically, the economic situation of Latin American and Caribbean countries was relatively favourable during most of the decade from 2000, with widespread and steady growth in per capita gross domestic product (GDP), which was only interrupted by the international financial crisis that began in 2008. Before the crisis, ECLAC had estimated annual average GDP growth of almost 5% for the region’s countries. This economic growth made it possible to predict a continuation of the favourable trend experienced by most of the region’s countries since the 1990s – and this was indeed the case (albeit with considerable variations) in almost all countries in the region. As a result, average per capita GDP in the 32 countries with information available rose from about US \$7,200 in 1990 to US \$8,400 in 2000, and then to US \$9,600 in 2010. Inequalities among the region’s countries definitely remain dramatic, and have tended to increase in recent decades: by 2010, five countries had per capita GDP of around US \$15,000; in seven countries the figure was less than US \$5,000.

It is well known that Latin America and the Caribbean is the world region with the most imbalanced income distribution. In this sense, progress has been very slow in the past decade, as the Gini coefficient (measuring income distribution) dipped from about 0.53 to 0.51 between 2000 and 2010, which means that levels remain comparatively extremely high. Developed countries tend to have Gini coefficients of between 0.25 and 0.35. In Latin America, even the most egalitarian countries (Argentina and Uruguay) have Gini coefficients of around 0.45.

Between 2000 and 2010, the average number of people with income below the poverty line dropped from 43.9% to 35.4% in Latin American countries (or a reduction of around 20%). In just 2 of the 18 countries with comparable data, poverty rose slightly during the past decade. In contrast, the Plurinational State of Bolivia, the Bolivarian Republic of Venezuela and Argentina almost halved their poverty rates during the period.

Lastly, Latin America and the Caribbean has experienced significant demographic change in recent decades. Almost all countries have begun the demographic transition process (whereby population growth slows down and the population ages in relative terms), while several are in the advanced stages of this process. This implies that the proportion of children (and increasingly young people) of school age is declining in relation to the rest of the population. The effects of this reduced potential demand for education in Latin America are estimated to be significant, to the point where ECLAC expects many countries to benefit from a “demographic bonus” that provides a considerable opportunity for the expansion of education (particularly secondary education) (ECLAC, 2008).

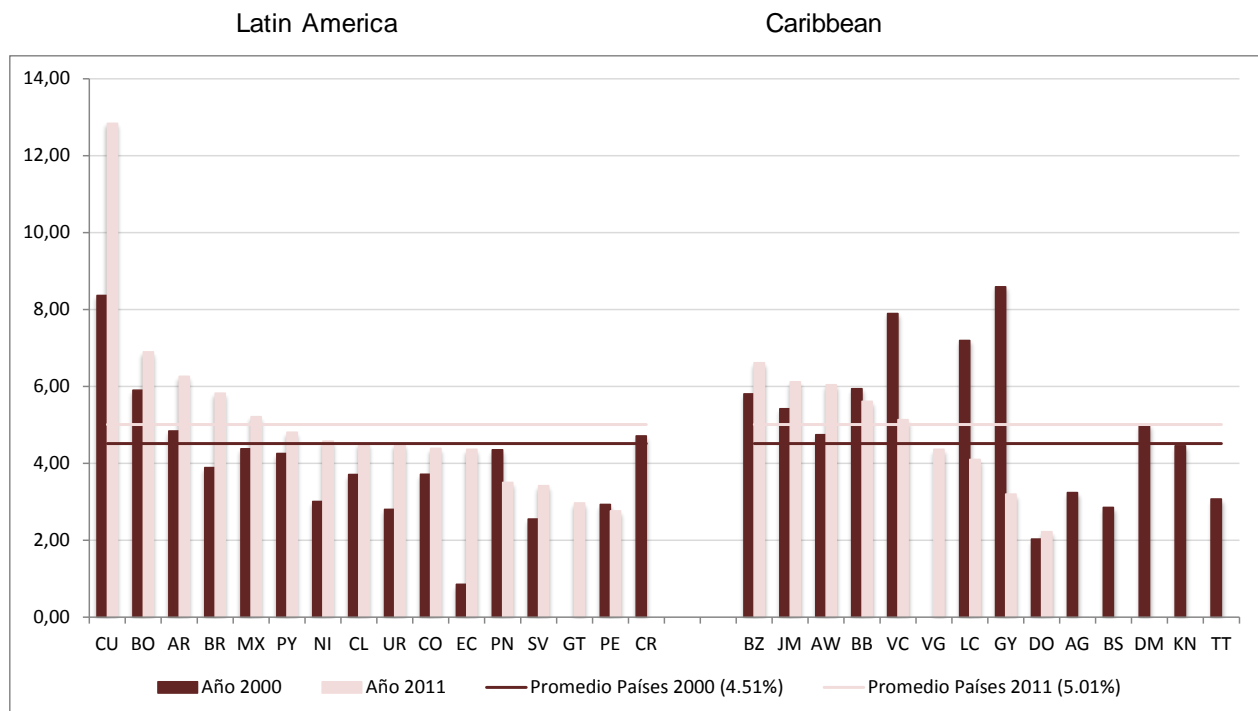


3. Public investment in education in Latin America and the Caribbean

The Dakar Framework for Action emphasised the need for governments to increase their financial commitment to education. On average, Latin American and Caribbean countries did increase public spending on education as a percentage of GDP (rising from 4.5% in 2000 to 5.0% in 2011 – a rise of five percentage points – to bring the figure closer to the average education spending in European countries and the United States, which was 5.6% of GDP in 2010). This average does, however, conceal major differences within the region, in terms of spending and the trend direction. In fact, six countries with comparable data did not post a positive trend for public spending as a proportion of GDP, but rather this dropped between 2000 and 2011. While in some countries, public spending on education did not exceed 3% of GDP in 2011, another eight countries had rates of around 6% or higher (Cuba’s figure was in excess of 12% of GDP).

Given that countries differ significantly in terms of the size of the state in relation to the national economy, a more suitable indicator to evaluate the financial priority that governments assign to education is to compare education spending with total public spending. Generally speaking, the region’s countries did not display a positive trend in the previous decade, as average public spending on education as a percentage of government spending dipped from 14.8% in 2000 to 14.1% in 2010. Intraregional disparities are also very striking in this case: in 2010, Costa Rica and Aruba had education budgets representing at least 20% of the government budget, while this figure was around 10% in several countries (and even lower in Dominica and Montserrat).

Total public spending on education as a percentage of GDP (31 countries)



Source: UNESCO-UIS database



It is important to consider investment differences among the various education cycles. In the case of primary education, average public spending per pupil as a percentage of per capita GDP rose slightly in the region during the previous decade (from 14.1% in 2000 to 16.1% in 2010). Cuba was a particularly striking case, as it practically doubled spending per primary pupil, with figures representing almost 50% of per capita GDP by 2010. The region's slightly positive average trend in public spending on primary education was replicated for secondary schools in the past decade, as spending on the latter rose from 16.4% of per capita GDP to 19.6% between 2000 and 2010 (although at the end of the period there was greater spread among countries). Within secondary education, the country with the highest proportional increase in public spending was Brazil, which doubled such spending during the period to reach the regional average for public investment per pupil by the end of the previous decade. At the other extreme, in 2010 the Dominican Republic had the lowest figures for public spending per pupil in primary and secondary education (less than 10% of per capita GDP in both cases). Lastly, unlike what was observed for primary and secondary education, there was a negative trend in public spending per pupil in higher education over the past decade. Average public investment in higher education per pupil plummeted among the region's countries, from 43.5% of per capita GDP in 2000 to 29.7% in 2010. Despite this fall, average public spending on higher education per pupil in 2010 was double the equivalent for primary education (in 2000, the former was three times higher than the latter).

As for private spending on education, UNESCO estimates that it represented an average of 1.2% of GDP in the region's countries in 2010 (which is a third higher than average private spending of 0.9% of GDP in OECD countries). In countries such as Guatemala and the Dominican Republic, the most spending was on private secondary education in 2010. According to OECD data, average private spending across all levels of education was 16% of the total in 2009, while Chile posted 41% (which was the highest of all member countries). It is well known that private spending tends to be unequally distributed.

4. Early childhood care and education

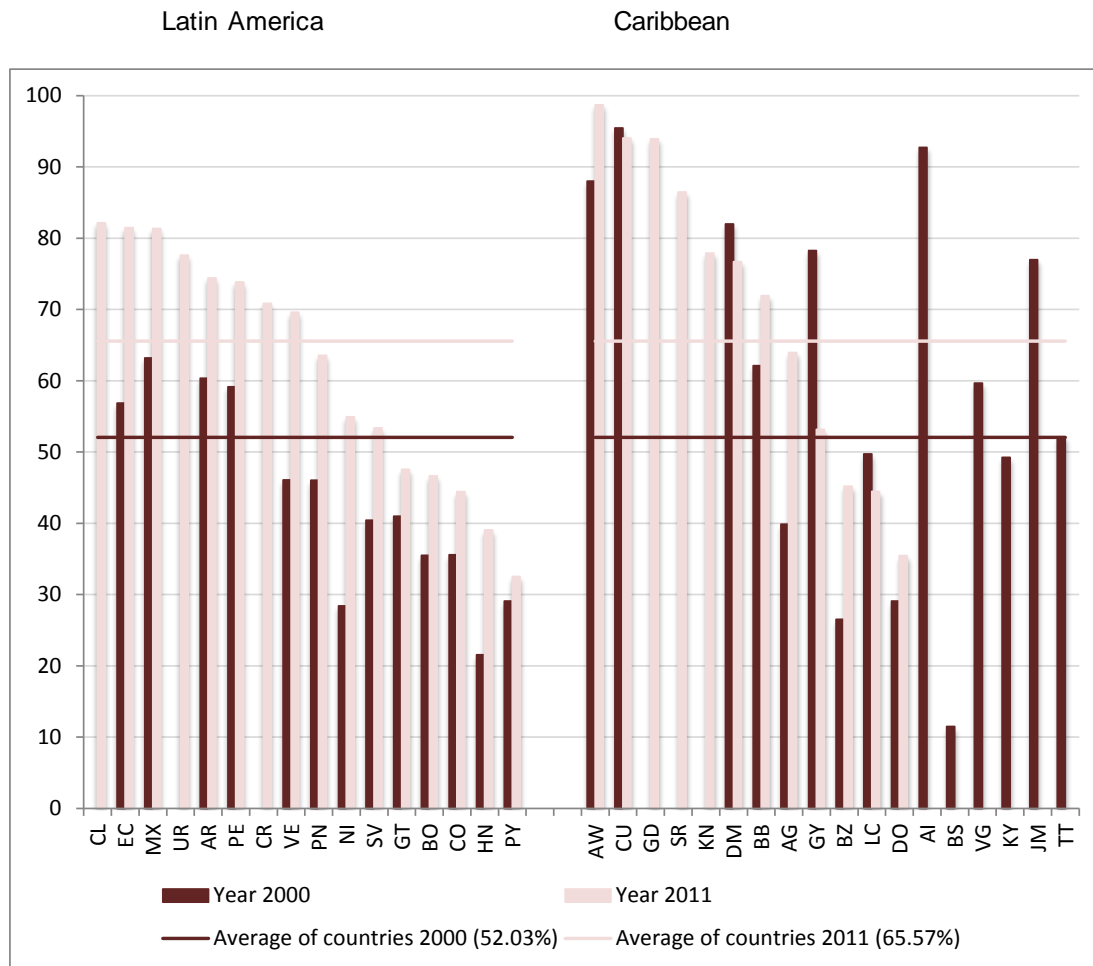
Goal 1: "Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children".

Living conditions and health in early childhood improved dramatically during the past decade in most Latin American and Caribbean countries. In addition to the above-mentioned fall in poverty, this was demonstrated in the reduced child mortality rate among under fives, which went from an average 32 in every 1,000 in 2000 to 19 in 1,000 by 2012, which is a relatively positive change compared with other world regions, where the corresponding decrease was from 74 to 48 (UNESCO 2014). Above and beyond survival rates, the region still has a high proportion of children suffering from malnutrition and stunted growth: in 2010, an average of 16% of children under five had moderate to severe stunting (serious malnutrition affected 3% of the region's under-fives in 2010, compared with 4.8% in 2000).



In terms of the education opportunities of children aged 3 to 6, Latin American and Caribbean countries have tended to make slow progress in expanding young children’s access to pre-primary education. The average regional net enrolment rates in pre-primary education rose from 52% in 2000 to 66% in 2011. Notwithstanding some major variations, this positive trend was observed in 22 of the 26 countries with comparable information available. The region has a wide range of situations in this regard, ranging from countries with pre-primary coverage of around 90%, to others where coverage is about 40%.

