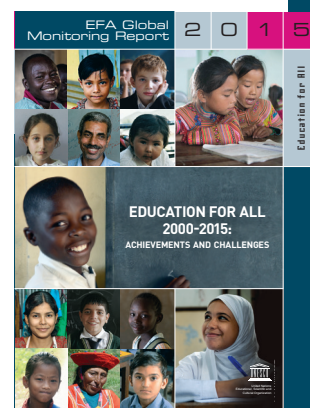


# Regional overview: Latin America and the Caribbean

In a relatively favourable context, Latin America and the Caribbean<sup>1</sup> made some progress towards EFA, but unevenly. More than half of countries with data are likely to reach high levels of participation in pre-primary education by 2015, while nearly three countries out of five with data would have achieved or been close to universal primary enrolment. Most countries with data have achieved gender parity in primary education.

However, the successful implementation of policies such as cash transfers, which increased in coverage from 5.7% in 2000 to 19.3% in 2010, is not enough to address persistent geographic, socio-economic and ethnic disparities. In 2012, the region was still home to nearly 4 million out-of-school children of primary school age; boys' underparticipation in secondary education has remained high; and 33 million adults, 55% of whom are women, lacked basic literacy skills. These must be redressed as the world is defining a new education agenda – for children, youth and adults to benefit equally from the opportunities education provides, regardless of the circumstances they were born or live in.

1. See Table 2 for countries and territories in this EFA region.



In reviewing progress since 2000, this regional overview summarizes findings in response to key questions addressed by the 2015 EFA Global Monitoring Report (GMR): What are the main EFA achievements and failures? Which countries advanced fastest? Which faced difficulties? Which policy initiatives promoted access of both girls and boys to education and improved its quality, especially for the most disadvantaged groups and areas? Have governments and the international community provided adequate support? The 2015 GMR shows that despite progress, education for all remains unfinished business in Latin America and the Caribbean. This must be taken into account in the post-2015 education agenda.

## EFA progress and challenges

### Goal 1: Early childhood care and education

*Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*

#### Child mortality

- Latin America and the Caribbean has made significant progress and is expected to reach the fourth Millennium Development Goal (MDG) of reducing child mortality rate by two-thirds between 1990 and 2015. The number of children not reaching age 5 fell from 55 per 1,000 live births to 32 between 1990 and 2000, and to 18 in 2013.
- The under-5 mortality rate improved between 2000 and 2015 in all countries with data in the region. Progress was noticeable in countries such as Ecuador, El Salvador, Guatemala, Nicaragua and Peru, all of which are likely to

reach the fourth MDG by 2015. However, there are still huge differences across countries, with child mortality rates per 1,000 live births ranging from 5 in Cuba to 63 in Haiti.

- Having a skilled birth attendant present during childbirth is critically important for the survival and health of both mother and child. An alarming degree of disparity in access exists between the poorest and richest women in many countries. Yet great progress has been achieved since 2000 in countries including Colombia and Peru in increasing the number of births aided by a skilled attendant, particularly among the poorest. While access to skilled attendants has been almost universal for the richest women in both countries, the skilled birth attendance rate among the poorest women increased dramatically from 19% to 68% in Peru and from 66% to 86% in Colombia, reducing the gap between income groups.

### Child nutrition

- An average of 11% of children under 5 were suffering from moderate or severe stunting in 2013, one of the lowest rates across regions. However, substantial regional variations persist, with the stunting rate ranging from less than 5% in Jamaica to 48% in Guatemala, where indigenous communities continue to be the most affected by malnutrition.

### Pre-primary education

- Since 2000, early childhood education services have expanded considerably. The number of children enrolled in pre-primary schools increased in the region by 34%, from 16 million in 1999 to 21 million in 2012. Overall participation in pre-primary education in 2012, as measured by the gross enrolment ratio (GER), was on average 74%, up from 54% in 1999. GERs increased in more than four-fifths of the thirty countries with data, but decreased in Bermuda, Guyana, Jamaica and Saint Lucia, all countries in the Caribbean.
- The level of participation in pre-primary education is high in many countries, with only two, the Dominican Republic and Paraguay, with GERs below 40%. Projections for pre-primary school enrolment indicate that by 2015, the majority of countries in the region with data would have a GER above 80%. These are mainly due to compulsory pre-