Net enrolment rates in pre-primary education (34 countries)



Source: UNESCO-UIS database.

When we looked at this aspect in more detail (using a series of multiple regression analyses of all world countries with sufficient information – see Annex 1), our findings suggested that national differences in net enrolment rates in pre-primary education in 2010 are associated with economic, social and educational factors. In particular, countries with greater economic resources (measured by per capita GDP) tend to have higher levels of pre-school education coverage. However, other social development indicators are also important, even when wealth differences are controlled.



For instance, countries with a higher rural population and higher child mortality had lower rates of pre-school education enrolment. Population composition in terms of age groups is also a relevant factor, as countries with a higher percentage of pre-school age population (i.e. those facing a larger task), tend to have lower net enrolment rates. National policies are also relevant factors in explaining differences in pre-school education coverage by 2010: on average, the more countries spend on education (measured as a percentage of GDP), the higher their net rates of pre-primary education enrolment. Having controlled for national differences in all above-mentioned factors, Latin America and the Caribbean as a whole has above-average pre-school coverage, given its characteristics.

Despite the progress in coverage at the regional level, there is considerable inequality in terms of access to pre-school education. This harms the population that would probably have the most to gain from this level of education: children of lower income families, those in rural areas and indigenous people (UNICEF, 2012; ECLAC, 2010; ECLAC, 2007).

Lastly, the average number of pupils per teacher in the region's pre-primary education in 2010 was 18 children, which is very close to the world average. The regional average of pupils per teacher has tended to drop slightly over the past decade.

Based on national patterns in recent years (1998-2010), we have made a projection of the probable situation in 2015 (see Annex 3 for details). According to our estimates, by 2015 the average regional gross enrolment rate in pre-primary education should be 81% (above the goal of 70% suggested in UNESCO 2014). To place the advances of Latin American countries in an international context, we carried out a series of multiple regression analyses to estimate whether the region as a whole advanced more or less quickly than other countries in the world between 2000 and 2010 (details of the main results are in Annex 2). Our findings indicate that, between 2000 and 2010, average net pre-primary enrolment rates in Latin American and Caribbean countries increased more than other world countries (having controlled for relevant characteristics).

Challenges

As part of the policy discussion, it is important to differentiate between ages 0 to 3 (where the main concern is the child's welfare and integral development) and ages 3 to 6 (just before primary school when the previous focus is complemented by education efforts) (UNESCO, 2007a; ECLAC, 2011). For children aged 0 to 3, strategies for dealing with malnutrition and stunting should consist mainly in measures to increase breastfeeding rates and the use of food supplements. Another recommendation is to promote the education of mothers, as each additional year of education received is positively linked to their children's health, food quality and access to basic services (UNESCO, 2011; UNICEF, 2008; OAS, 2012). In terms of children aged 3 to 6, the focus is increasingly on providing them with quality pre-school education; consequently, efforts have also been made to increase coverage and access to these levels for children in vulnerable situations (UNICEF; 2012, OAS, 2012). The main concern about early childhood care and education in the region is the low quality of existing programmes and services, which is even more of a problem among the most disadvantaged (UNESCO, 2007; IDB, 2010; ECLAC, 2007). In Latin America and the Caribbean, we cannot consider the quality of such programmes to be guaranteed, as there are limited national policies that address children's needs (particularly the youngest) in a multidimensional way (UNESCO, 2007a).



5. Primary education: access and completion

Goal 2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

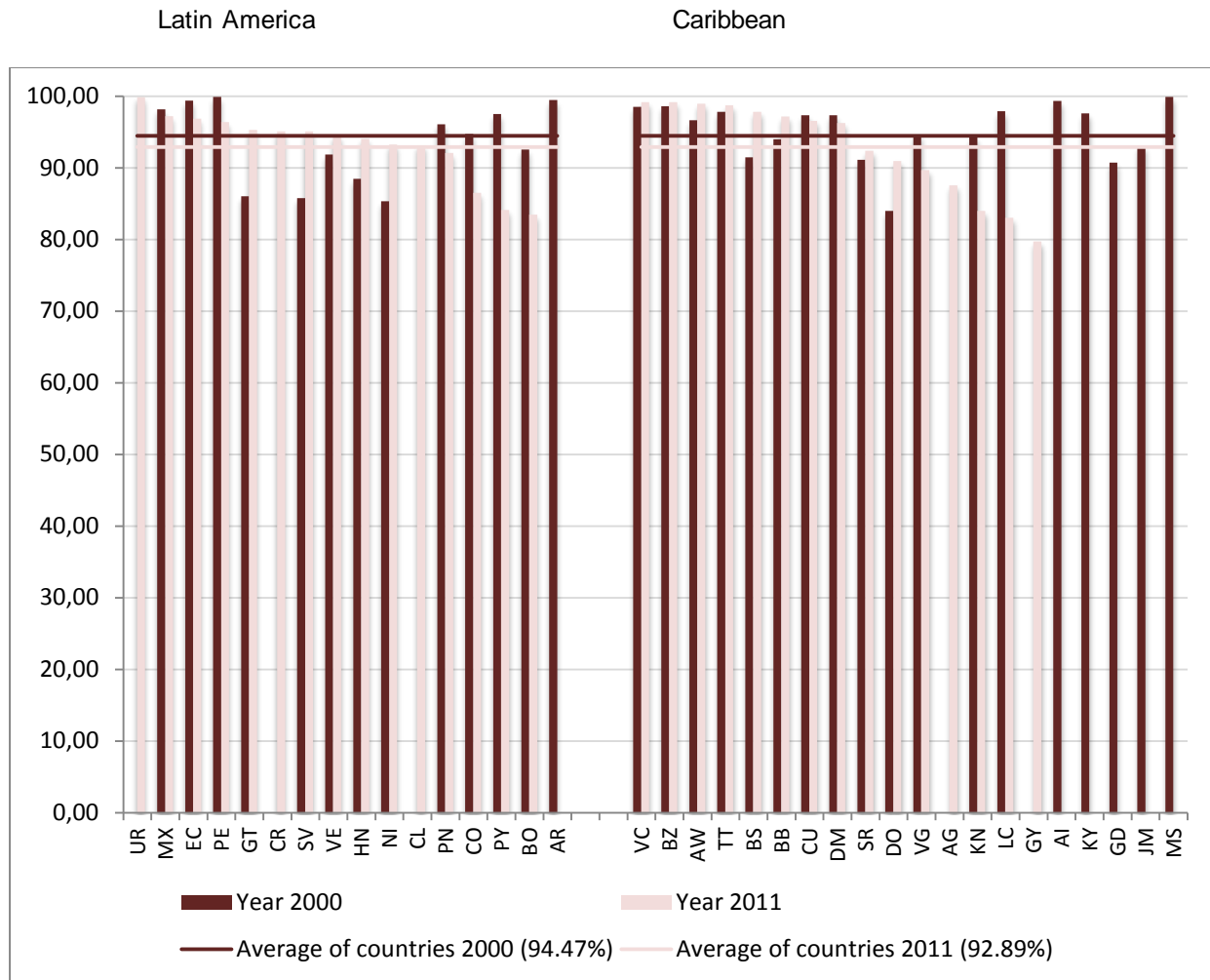
Universalising primary education is undoubtedly the main key aim of the worldwide education for all movement. In this regard, Latin America and the Caribbean had reached an overall positive situation by 2000, with an adjusted net primary education enrolment rate of 95% (which is very close to the figure achieved by wealthier regions). However, the next 10 years was a story of uneven progress and strong contrasts between countries, which means that the goal of universal primary education cannot be taken for granted in the region.

First, the average adjusted net rate of enrolment in primary education stagnated (93% in 2011), which means that the region's countries had made no additional progress in the 10 years to 2011. This lack of progress certainly hides highly contrasting national situations: while some countries increased primary schooling dramatically between 2000 and 2011 (particularly Grenada, Guatemala, Nicaragua and Bahamas - with advances of 10 or more percentage points), others experienced a significant decrease in the same period (including Saint Kitts and Nevis, and Jamaica).

Information available (from household surveys), shows that, on average, there are no major differences in terms of children from different family income quintiles attending primary education. In 2010, the gap between children from the richest quintile and those from the poorest quintile was just 3 percentage points (which was an improvement on the gap of 7 percentage points observed in 2000). Particularly countries such as El Salvador, Guatemala and Honduras made impressive progress in narrowing the gap by significantly increasing access to primary education for pupils from the poorest families.



Adjusted net enrolment rate in primary education



Source: UNESCO-UIS database.

Secondly, across primary education as a whole, repetition rates in 2010 were an average of almost 5% in Latin American and Caribbean countries (compared to 6.8% in 2000). In other words, every year around 1 in 20 pupils stayed in the same grade. As a result of repetition and late entry into the school system, in 2010 the region's average proportion of over-age pupils in primary education was 9% (although the figure was 21% in Colombia, Brazil and Nicaragua). Thirdly, the region has made major progress regarding school dropout, with average country drop-out rates falling from 13% to 8.3% between 2000 and 2010. Child labour is particularly significant in several countries, as it impacts on late entry and drop-out rates (UNESCO, 2009; PREAL, 2007).

The general trend in the region regarding retention at the end of the primary cycle is slightly positive, with the average survival rate in the final year of primary education (fifth grade) rising from 84.7% to 87.6% between 2000 and 2010. According to our analyses, countries with more resources (measured by per capita GDP) had higher average retention rates at the fifth grade; additionally, countries that spend more on education (measured as a percentage of GDP) do



tend to achieve higher fifth-grade survival rates. In addition, countries with a higher percentage of pupils repeating a grade in primary school tend to have lower fifth-grade survival rates –which is probably because pupils who repeat a grade are more likely then to drop out. The situation of the region’s countries is comparatively favourable: Latin American and Caribbean countries as a whole have a higher fifth-grade survival rate than other countries, controlling for other variables.

Lastly, the average completion rate for primary education in Latin America rose from 81.6% among people aged 30 to 34 years to 90.2% among those aged 15 to 19 (with the latter being born between about 1990 and 1995, and therefore mainly educated in the past decade). However, the greatest inequality in completing primary education remains associated with the socioeconomic status of pupils’ families, with more limited progress in the past decade. In 2010, while an average 96% of young people aged 15 to 19 from the richest quintile had completed primary education, only 73% of the poorest quintile had achieved the same. In other words, pupils from the poorest quintile were almost seven times more likely not to complete primary education than those from the richest quintile.

Based on national patterns in recent years (1998-2011), we have carried out a projection of countries’ probable situations by 2015 (see Annex 3 for details). Basing on official data, according to our estimates, the gross average regional enrolment rate in primary education is expected to be 90% by 2015, slightly lower than the current situation. There is clearly a slowdown in the region in this regard. In relation to fifth-grade retention rates, our findings indicate that, between 2000 and 2010, Latin American and Caribbean countries increased their average fifth-grade survival rate by around five percentage points more than other countries in the world – having controlled for relevant characteristics.

Challenges

The region’s main challenge in terms of primary education is to ensure that those living in rural areas, extreme poverty or indigenous communities (namely the most marginalised social groups) can access quality primary education and complete this cycle of schooling by acquiring the necessary skills for moving on to secondary education (ECLAC, 2010). The main critical issues facing the universalisation of primary education include guaranteeing effectively free education (including not only fees but also indirect costs), ensuring school entry at the right age, avoiding grade repetition and reducing drop-out rates so that pupils complete their primary education and facilitate their transition to secondary school. The characteristics of the students’ home environment and the quality of education provision have a strong influence on the likelihood of repeating a grade or dropping out, while those living in rural areas or from an ethnic minority are more at risk of not completing primary education (PREAL, 2007).

Over the past decade, the region’s net enrolment rates have stagnated at 94%, which suggests that the main challenge is to promote access to primary education among the most marginalised groups. It is thus crucial to reduce social inequality in order to improve the use made of the education system. Indeed, the region’s social segregation based on income, geographical area or indigenous status is reproduced in schools (ECLAC, 2007).

Along with poverty, one of the main causes of dropping out is child labour, which today affects a large number of children in the region (especially in rural areas and indigenous communities), thereby limiting their fundamental right to education. In this sense, it is vital to establish curricula that are relevant to the specific characteristics of working pupils, with teachers trained to work



with and respond to the needs of these children, as well as implementing policies that take account of the particular characteristics of rural areas (such as arranging flexible timetables in production cycles) (UNESCO, 2011; PREAL, 2007).

In addition, the quality of schools has become increasingly important, especially schools in rural areas or those serving the children of the most vulnerable groups. One factor that affects the quality of primary education – especially for lower income families – is the length of the school day. The regional average is four to five hours a day, although this is less than four hours in some countries (OEI, 2012). Tackling the problem of low achievement and drop-out rates in primary school requires policies that provide integral support to families, particularly for children with learning difficulties – so that they can deal with the problems that lead them to enter school late, become absent or repeat grades. The teaching profession also needs to be strengthened so that it can welcome students with special needs into regular classrooms.

6. Secondary education

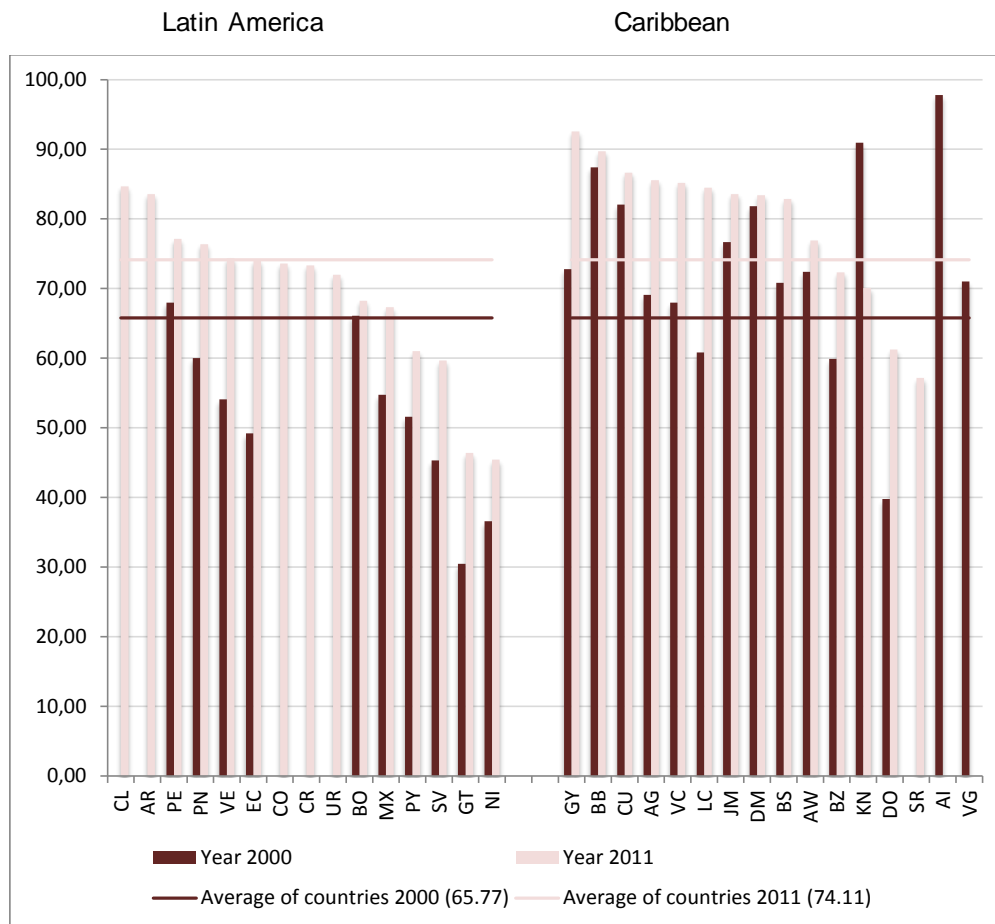
Goal 3. “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes”.

Generally speaking, the region’s countries’ primary education coverage is no longer a limitation on expanding secondary education, and there is a smooth transition from one cycle to the other. This is clearly important because secondary education expansion is limited by the primary-education completion rates and the availability of places for primary-school leavers. As we have seen, their numbers have increased in Latin America and the Caribbean, where they now represent on average just over 90% of that age group. In this sense, the vast majority of the region’s countries have relatively high rates of pupil transition from primary to secondary education: only four out of 27 countries with information available had rates below 90% in 2010 (with the regional average standing at 93.5%). Furthermore, many countries (especially those that started off with lower rates) posted significant progress in this regard over the past 10 years, including the striking case of Panama, which increased its primary to secondary transition rate from 64.5% to 98.8% between 2000 and 2010.

However, the region’s level of secondary education coverage remains intermediate and, notwithstanding the exceptions, did not progress significantly during the past decade. Indeed, an analysis of the net secondary education enrolment rate clearly shows that the challenge is even greater: in 2011 the average for the 32 countries with available data was 74% (which was slightly higher than the 66% average in 2000). Even more, several countries experienced major setbacks in secondary education coverage during the past decade. In contrast, rapid progress took place in several other countries, like Bolivarian Republic of Venezuela, Dominican Republic and Saint Lucia, which accumulated increases of around 20 percentage points. Overall, in 2011 the region still had intensely variable situations in terms of secondary education, ranging from net rates of below 50% in some countries to rates higher than 80% in others.



Net enrolment rates in secondary education (all programmes) (32 countries, %)



Source: UNESCO-UIS database.

The factors behind this considerable variability in the net secondary enrolment rate are a combination of context conditions and internal features of the education system itself. According to our analyses, secondary education coverage is positively associated with higher national wealth. The net secondary enrolment rate increases in direct proportion to per capita GDP. However, economic differences are far from providing a full explanation. Countries with a higher proportion of secondary-age population tend to have lower net rates of secondary enrolment, because the challenge facing them is relatively larger. Also, countries with higher net primary enrolment rates and higher survival rates in the last grade of primary school, tend to have higher rates of secondary enrolment rates. When all of these factors are taken into account, Latin American and Caribbean countries as a group do not stand out from other countries in terms of the net secondary education enrolment rate as of 2010.

Inequalities between countries also combine and converge with the inequalities within individual countries. In particular, the region's average secondary school attendance according to family income quintile ranges from 93.6% among the richest to 78.9% among the poorest. This gap also varies considerably among countries: in the Bolivarian Republic of Venezuela, Dominican



Republic, Chile and Colombia, the difference between the highest and lowest income quintiles is around five percentage points, while in countries such as Guatemala and Honduras, the difference is over 30 percentage points.

Grade failure is a major obstacle in the way of secondary education: over the past decade, on average the region's countries did not reduce the repetition rate in secondary education, as it remained at 5.9%. What is more, in some countries the percentage of failing pupils rose significantly (as in Dominica and the Dominican Republic), and even in Uruguay the rate rose slightly from 12.9% to 14.3% during the period, despite the repetition rates recorded there already being more than double the regional average.

The persistently high failure rates combine with steadily high drop-out rates in secondary education. In the 18 countries with comparable data, average drop-out rates in secondary school only dropped from 17.8% in 2000 to 15.5% in 2010. There are major differences in secondary-school completion, to the detriment of students from lower-income households, ethnic groups and rural areas – and this in turn increases inequality within countries (ECOSOC 2, 2011; ECLAC, 2010). In this sense, the transition from the first to the second cycle of secondary education is one of the critical points for dropping out.

Taking the average for the region as a whole, around half of young people from the most recent generation have not completed secondary education. In the 18 countries with comparable information for around 2010, an average of about 53.5% of young people aged 20 to 24 (i.e. born around 1986 to 1990) had completed secondary education – which was slightly higher than the figure for those aged 25 to 29 (51.2%), and nine percentage points higher than those born 10 years earlier (44.8%). The region has extremely high and persistent inequality in terms of people's socioeconomic status. In 2010, an average of just 21.7% of young people aged 20 to 24 from the poorest quintile had completed secondary education. In contrast, 78.3% of those in the richest quintile had completed this level of education.

Based on the pattern followed by countries in recent years (1998-2011), we have carried out a projection of the likely net secondary enrolment rate in 2015 (see Annex 3 for details). Using official data, we estimated that by 2015 the average net secondary enrolment rate in the region will probably be 77%, which will still be far from the aim of universalising secondary education. Nevertheless, controlling for other variables, Latin American countries have been making significantly more efforts than the rest of the world to expand this level of education.

Challenges

As we have seen, the challenge facing secondary education in Latin America and the Caribbean is to consolidate its expansion, especially to include the most disadvantaged population groups. However, this growth agenda needs to go hand in hand with changes in the identity, internal processes and organisation of secondary education. Unless such changes occur, quality and equality objectives will be seriously compromised.

The main transformation in recent decades has been the new definition of secondary education: it is now seen as part of the basic education of every citizen, and no longer as exceptional or privileged.



The basic aims of secondary education are being amended as a result, with the emphasis being placed on the lifelong learning continuum. In other words, the idea is to develop basic skills to a higher level to enable more independent ongoing learning; provide more space for students' individual interests, motivations and talents (as they form a much more diverse population than in the past); and strengthen socialisation and cultural integration aspects that have re-emerged as crucial parts of our complex and multicultural modern societies.

Defining secondary education as a universal right and part of basic education has strengthened the massification process. This implies having to tackle problems of access, progress and retention, which are the basics of the schooling process. In terms of access, the prevailing trend is to offer a universal, free and non-selective secondary education service with no entrance exams. For example, the use of grade repetition as a means of quality control or educational support should also be significantly reduced in the light of the wealth of evidence that it is educationally ineffective and is proven to increase the possibilities of early school-leaving. A growing policy priority is to tackle early school-leaving by less academic pupils who have found schooling more difficult or who have started work early due to economic problems (Acosta, 2011; Tenti, 2009).

Regarding quality issues, curriculum changes have once again become relevant. One option has been to expand the secondary school curriculum to include new subjects such as the use of information and communication technologies, citizenship development, promotion of healthy living skills, sustainable development and the generation of entrepreneurial capacity, to name the most common. Lastly, the massification of secondary education placed work training at the heart of the agenda, with pupils streamed into vocational and technical training. Educational policies aimed at strengthening vocational education must first raise their status and improve social perceptions about such training (Jacinto, 2010).

7. The challenge of education quality

Goal 6. "Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills."

The perspective of the right to education evolved from an almost exclusive focus on schooling to a concern for the learning actually acquired by children and young people, which has placed education quality at the heart of the agenda (UNICEF and UNESCO, 2008; OREALC UNESCO, 2008). The focus on learning is essential, as it highlights the effective development of students' potential, so that they can exercise their rights, participate in society and have a dignified life experience (Alexander, 2008).

The concern for education quality is completely relevant in Latin American and the Caribbean, and should not be seen as a secondary goal in relation to increased coverage. What is more, the two dimensions are closely linked.



Expanding pre-school, primary and secondary education has brought in pupils from groups with lower economic, social and cultural resources, and for them it is vital to improve educational quality to include equal learning as an essential way of offsetting the impact of their disadvantaged backgrounds (UNESCO, 2011). Regionally speaking, within countries there are challenges of schooling and minimum conditions for proper learning that remain pending from the twentieth century, as well as twenty-first century challenges such as narrowing the digital divide and developing skills for independent learning and problem solving that are vital for participating in the knowledge society and exercising citizenship in increasingly pluralistic and globalised environments.

7.1 Learning achievements

The SERCE-2006 test of the UNESCO Latin American Laboratory for the Assessment of Quality in Education provides the best comparative regional information on the academic performance of primary-school pupils. This involved 16 countries, and third and sixth grade pupils evaluated in literacy and mathematics, and sixth grade pupils in sciences. The SERCE-2006 results (OREALC UNESCO, 2008) suggested that, in participating countries, an average of one in two third-grade pupils had not achieved level II performance (considered a basic level of achievement) in mathematics, while one in three had not achieved this level in literacy. Furthermore, there were marked differences among countries. For instance, whereas 7% of third-grade pupils in Cuba did not achieve performance level II, the figure reached 49% in Panama and 78% in the Dominican Republic. National differences in mathematics were even more striking.

According to a UNESCO study into SERCE data (Treviño et al., 2010), the factors behind the difference in student performance include socioeconomic and cultural conditions of the pupil and on average for the school; school climate and pupil perception thereof, management of teaching; years of teaching experience; and years in pre-primary education. Negative influences on children's academic achievement include belonging to indigenous groups, child labour and grade repetition.

The SERCE-2006 results also show that Latin American countries vary greatly in terms of the extent to which their school systems reduce or increase academic achievement inequality among pupils with a different gender, socioeconomic status, ethnicity or area of residence. This suggests that the quality of educational conditions and processes can make an enormous difference in reducing inequality. A particularly striking case identified by SERCE is Cuba, which has successfully reduced achievement inequalities relating to socioeconomic status more than any other country in the region. Similarly, the differences in available resources in Cuba's schools were not a relevant factor in unequal achievement among pupils in any subject or grade evaluated by SERCE (Treviño et al., 2010).