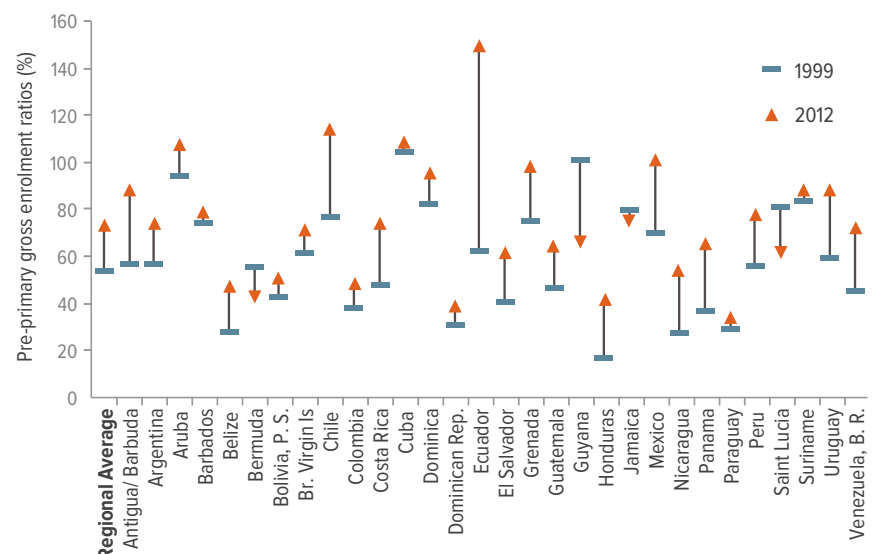
primary education, which has resulted in the steady improvement in enrolling children of pre-primary age. In 2001, Mexico did this for children aged 4 to 5; by 2012, its GER had risen to 101% from 70% in 1999. Argentina mandated pre-primary education as early as 1993, and its GER climbed from 57% in 1999 to 74% in 2011.

- A review of studies from Argentina, Brazil, Colombia and Peru found that early interventions tended to have a positive effect on the likelihood of enrolment in primary school, on avoiding repetition and dropout, and on achievement in the early primary school years. These effects can be very large, and tend to be much greater in the case of poor and marginalized children. Yet, in some of the poorest countries, the chance of attending an early learning programme is much lower among children in rural areas and among those from the poorest households. In Suriname, about 20% of rural children aged 36–59 months were attending some forms of organized ECCE programmes in 2010 compared with 63% of urban children. In Honduras, about 50% of the poorest 5-year-olds were in early learning programmes compared with 86% of their richest peers in 2012.

### Private sector involvement

- Cost is a major reason for low access to ECCE programmes. Despite government commitment under EFA to expand ECCE 'especially for the most vulnerable and disadvantaged', provision and funding are often left up to the non-state sector. This is particularly the case in the Caribbean where the share of private sector in total pre-primary enrolment was above 80% in 2012 in half of the countries with data.

Figure 1: Changes in pre-primary education gross enrolment ratios, 1999 to 2012



Private sector involvement in pre-primary education has declined in some countries such as Colombia, Ecuador, El Salvador and Guatemala and has risen in others, such as the Dominican Republic, Guyana and Peru. Despite Peru's free and compulsory pre-primary schooling, the private sector has developed in parallel, particularly in urban areas, and mainly serves wealthier families. Private growth in Peru has been substantial: in 1998 the ratio of public to private provision was 4:1; ten years later, it was nearly equal at 1.5:1.

- Access to fee-free pre-primary education is crucial. Investment in this level of education provides the greatest returns compared to other educational levels and the most benefits for the poor. In Brazil, government pre-schools, which do not charge fees, attract 86% of all enrolled children.

### Good quality ECCE

- Teachers are the main determinants of quality and their professional qualifications influence the quality of classroom interaction more than physical settings and resources do. Among nineteen countries in the region with data for 2012, the percentage of trained teachers ranged from 19% in 2012 in Dominica to 100% in Aruba, Bermuda, Colombia and Cuba. Most of these countries have improved the percentage of teachers with training, with Anguilla experiencing the greatest increase in the share of trained teachers, from 38% in 1999 to 74% in 2011, while Dominica experienced the greatest decline going from 75% to 19% over the same period.
- In addition to teachers, curriculum, pedagogy and culture all influence the quality of preschooling. Jamaica offers an example of how countries have improved curriculum and pedagogy for ECCE. The country takes a developmental approach and separates curriculum by age (0 to 3 and 4 to 5 years). In Mexico, an initiative that takes culture into account was shown to have positive effects on the quality of ECCE provision.