7.2 Teachers and education quality

In the framework of education for all, basic monitoring of the teacher situation has consisted in observing the availability of teachers and their specialised training. In terms of the number of pupils per teacher, in 2010 the overall situation in Latin America and the Caribbean was intermediate, in that it was very close to the average when compared with other world regions, in terms of both primary education (19 pupils per teacher) and secondary education (16 pupils per teacher).



Besides, the past decade has seen this proportion fall in primary and secondary education, especially the former – where the average number of pupils per teacher fell by four pupils since 2000. This improving pattern applied to most countries with comparable information, except Colombia – where the pupil-to-teacher ratio increased in both school cycles (and secondary in particular). This regional average definitely conceals a wide range of situations, with some countries (such as Nicaragua) having around 30 pupils per teacher in primary and secondary education, while others (such as Cuba) have around 10 pupils per teacher in both levels.

Given the advance in education coverage in recent decades in the region's countries, the fact that average pupil-to-teacher ratios are not comparatively high (and even dropped during the previous decade) should not be underestimated, as it reflects considerable efforts to increase the number of teachers available at various levels of education.

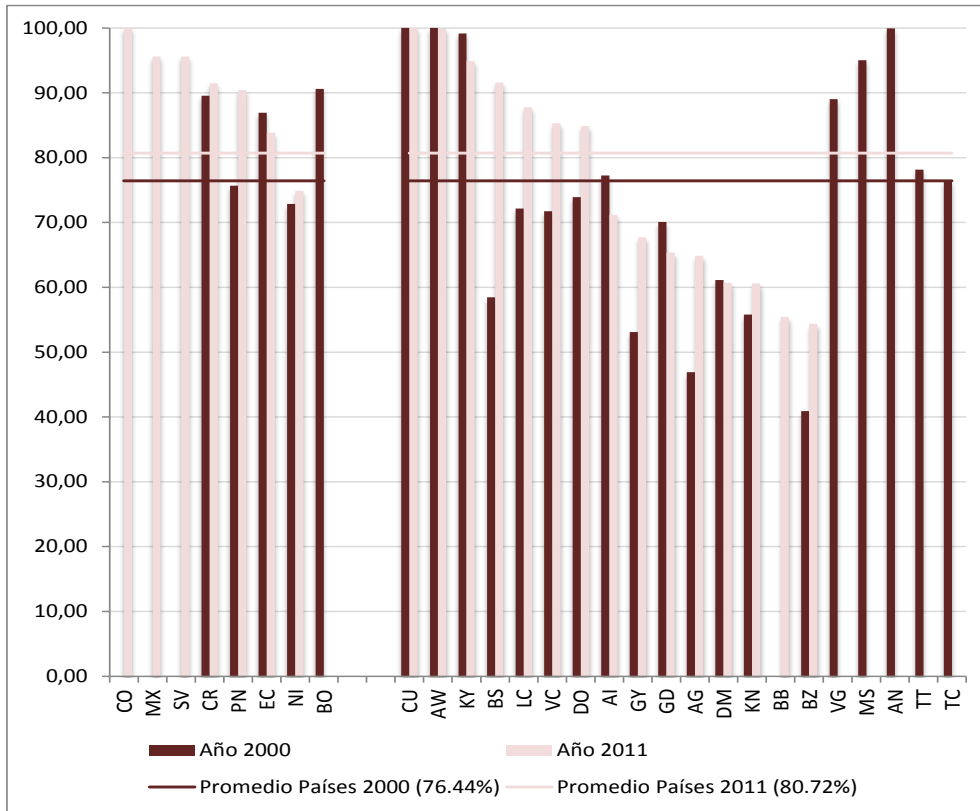
In terms of the quality of teacher training (measured by the percentage of teachers with certified training according to each country's requirements), comparable information indicates that, in 2011, 81% of primary teachers and 71% of secondary teachers had certified teaching training. However, there are dramatic regional differences in the level of teaching professionalisation, as in some countries (particularly in the Caribbean) only half of primary and secondary teachers are certified, while in other countries the proportion is in excess of 90%. Cuba deserves a special mention in this regard, as 100% of primary and secondary teachers were certified in 2011.

Between 2000 and 2011, Latin American and Caribbean countries on average made no significant progress in this regard in primary or secondary education. This does not mean that the last decade saw no changes, but that these were contrasting: some countries significantly increased the number of certified teachers (as in Panama and Bahamas in primary education and Saint Kitts and Nevis in secondary), while the proportion fell considerably in others (such as Montserrat and Anguilla in primary education and Montserrat and Belize in secondary). Generally speaking, efforts appear to have been more focused on increasing the number of teachers available than on raising the standards of teacher training.

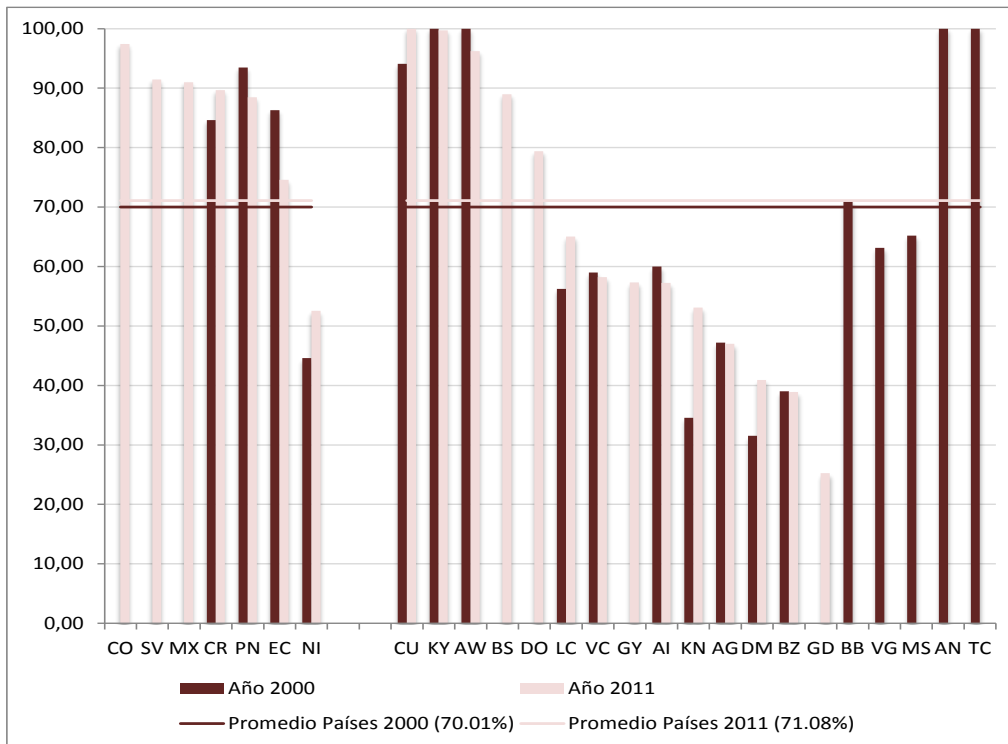
The limitations of initial training could be resolved using quality ongoing training systems. However, a recent report found that the regional situation does not bode well in this regard. According to the report's authors, ongoing training is fairly irrelevant and uncoordinated, does not take account of the variety of teachers' situations, the reality of schools or the practical challenges of teaching. All of this results in low-impact actions in areas relevant to the teaching profession (OREALC/UNESCO, 2012).



Certified primary teachers.



Certified secondary teachers.





7.3 School environment and its relationship to education quality

There is considerable empirical evidence on the relevance of school environment to pupil achievement in Latin American and Caribbean countries. In the above-mentioned SERCE-2006 study, school environment was one of the most consistently significant variables behind primary pupils' academic performance in the region's countries. Factors associated with the school environment include teachers' management of classroom behaviour and good use of instruction time, which was the most influential aspect on learning (Treviño et al., 2012). These findings were in accordance with the aforementioned literature on effective schools.

For the region overall, the school environment indicator measured at school level and pupil perception of the school environment were positively and significantly associated with third and sixth grade pupil performance in the three subjects evaluated (literacy, mathematics and natural sciences) (Treviño et al., 2010). Disaggregated country-level analysis showed that the positive association between school environment and pupil achievement was replicated in most cases, in an intense and systematic way that was only exceeded by the association with pupils' socioeconomic status. Additionally, PISA-2009 found that in most participating Latin American countries (Mexico, Brazil, Colombia, Panama, Peru, Trinidad and Tobago and Peru), the specific dimension of the school's disciplinary environment had a significant and positive effect on pupils' literacy achievements (OECD 2010, vIV).

The increasing importance of the school environment has led to the development of public policies in the region that include this dimension as a key way of improving learning (especially among disadvantaged groups). Unfortunately, recent policies aimed at improving the school environment tend to focus on reducing violence or bullying using approaches based on punishment and control, without any positive proposals for promoting healthy co-existence.

7.4 Citizenship education and education quality

Citizenship education is now recognised, along with academic learning achievements, as one of the aims of the education system, which includes the knowledge, skills and attitudes to enable students to engage in civically minded behaviour, exercise their rights and participate in society (Cox, Jaramillo and Reimers, 2005; ECLAC, 2010; UNESCO, 2011). The International Civics and Citizenship Education Study (ICCS-2009) (Schulz, 2009), conducted by the International Association for the Evaluation of Educational Achievement (IEA), was an in-depth exploration of how young people from various countries were being prepared to take on their role as citizens. In Latin America, only Mexico, Guatemala, Dominican Republic, Colombia, Paraguay and Chile took part in ICCS-2009.

One of the study's main conclusions was the contrast between the set curriculum and the actual learning of pupils. For instance, although the curricula in all six of the region's participating countries feature a concern to build and strengthen more democratic, inclusive and peaceful societies (issues related to citizenship education), the civic knowledge of Latin American students was relatively limited. According to ICCS-2009, the regional average was half a standard deviation below the average for all participating countries (Schulz, 2009). In particular, in five of the six participating Latin American countries, half of young people had the lowest level of civil knowledge, which implies they are not familiar with the concepts of participatory democracy as a political system and do not have knowledge of civil concepts, systems or institutions (Schulz, 2009).



Socio-economic status is positively associated with civic knowledge, and is a relevant factor in explaining differences in civic knowledge among students and countries. The ICCS-2009 study found a correlation between family and school background and the civic knowledge of pupils, as well as between level of economic development and level of civic knowledge of countries (Schulz, 2009). However, factors internal to school systems could also explain such differences. In Latin America, low levels of civic knowledge could also be attributable to the low priority given to these topics in school and to problems relating to the teaching of citizenship education (Cox et al. 2005). It is important to point out that students with greater civic knowledge tend to reject dictatorships or justifications to disobey laws (Schulz, 2009).

Lastly, in stark contrast with previous findings, the ICCS-2009 study found that Latin American young people have positive attitudes towards their country and a strong sense of regional identity. They have empathy with people in difficulty or those from minority groups, and are concerned by the need to build fairer, more inclusive and democratic societies (Schulz, 2009). These leanings of young people contain the potential for a positive civic attitude based on the common good and social justice. This could be better harnessed by the region's schools. Recent student movements in several of the region's countries certainly show the willingness of young people to take part civically and promote changes to improve their conditions and those of the education system in general.

7.5 Education and information and communication technologies

The potential of ICTs lies not only in digital literacy but also their use in promoting modern skills and improving students' educational performance more generally. In fact, Latin America has a wide digital divide in terms of access and type of use of ICTs by students (ECLAC, 2010). The incorporation of ICTs into education has been uneven, with the region lagging behind in general. Having said that, in the past decade the region's countries have made considerable efforts with the support of international cooperation.

In terms of access to ICTs, the general overview is negative. In 2000, only 15% of households had computers with educational software and the Internet, climbing to 19.1% in 2006 (Sunkel et al, 2011). The total absence of ICTs in the household dropped from 66% to 52.5% in the same period (although a complete lack is still the most common situation). In any event, this exclusion is very uneven. While a series of countries (particularly Southern Cone countries such as Chile and Uruguay) have indicators very close to the OECD average, others lag way behind the Latin American average. Public education policies related to ICTs have gone some way towards attenuating such inequalities. In 2009, the region's 15-year olds had similar computer access to the OECD average (Espejo, Trucco et al, 2011). Yet again, the overview is varied: while over 90% of schools in Cuba and Chile have information and communication technologies for 15-year olds, Peru only has ICTs in 19% of schools (Espejo, Trucco, et al, 2011).

In order for such limited access to become an effective instrument for educational improvement, the ICTs that are available must be used appropriately. First, teacher collaboration is vital in this regard. Unfortunately, the region lags behind in this area. According to the SERCE-2006 study, only teachers in Cuba, Chile and Uruguay habitually use ICTs in their daily lives and are therefore in the best position to use them intensively in the classroom. As well as access, the use of ICTs should also be approached as a specific problem. The main use of ICTs by the region's pupils is recreational: games, music and electronic communication (and especially the latter) are the main ICT uses by the region's students (Sunkel et al, 2011).



Having said that, the last few years have seen the increasing use of ICTs for schoolwork, which is linked to their increased availability in schools (Espejo et al, 2011).

8. Higher education¹

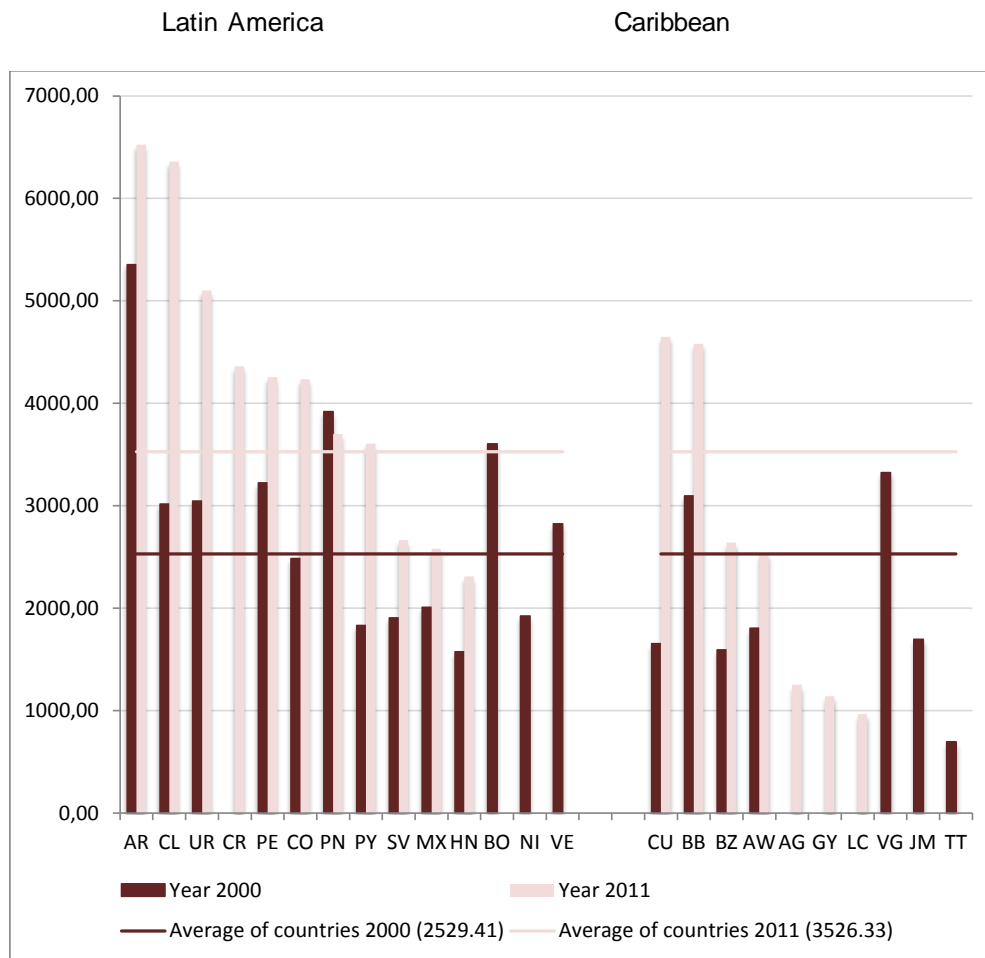
Goal 3. “Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.”

The third goal of the Dakar Framework for Action makes a generic reference to meeting the learning needs of adults and young people. There has been rapid growth in higher education enrolment in the region, particularly in the past decade. Using the number of higher education students for every 100,000 population, figures for the 30 Latin American and Caribbean countries with information available rose from 2,316 in 2000 to 3,328 in 2011, which represents an increase of just over 40% in 10 years. It should be pointed out that this positive trend was observed in all countries with comparable data, although in some countries the rise was more rapid. This was the case in Cuba, where the proportion of pupils in higher education increased almost five-fold during the decade. Despite this progress, the development of higher education in Latin America and the Caribbean still lags chronically behind. According to ECLAC estimates based on household surveys, higher education enrolment in 2010 was around one third of the 18-24 year old cohort (and the figure is twice as high in developed countries).

¹ This section mainly analyses university education (ISCED 5A), although technical higher education is also included (ISCED 5B). The latter is described in more detail in the section on *lifelong learning*.



Number of students in higher education (ISCED 5A and 5B) for every 100,000 inhabitants (30 countries)



Source: UNESCO-IUIS database

According to our analysis countries with greater education spending as a percentage of GDP and greater education spending as a percentage of government expenditure tend to have more students in higher education for every 100,000 population. In addition, countries with a higher net enrolment rate in secondary education have on average greater higher education coverage – which is in keeping with the above-mentioned systemic vision of education trajectories. It should be mentioned that, once all such factors have been taken into account, the level of higher education coverage and the expansion between 2000 and 2010 in Latin America and the Caribbean as a whole are no different from other world countries. According to our estimates based on official data, by 2015 the region’s average gross higher education enrolment rate is likely to be 43%.

It is important to also observe the completion of vocational studies among the population (which is a more stringent indicator). Figures show that Latin America still has much to do in this regard, as only one in 10 young people aged 25 to 29 had completed five years of higher education in 2010 (which was slightly higher than the 7% observed in 2000).



Having said that, this considerable expansion of higher education has been unequally distributed throughout the population: while 0.7% of 25-29 year olds in Latin America's lowest income quintile completed higher education, the figure was 18.3% among those from the richest quintile. The fastest absolute growth over the past decade was experienced by the highest quintiles (although the lowest quintiles have grown more quickly in relative terms). The expansion has therefore not resolved the enormous social inequality when it comes to higher education access (ECLAC, 2010).

Latin America's higher education systems have a vital contribution to make in terms of accessing the information society. To advance towards the knowledge society, Latin American and Caribbean countries must further massify higher education systems, strengthen their own scientific and technological capacities and make better connections with society. The first challenge facing the region's higher education systems is to ensure equitable expansion by becoming drivers of social mobility and outreach. The second challenge is responding to the new demands that globalisation and the information society place on developing countries: to generate their own capacity for scientific and technological output. The final challenge facing higher education systems is to connect better with and be more open to their societies. The traditional commitment to outreach must be renewed. For example, there should be a close relationship between public universities and the school system: the former can do much for the latter, as universities can be obliged to improve teacher training, collaborate in curricular design, support schools in difficult teaching areas and produce relevant research for tackling the problems of the school system.

9. Gender equality in education

Goal 5. "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality."

Special attention was given to the issue of gender equality in the Dakar Framework for Action. This decision stemmed from the historical and general disadvantages of women with respect to men in education. In terms of equal access to primary education, it is true that since the beginning of the past decade the countries of Latin America and the Caribbean showed, on average, a situation of virtual equality between men and women. In fact, the gender parity index, which expresses the women's situation in comparison to men's, in this case in terms of the net rate of enrolment in primary education, reached rates close to one, that is, perfect equality, in both 2000 and 2011. Around 2011, there were still significant gender disparities in primary education in four countries (of the 27 with available data): against women in the Dominican Republic, Antigua and Barbuda, and Saint Vincent and the Grenadines, and against men in the Bahamas.

However, the predominant situation in Latin America and the Caribbean with regard to equal access of both genders to secondary education is unequal, but to the disadvantage of adolescent men. Indeed, the average gender parity index in the net rate of enrolment in secondary education of the countries in the region was 1.07 in 2011 (i.e. 7% in favour of women),



which actually indicated a small negative change from the 1.06 recorded in 2000. While two of the 23 countries in the region with available information registered disparity against women in 2011, disparity against men was observed in 13 of the 23 countries (several of which reached values greater than 1.1 on the gender parity index for secondary education). It is important to note that this situation of gender disparity in the access to secondary education is typical of Latin America and is not found, on average, in the other regions of the world (with the exception of Eastern Asia, although with less intensity). This can largely be explained by the fact that men abandon formal education at the secondary level in order to enter the labour market early (PREAL, 2007; IDB, 2012; ILO, 2012).

The SERCE study carried out by the UNESCO Latin American Laboratory for the Assessment of Quality in Education in 2007 noted gender gaps in the academic performance of students in various countries of the region. According to a pattern identified in other international studies, women showed on average better performances in reading in both third and sixth grade while men achieved on average better results in mathematics (in both grades) and in science (only students in sixth grade were assessed). It is also true that the estimated gap in favour of men in mathematics was wider and more systematic than the gap in favour of women in reading.

Future educational challenges exist in various dimensions of schooling and of the way in which schools are organised. In terms of access and attendance to education, some countries in the region are still faced with the task of ensuring that women receive an academic education, particularly in rural areas and among the indigenous population which is linked to particular socio-economic and cultural contexts. In contrast, many countries have a hard time extending secondary education among young males, which requires them to deal with the difficulties posed by child and youth labour in the poorest sectors, as well as the distance between culture and forms of youth socialisation, and the norms and demands of school socialisation, aggravated by low performance since primary school.

In terms of learning achievements, more profound changes are still needed to achieve gender parity. Forms of non-discriminatory cohabitation must be encouraged in the school organisation; at the pedagogical level, teachers should be trained to prevent the reproduction of gender stereotypes and to generate non-discriminatory learning environments for the children; in the same way prejudices that, for example, distance girls from mathematics and professional science careers, should be challenged in teachers' initial training.



10. Intercultural bilingual education: education and diversity

Goal 2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

The matter of interculturality in education has been assuming ever greater importance in the international structure of rights associated with children and young people in recent decades. Incorporating these guidelines in the field of education in the region has not been easy. The building of interculturality in Latin America and the Caribbean is of course not devoid of the conflicts and tensions that such diversity entails, owing to the generalised situations of inequity affecting the indigenous populations. Still, several processes are to be observed concerning intercultural bilingual education implemented in some countries of the region with an indigenous population, some of which schemes have had major repercussions on educational policies.

Intercultural bilingual education has moved from cultural and linguistic homogenisation to the assumption of diversity as an opportunity since it grants sociocultural identity and supposes a bilingualism of enrichment and perpetuation which, according to international and national conventions, should permeate the region's education systems and include indigenous and non-indigenous inhabitants (López 2011, Muñoz 2002).

The school curricula and texts for the national population generally contain prejudices and stereotypes that tend to render invisible, naturalise and circumscribe the indigenous condition in a way that is static, folkloristic and centred in the past ("they ate, they lived, they cultivated, they fought"), without considering migration and the growing degrees of indigenous participation, professionalism and presence in the decision-making of the countries of the region. In the case of the literacy programmes for the indigenous population, although they are declared bilingual and intercultural, they do not offer strategies and forms of literacy teaching that take account of these variables. There are also shortcomings in classroom practices since, in general, the teachers are from outside the communities and apply methods that are out of context in relation to the sociocultural spaces into which the pre-school centres and schools are introduced.

According to UNESCO data, there are significant adverse differences in the time spent by indigenous people in primary and secondary education as against the non-indigenous population. It is observed that, in primary education, only Cuba, Brazil and Chile have completion rates above 90%; in secondary education, Chile shows a narrower gap since it is observed that some 60% of the indigenous and about 75% of the non-indigenous population stay the course. With respect to the conclusion of primary education, UNESCO finds that the indigenous/non-indigenous parity rates vary between 0.70 and 0.81 for the 15-19 age group, and between 0.52 and 1.03 for the 25-29 group. As to the conclusion of the first cycle of secondary education, the rates vary between 0.45 and 0.95 for the population aged 20 to 24 years (with a country average of 0.71), and between 0.17 and 0.92 for the 30-34 age group (with an average of 0.61). Finally, indigenous/non-indigenous parity indices in the conclusion of the second cycle of secondary education vary between 0.2 and 0.8 for the population aged 20 to 24 years (with an average of 0.58) and between 0.1 and 0.9 for the population of 30 to 34 years



(with an inter-country average of 0.55). No state in the region achieves ethnic equity in the completion of secondary education.

With regard to basic learning, although there are differences between the various peoples, illiteracy is more common among indigenous people than in the non-indigenous population and is higher in rural than in urban areas (Hopenhayn et al., 2005). According to the analyses based on SERCE-2006 data, at the pupil level the indigenous variable systematically (though not always) adversely affects results in language, mathematics and sciences when measured in the third and sixth grades. Furthermore, greater comparative disparities were observed in the third grade than in the sixth, a factor apparently explained by the high dropout rate of indigenous children in more advanced studies (Treviño et al., 2010). This is thought to be due to a set of factors such as the standard of teachers in rural areas, knowledge or otherwise of the indigenous languages spoken by pupils, educational texts that are at odds with the language and culture in question, the scant resources of the schools, among others (it certainly also being possible that the standardised tests themselves introduce an additional bias against the ethnic minorities, a fairly well-documented matter).

A critical point for these policies is observed in the process of intercultural bilingual education coverage and implementation. Is interculturality for all? To advance in interculturality “for all” as a policy for shaping identity in the countries, it is further suggested that action should go ahead to systematise indigenous knowledge and practices in such a way as not to slant the approach towards just the indigenous population segment, since the goals and contents of learning of the national curricula could be complemented by incorporating knowledge connected with numerical systems, calendars, conceptions of space and time, and communicative approaches for teaching of the languages, among other factors.

With respect to national curricula, school texts and teaching materials, and considering the peoples with linguistic vitality, there is a need to increase opportunities since a language with more speakers is often standardised at the expense of other small minority language groups for which there is no budget to produce appropriate material. This challenge must also take account of the high rates of indigenous migration to the cities and the need for the policy and iconography of the study texts and classroom material, to take account of the diversity of the urban areas in order to reduce the cultural and linguistic displacements, safeguarding this transmission to the new generations of indigenous boys and girls. In this respect, the processes of initial teacher training and the curricular fabric of tertiary education should explicitly include concepts of interculturality and teaching and learning strategies referring to contexts of cultural diversity, a characteristic of present-day societies in all the countries of the region.



11. Adult literacy and lifelong learning

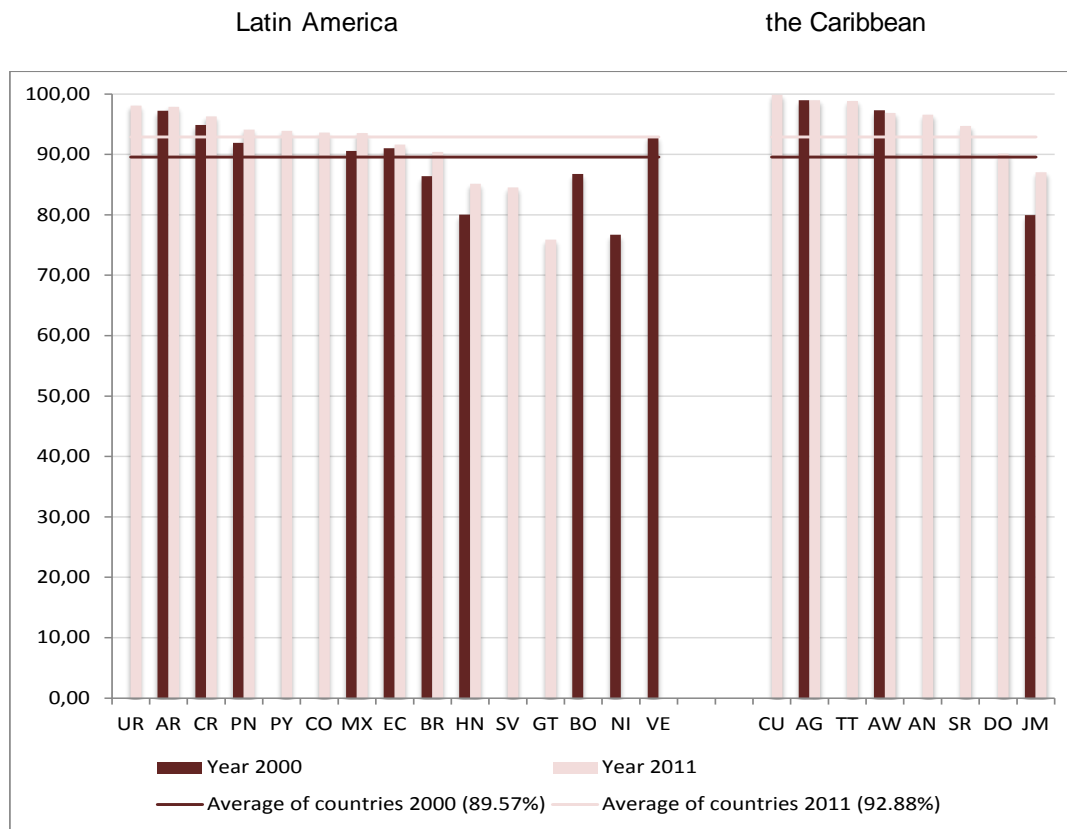
Goal 4: “Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.”

With regard to the goal established in the Dakar Framework for Action of reducing illiteracy, the region is in a positive situation in comparison with the other regions in the developing world. Indeed, Latin America and the Caribbean already had comparatively high levels of adult literacy in 2000 (on average approximately 89.6%) which slowly continued to increase to an average of 92.9% in 2011. Of the 23 countries that have information, only four showed levels of adult literacy below 90% in 2010 and only one (Guatemala) registered levels lower than 80%.

Nevertheless, it is important to mention that the estimated progress in the previous decade, between 1990 and 2000, was similar: 3.8 percentage points. This would suggest that there has not been any particular acceleration post-Dakar. Had the region aimed for a 50% reduction in adult illiteracy as a goal, the region would not have achieved it yet given that it would imply an increase in literacy of up to roughly 95% by 2015. Nevertheless, the young population aged 15 to 24 lies above said level and it is estimated that until 2010 the literacy level of this age group was on average 97% in the countries of the region. Special attention was given to the issue of women’s literacy in the Dakar Framework for Action. However, the average situation in Latin America and the Caribbean was, and still is, relatively favourable. All this suggests that, in general, the main way Latin American countries have continued to reduce their levels of illiteracy has been through improved access to primary education and not through policies explicitly aimed at improving literacy among adults.



Literacy rate among the adult population (15 years old and above) (24 countries)



Source: UNESCO-UIS database

From a broader perspective, the concept of literacy has evolved from the concept of knowing how to read, write and perform basic mathematical operations to a more global concept which defines literacy as a basic learning need acquired throughout life and allowing people to develop their knowledge and skills in order to fully participate in society (UNESCO, 2006). The sophistication of the concept of literacy in developed countries is in fact part of the larger process of change occurring in the relations between education, knowledge and society, which is also influencing the development agenda of Latin America and the Caribbean (Castells, 2000).

These new formative requirements are a challenge to educational systems. Education should develop new skills and acknowledge them in order to enable the labour market to distinguish formally between them. Additionally, education should offer opportunities for continuous training, adaptation and improvement; all in all, education should accompany people throughout life (ILO, UNESCO and OECD). At the same time, given the general increase of post-secondary education, higher technical education (ISCED 5B) is expanding fast, especially among low income population (CINDA, 2007).

Looking ahead, the coming agenda for Latin America and the Caribbean will be very demanding. Firstly, lifelong learning remains an emerging issue with insufficiently established regulation.



Can lifelong learning be considered an enforceable right? Secondly, the most important political challenge remains the eradication of functional illiteracy and the need to provide the population with basic life skills including the use of new technologies. It is also imperative to link the expansion of formal technical education with non-formal educational programmes (potentially by reapplying and renovating the tradition of popular education that exists in the region) to create a connectivity between the two and to enable them to tackle the challenges of society as a whole and thus facilitate long studies throughout an educational continuum.

Another particularly challenging aspect concerns inactive youth. It is necessary to develop and strengthen the programmes aimed at improving their employability in coordination with formal education. This involves apprenticeships but essentially relates to basic skills and skills known as “soft skills”. Finally, and in relation to the above, Latin American countries are faced with the challenge of modernising the qualifications frameworks not only by incorporating measures of abstract knowledge – which should continue to be implemented – but also by complementing them with an accreditation both of general skills and of skills specific to various trades.

12. Latin America and the Caribbean (LAC) EFA update

In the LAC region, the UNESCO Regional Education Office in Santiago has launched a process of review and analysis to give impetus to achieve the 2015 education goals and to advance in the design of the post-2015 education agenda for the region.

1) A range of advocacy efforts took place in Latin America and the Caribbean to speed up EFA progress:

- Dissemination of the recommendations adopted at the ministerial meeting in Mexico, January 2013, as well as the publication of the following reports on the state of education in LAC.
 - Publication of the document the State of Education in Latin America and the Caribbean: Towards Education for All by 2015 and beyond (Sept, 2013)
 - Publication a of two position documents (leaflets) about the Post 2015 educational agenda, Sept, 2013
- UNESCO Office in Santiago (Oct. 02, 2013) marked various EFA issues related to Teachers at the launch of the 2013 Global Action Week for Education in Chile.
- In Quito (Sep. 03, 2013), 15 National Commissions for UNESCO in Latin America came together to strengthen their partnerships and to promote the participation of society and the private sector in education, science, culture and communication programs. OREALC/UNESCO Santiago pointed out that National Commissions are the bridges and links between the Organisation's mandate and the needs of the countries in the UNESCO working areas. This partnership will help reach the MDGs and EFA objectives regarding social equity, environmental sustainability and inclusive economic development.



- OREALC/UNESCO Santiago promotes education for peace as a key component of the post-2015 educational agenda at the Regional Educational Seminar for Peace, Democratic Coexistence, and Human Rights held on August 29 and 30 in San Jose, Costa Rica organised by the Latin American Campaign for the Right to Education (CLADE, its Spanish acronym) and sponsored by OREALC/UNESCO Santiago.
- Reading Promotion will be a Key Component of the Post-2015 Educational Agenda. It will be one of the main focal points of the collaborative work between the Regional Centre for the Book Promotion in Latin America and the Caribbean (CERLALC) and the OREALC/UNESCO Santiago. This collaboration has been established within the framework of the meeting of the Intergovernmental Committee on the New Agenda for Books and Reading, held from 2 July to 5 July in Bogota, Colombia, under the title “Recommendations for public policies in Latin America”.
- UNESCO Office in Santiago organised the technical meeting on the Regional Teacher Strategy. Between 6 and 7 June, the 3rd Technical Meeting on the UNESCO Regional Teaching Strategy was held in Santo Domingo. The objective of this meeting was to enhance the debate and help push the regional agenda so that it favors teachers and quality education.
- The 2013 Regional Education Statistics Workshop for Latin America was held from 14 to 17 May in Lima, Peru. The event was organised by the UNESCO Institute for Statistics (UIS), headquartered in Montreal, Canada, together with the Peruvian Ministry of Education (MINEDU) and UNESCO Santiago. Education specialists from Argentina, Brazil, Chile, Mexico, Paraguay, Uruguay and Peru took part in the workshop. The workshop, aimed to promote improvements in education statistics production in a group of Latin American countries, for use in planning and decision making in the education sector. One of the main issues was the challenges for the information systems and planning imposed by the educational agenda post 2015.
- From May 29 to 31, the Latin American Campaign for the Right to Education (CLADE) and UNICEF, in partnership with OREALC/UNESCO Santiago, IPE-UNESCO Buenos Aires, the IEO and ECLAC, held the "Regional Seminar on Secondary Education in Latin America and the Caribbean", in the city of Bogotá, Colombia. It was an opportunity to discuss the challenges faced to fulfill the human right to education at the secondary level.

2) Preparation of their National EFA 2015 Review Reports and the Regional Review Reports of EFA 2015

- In July 8, 2013, the General Vice-Director of Education sent a letter to the Ministers of Education through the intermediary of the National Commissions and Permanent Delegations. This letter invited the member states to carry out the national reviews of EFA 2015, attaching a set of technical recommendations to prepare those reports.
- During the meeting organized in Quito, September 3rd, 2013, the 15 National Commissions of Cooperation with UNESCO were invited to collaborate in this process, emphasizing their key role in the process, especially to motivate, organize and monitor the process both within the MoE and with other stakeholders-



- Simultaneously, UNESCO Santiago has established an agreement with a priority partner for the promotion of EFA in the region, the Latin American Campaign for the Right to Education (CLADE). It is a plural articulation of civil society organised forums, coalitions and national campaigns of education in 15 countries in Latin America. UNESCO Santiago is promoting a joint collaborative work with CLADE and the National Commissions for UNESCO for the preparation of the National EFA Reviews.
- UNESCO Regional Office in Santiago has offered technical support to help the countries during this process. With that aim, it has established an internal task force, which also collaborates with educational specialists of the Cluster Offices and National Offices of UNESCO in the Region, as well as an external implemented partner.
- The UNESCO Santiago will provide the contacts coordination, establishing a helpdesk and fully using the available technologies for information and communication in this process: Email, Skype, videoconferences.
- Parallel to the national reports elaborative process, OREALC/UNESCO Santiago will work in the Regional Report of the EPT 2015. By method they will use the preliminary documents of the national reports.
- At the same time UNESCO will work together with the CEPAL and with the implementation partner, the Centre of Advance Research in Education (CIAE) of the University of Chile, with whom a report was already produced and presented in the Global Education Meeting, (GEM) in November 2012, and in the Ministerial Conference of the region of ALC, in Mexico in January 2013.
- The Regional Office will provide the following information:
 - A database with the latest available information (UIS)
 - Regional reports on the EPT and ODM already available:
 - Available, pertinent and relevant bibliographic sources:
- OREALC/UNESCO Santiago will provide a “help desk” for the countries using ICT: Email, Skype, Tele/video conferencing-
- The result of this work will be a regional report which will serve as an input document for the meeting Regional EFA Post-2015, whose final version will be presented at the Global EFA Meeting in Korea 2015.
- UNESCO Santiago has had a close collaboration during the preparation of the reviews EFA reports with Member States through advocacy and technical support. Currently, there are more than 15 countries engaged in the process of EFA national assessment and we have initiated a process to encourage all countries in the region to accomplish this commitment by means of the National Commissions of Cooperation with UNESCO and Field Offices.
- OREALC/UNESCO Santiago has agreed with the MoE of Peru to host a Post 2015 Regional consultation in October 2014. Collective inputs (Regional vision of post 2015) from Member States at this meeting will feed into to the 2015 EFA meeting in Seoul, Korea.



- To strengthen the process to attain EFA 2015 goals and to advance in a post-2015 agenda for the region, UNESCO Santiago is designing a road map that includes all agencies and partners that can contribute to jointly design the post-2015 education e.g. regional coordination mechanisms, UN agencies, CSOs, Foundations, and the private sector. To this aim, two technical meetings –previous to the Lima meeting- will be organized, in order to capture the diversity of visions and to build a broader consensus to be presented at the regional meeting.
- Santiago UNESCO Office will publish an update of the document the “State of Education in Latin America and the Caribbean: Towards Education for All by 2015 and beyond” and also a series of “Notes” about education and development post-2015, position documents about key issues of the Post 2015 educational agenda.
- Finally, UNESCO Santiago Office is supporting the seventh NGO’s Collective Consult about Education for All (CCONG/EPT), to held in Santiago Chile, May 21-23, 2014, which is being organizaed by UNESCO in collaboration with the Latin American Campaign for the Right to Education (CLADE) and the National Coalition for EFA.
- The members of CCONG/EPT –international, regional and national NGOs- will debate and think about the achievements, challenges and the future of education for all, and the participation of civil society in the EFA movement. This meeting will produce a common position and will make recommendations regarding the educational post-2015 agenda. This will be the last meeting before Seoul and it will be an excellent opportunity for the Regional Office to capture the vision and opinions of the civil society, to be included in the UNESCO regional report.

3. Towards a regional post-2015 educational agenda.

Considering the regional education progress as well as current analyses and trends, various themes are identified as likely to shape the emerging post-2015 education agenda. These can be grouped under the following categories:

- Innovative programmes and curricula on citizenship education, focusing on young people, for a culture of peace through “coexistence”, civic education, physical education and sports, sexuality education, students’ participation, respect for teachers and families, and conflict resolution.
- Expansion of ICTs in teaching, learning and in education management, to improve learning outcomes, reduce the digital gap and to facilitate the insertion of young people in the workplace.
- Beyond the traditional concept of education, programmes that focus on lifelong learning thus generating multiple opportunities for training, competency-based education (basic, transferable, technical/professional), as well as permanent training opportunities for decent work.
- Consolidation of the ongoing expansion of tertiary and higher education with quality programmes and the strengthening of institutions to accompany scientific and technological production, thus contributing directly to local and national development.



- Development of comprehensive intercultural and multicultural education programmes, in cultural, pedagogical, linguistic and institutional terms.
- Enriching education systems with contents and methods on sustainable development, green practices, climate change and disaster prevention, as a follow-up to Rio+20.
- Significant, verifiable and accountable improvement of educational planning and financing, in its broadest sense, for the design of sound, evidence-based education and social sector policies, more relevant to national and sub-national contexts.



Annex 1.

Data about EFA goals

Table 1: Net enrolment rate in preprimary education

Country	Country	Year 2000	Year 2011
Chile	CL		82,18
Ecuador	EC	56,86	81,50
Mexico	MX	63,20	81,36
Uruguay	UR		77,63
Argentina	AR	60,38	74,44
Peru	PE	59,17	73,88
Costa Rica	CR		70,87
Venezuela (Bolivarian Republic of)	VE	46,12	69,60
Panama	PN	46,04	63,58
Nicaragua	NI	28,41	54,97
El Salvador	SV	40,46	53,40
Guatemala	GT	41,02	47,59
Bolivia (Plurinational State of)	BO	35,52	46,65
Colombia	CO	35,62	44,47
Honduras	HN	21,59	39,09
Paraguay	PY	29,10	32,56
Aruba	AW	88,02	98,72
Cuba	CU	95,48	94,06
Grenada	GD		93,94
Suriname	SR		86,50
Saint Kitts and Nevis	KN		77,90
Dominica	DM	82,00	76,71
Barbados	BB	62,14	71,94
Antigua and Barbuda	AG	39,88	63,99
Guyana	GY	78,26	53,19
Belize	BZ	26,53	45,23
Saint Lucia	LC	49,73	44,49
Dominican Republic	DO	29,10	35,47
Anguilla	AI	92,75	
Bahamas	BS	11,49	
British Virgin Islands	VG	59,68	
Cayman Islands	KY	49,28	
Jamaica	JM	76,98	
Trinidad and Tobago	TT	52,12	



Table 2: Adjusted net enrolment rate in primary education

Country	Country	Year 2000	Year 2011
Uruguay	UR		99,84
Mexico	MX	98,13	97,17
Ecuador	EC	99,37	96,82
Peru	PE	99,87	96,33
Guatemala	GT	86,00	95,27
Costa Rica	CR		95,05
El Salvador	SV	85,74	95,03
Venezuela (Bolivarian Republic of)	VE	91,85	94,41
Honduras	HN	88,44	94,01
Nicaragua	NI	85,32	93,20
Chile	CL		93,08
Panama	PN	96,05	92,03
Colombia	CO	94,69	86,50
Paraguay	PY	97,47	84,10
Bolivia (Plurinational State of)	BO	92,53	83,43
Argentina	AR	99,43	
Saint Vincent and the Grenadines	VC	98,47	99,11
Belize	BZ	98,57	99,11
Aruba	AW	96,62	98,93
Trinidad and Tobago	TT	97,77	98,68
Bahamas	BS	91,43	97,80
Barbados	BB	93,96	97,13
Cuba	CU	97,32	96,53
Dominica	DM	97,30	96,23
Suriname	SR	91,07	92,33
Dominican Republic	DO	83,95	90,90
British Virgin Islands	VG	94,62	89,66
Antigua and Barbuda	AG		87,54
Saint Kitts and Nevis	KN	94,25	83,94
Saint Lucia	LC	97,87	83,00
Guyana	GY		79,68
Anguilla	AI	99,31	
Cayman Islands	KY	97,57	
Grenada	GD	90,68	
Jamaica	JM	92,97	
Montserrat	MS	99,89	



Table 3: Fifth grade survival rate (%)

Country	Country	Year 2000	Year 2011
Chile	CL	98,18	98,15
Mexico	MX	90,48	96,47
Venezuela (Bolivarian Republic of)	VE	89,81	96,04
Costa Rica	CR	91,60	92,88
Panama	PN	89,82	92,06
Ecuador	EC	78,02	91,75
Bolivia (Plurinational State of)	BO	84,45	89,43
El Salvador	SV	68,88	87,32
Peru	PE	83,65	85,06
Colombia	CO	69,41	84,71
Guatemala	GT	65,27	75,26
Honduras	HN		75,05
Argentina	AR	92,21	
Nicaragua	NI	64,84	
Paraguay	PY	78,12	
Uruguay	UR	92,89	
Cuba	CU	97,39	96,50
Barbados	BB	94,49	94,46
Saint Lucia	LC	93,75	92,49
Belize	BZ	84,53	91,96
Dominica	DM	85,42	89,74
Saint Kitts and Nevis	KN	82,85	87,35
Saint Vincent and the Grenadines	VC		79,43
Anguilla	AI		72,57
British Virgin Islands	VG	80,02	70,30
Aruba	AW	95,33	
Cayman Islands	KY	93,25	
Dominican Republic	DO	75,09	
Guyana	GY	77,17	
Jamaica	JM	88,88	
Netherlands Antilles	AN	75,29	
Trinidad and Tobago	TT	94,84	



Table 4: Net enrolment rate in secondary education

Country	Country	Year 2000	Year 2011
Chile	CL		84,68
Argentina	AR		83,58
Peru	PE	68,00	77,14
Panama	PN	60,05	76,39
Venezuela (Bolivarian Republic of)	VE	54,09	74,34
Ecuador	EC	49,22	74,03
Colombia	CO		73,61
Costa Rica	CR		73,35
Uruguay	UR		72,01
Bolivia (Plurinational State of)	BO	66,11	68,27
Mexico	MX	54,74	67,34
Paraguay	PY	51,61	61,02
El Salvador	SV	45,33	59,67
Guatemala	GT	30,48	46,43
Nicaragua	NI	36,59	45,44
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Guyana	GY	72,81	92,56
Barbados	BB	87,42	89,71
Cuba	CU	82,08	86,66
Antigua and Barbuda	AG	69,11	85,56
Saint Vincent and the Grenadines	VC	67,98	85,20
Saint Lucia	LC	60,85	84,50
Jamaica	JM	76,70	83,59
Dominica	DM	81,85	83,43
Bahamas	BS	70,83	82,89
Aruba	AW	72,42	76,94
Belize	BZ	59,90	72,36
Saint Kitts and Nevis	KN	90,95	70,09
Dominican Republic	DO	39,78	61,25
Suriname	SR		57,20
Anguilla	AI	97,83	
British Virgin Islands	VG	71,03	



Table 5: Number of students in higher education (ISCED 5A and 5B) for every 100,000 inhabitants

Country	Country	Year 2000	Year 2011
Argentina	AR	5355,13	6526,32
Chile	CL	3016,72	6360,75
Uruguay	UR	3045,31	5101,78
Costa Rica	CR		4361,79
Peru	PE	3224,20	4256,83
Colombia	CO	2485,31	4234,86
Panama	PN	3919,91	3700,09
Paraguay	PY	1832,29	3606,98
El Salvador	SV	1905,29	2665,31
Mexico	MX	2009,70	2580,38
Honduras	HN	1575,38	2310,68
Bolivia (Plurinational State of)	BO	3604,05	
Nicaragua	NI	1924,67	
Venezuela (Bolivarian Republic of)	VE	2823,74	
Cuba	CU	1654,98	4649,23
Barbados	BB	3096,85	4582,47
Belize	BZ	1593,77	2640,58
Aruba	AW	1804,92	2532,13
Antigua and Barbuda	AG		1253,83
Guyana	GY		1142,33
Saint Lucia	LC		967,65
British Virgin Islands	VG	3324,22	
Jamaica	JM	1696,03	
Trinidad and Tobago	TT	695,81	



Table 6: Gender parity index in the net enrolment rate of primary education

Country	Country	Year 2000	Year 2011
Mexico	MX	0,97	1,02
Honduras	HN	1,01	1,02
Ecuador	EC	1,01	1,01
Nicaragua	NI	1,01	1,01
Costa Rica	CR		1,01
El Salvador	SV	1,01	1,00
Peru	PE		1,00
Chile	CL		1,00
Bolivia (Plurinational State of)	BO	1,00	1,00
Paraguay	PY	1,01	0,99
Panama	PN	1,00	0,99
Colombia	CO	1,00	0,99
Guatemala	GT	0,93	0,99
Venezuela (Bolivarian Republic of)	VE	1,01	0,98
Argentina	AR	0,99	
Guyana	GY		1,12
Saint Kitts and Nevis	KN		1,03
Suriname	SR	1,03	1,01
Dominica	DM		1,01
Belize	BZ	0,99	1,00
Cuba	CU	0,99	1,00
Barbados	BB	1,07	0,99
Trinidad and Tobago	TT	1,00	0,99
Saint Lucia	LC	0,97	0,99
Saint Vincent and the Grenadines	VC		0,98
British Virgin Islands	VG	1,00	0,96
Dominican Republic	DO	1,01	0,96
Antigua and Barbuda	AG		0,95
Aruba	AW	0,99	
Bahamas	BS	0,98	
Grenada	GD	0,90	
Jamaica	JM	1,00	



Table 7: Gender parity index in the net enrolment rate of secondary education

Country	Country	Year 2000	Year 2011
Nicaragua	NI	1,17	1,14
Uruguay	UR		1,12
Argentina	AR		1,10
Venezuela (Bolivarian Republic of)	VE	1,18	1,09
Colombia	CO		1,08
Panama	PN	1,11	1,08
Paraguay	PY	1,05	1,08
Costa Rica	CR		1,07
Mexico	MX	0,97	1,04
Chile	CL		1,04
El Salvador	SV	1,02	1,03
Ecuador	EC	1,04	1,03
Bolivia (Plurinational State of)	BO		1,01
Peru	PE	0,97	1,01
Guatemala	GT	0,92	0,92
Suriname	SR		1,22
Guyana	GY	1,00	1,16
Dominican Republic	DO	1,24	1,15
Barbados	BB	1,04	1,15
Dominica	DM	1,13	1,11
Aruba	AW	1,05	1,10
Jamaica	JM	1,03	1,08
Bahamas	BS	0,99	1,07
Belize	BZ	1,07	1,06
Saint Kitts and Nevis	KN	1,21	1,06
Saint Vincent and the Grenadines	VC	1,17	1,03
Cuba	CU	1,05	1,01
Saint Lucia	LC	1,25	1,00
Antigua and Barbuda	AG	0,92	0,99
Anguilla	AI	0,98	
British Virgin Islands	VG	1,13	
Cayman Islands	KY	0,93	



Table 8: Literacy rate among adult population (15 years old and above)

Country	Country	Year 2000	Year 2011
Uruguay	UR		98,07
Argentina	AR	97,19	97,86
Costa Rica	CR	94,87	96,26
Panama	PN	91,90	94,09
Paraguay	PY		93,87
Colombia	CO		93,58
Mexico	MX	90,54	93,52
Ecuador	EC	90,98	91,59
Brazil	BR	86,37	90,38
Honduras	HN	80,01	85,12
El Salvador	SV		84,49
Guatemala	GT		75,86
Bolivia (Plurinational State of)	BO	86,72	
Nicaragua	NI	76,68	
Venezuela (Bolivarian Republic of)	VE	92,98	
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Cuba	CU		99,83
Antigua and Barbuda	AG	98,95	98,95
Trinidad and Tobago	TT		98,83
Aruba	AW	97,29	96,82
Netherlands Antilles	AN		96,54
Suriname	SR		94,68
Dominican Republic	DO		90,11
Jamaica	JM	79,92	87,04



Annex 2

Projections for 2015

This section describes the procedure used to develop projections of the achievement of some EFA indicators. Projections have been made for the 1998-2015 period and results have been obtained for one-year intervals. The estimate takes into account the whole region (Latin America and the Caribbean).² The indicators selected for the projections were: gross enrolment rate in pre-primary education; net enrolment rate in pre-primary education; net enrolment rate in secondary education; and gross enrolment rate in tertiary education.

For the first projections, the series were smoothed using a double exponential smoothing method. The purpose of this technique is to develop estimators for a model that adequately describes the relationship of the Y_t series with its evolution over time. This procedure is applied to series whose average changes over time and also shows a trend, where the series can be modelled as followed:

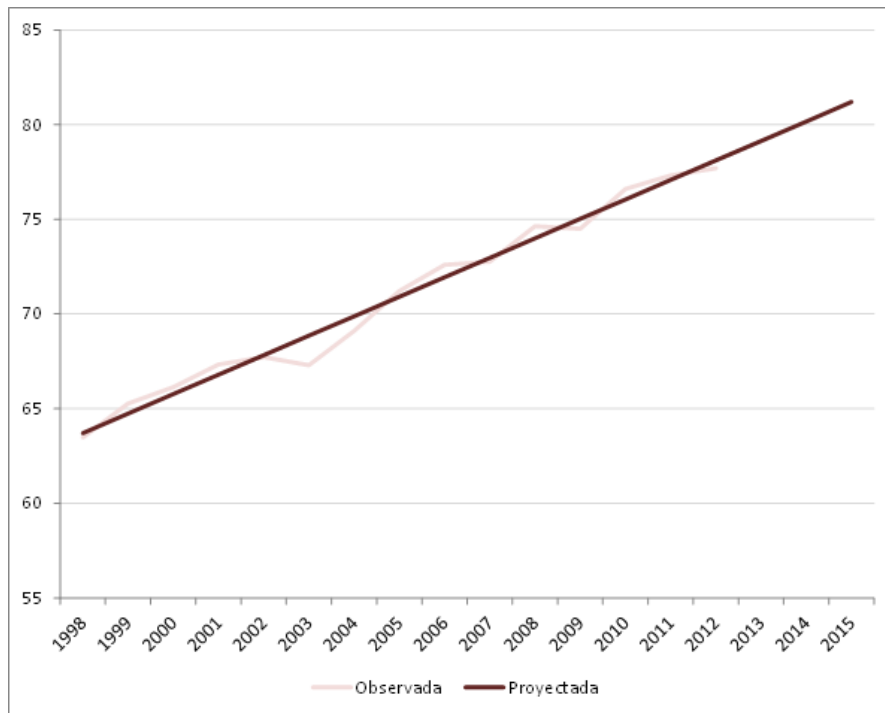
$$Y_t = \beta_{0t} + \beta_{1t}t + e_t$$

This allows the average of Y_t to depend on t and for the average to increase as time passes. Projections can be made from this smoothing, which are presented below.

² Estimates were made for the whole region rather than at country level on the basis of series developed by UNESCO. In view of the fact that data are missing at the country level, which would generate differences with the series developed by UNESCO, it was decided to use series developed by UNESCO for Latin America and the Caribbean as a whole and to base projections on these data.



Projected gross enrolment rate in pre-primary education for Latin America and the Caribbean (1998-2015)

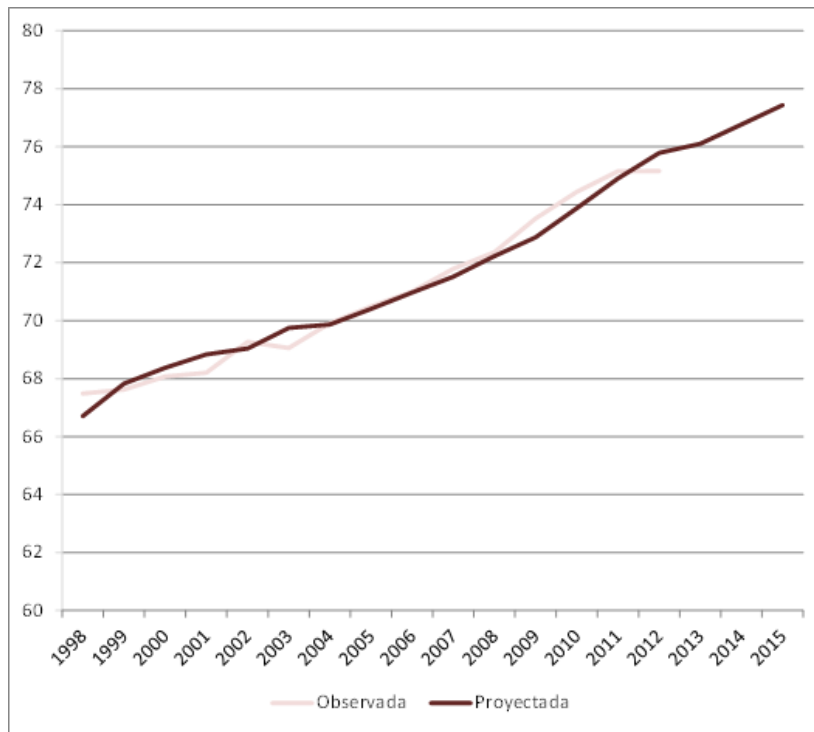


Projected net enrolment rate in primary education for Latin America and the Caribbean (1998-2015)

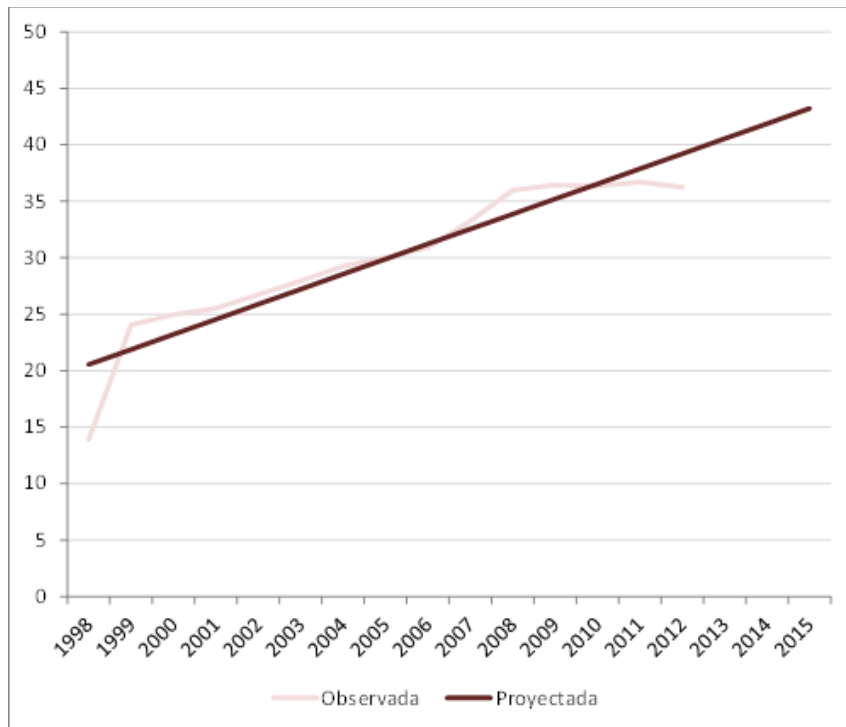




Projected net enrolment rate in secondary education for Latin America and the Caribbean (1998-2015)



Projected gross enrolment rate in tertiary education – ISCED 5 and 6 – for Latin America and the Caribbean (1998-2015)





Annex 3

Data and sources

Reference period for the data and information

The reference period for the education data presented in this publication corresponds to the academic year ending in 2012, or the most recent year for which information is available within the 2010-2011 period. In cases where an analysis of data over time is presented, data from 2000 are used, or else from the year in which information is available, either 2001, as a priority, or 1999. The reference period for the financial data presented in this publication corresponds to the financial year ending in 2010.

Literacy indicators correspond to the most recent data available for the period 2008-2010, or estimated by the UNESCO Institute for Statistics (UIS).

If a particular reference year spans two calendar years, the most recent will be used. For example, the school year 2009/2010 will be given as 2010.

Sources of information

Education

Information on the funding of education, literacy, school enrolment and progress come from the international database on education, established by the UNESCO Institute for Statistics (UIS).

The data used to calculate the rates of the conclusions and the parity indices come from household surveys conducted by countries and processed by the Economic Commission for Latin America and the Caribbean (ECLAC), which are also in accordance with the international standards on education defined by UNESCO.

Lastly, we present results from the Second Regional Comparative and Explanatory Study (SERCE) of the Latin American Laboratory for the Assessment of Quality in Education (LLECE), managed by the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC) and the UNESCO Office in Santiago.

Population

Population data come from the United Nations Department of Economic and Social Affairs Population Division, 2008 revision. The Division provides these data to UIS for the calculation of indicators, but does not provide data by age on countries with populations of less than 100,000 inhabitants. Where data from the Population Division are unavailable, national data or UIS estimates are used.

Economy

Economic data come from the Economic Commission for Latin America and the Caribbean (ECLAC).