### Goal 2: Universal primary education

*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.*

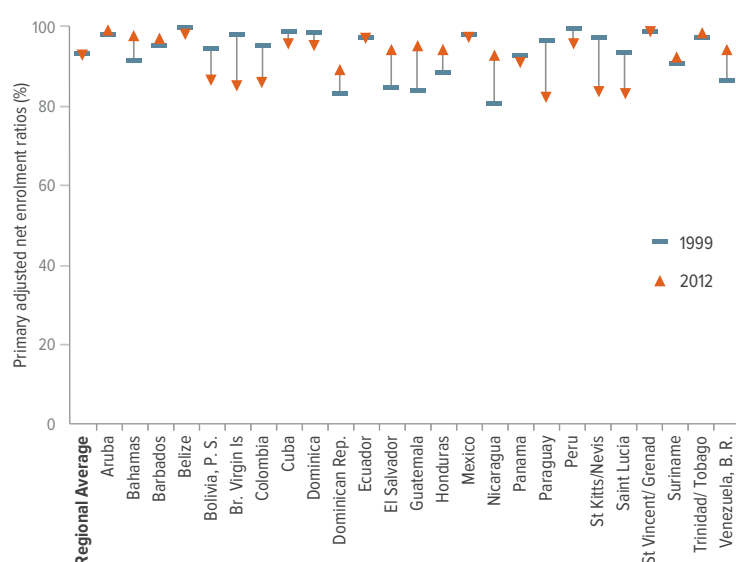
#### School participation

- Since 1999, the number of children enrolled in primary schools in the region decreased by 7.5% to about 65 million in 2012. Despite this,

the average primary adjusted net enrolment ratio (ANER) has been maintained between 93% and 94% over the period.

- Country differences are observed, with the primary ANER ranging from 75% in Guyana to 97% or above in ten countries, including Mexico, Saint Vincent and the Grenadines, and Uruguay. ANERs increased in several countries, particularly in El Salvador, Guatemala and Nicaragua, but declined in the majority of countries with data such as the British Virgin Islands. Saint Kitts and Nevis moved away from the target they had achieved by 1999. The Plurinational State of Bolivia, Colombia and Saint Lucia have also lost significant ground since 1999.
- Trend projections for 29 countries with data indicate that by 2015, 17 would achieve or be close to universal primary enrolment (an ANER of 97% or above), while 2 countries, Guyana and Paraguay, would be far from the target with an ANER less than 80%.
- The number of primary school-age children out of school in the region was 3.7 million in 2012, a small drop from 4 million in 1999. However, while in Latin America the number of out-of-school children declined by 8.9%, in the Caribbean it increased by 11.4%. In 2012, conflict-affected Colombia alone accounted for nearly 16% of the entire region's out-of-school children. Among countries where at least 20% of children did not go to school in 2000, Haiti made a significant recovery from a severe earthquake, food crisis and floods, and more than halved the number of children who had never been to school between 2000 and 2012.

Figure 2: Changes in primary education adjusted net enrolment ratios, 1999 to 2012



### Primary school completion

- The rate of survival to the last grade of primary education in the region was 77% in 2011, the same rate as in 1999. In other words, more than one-fifth of pupils were dropping out too early to complete school. In seven countries, including Brazil, Honduras and Saint Kitts and Nevis, the survival rate to the last grade was below 80%, while almost all primary pupils reached the last grade in Chile, Cuba and Mexico. Yet, early dropout is likely to remain a concern in most countries in the region.
- Projections based on cohort analysis, which combines intake and survival rates, show the extent to which the goal of universal primary education remains distant in Latin America and the Caribbean. Of the 13 out of 106 countries with data globally projected to achieve universal primary education (with at least 97% of a cohort of children likely to both enter school and reach the last grade), not one is from the region.

### Inequalities within countries

- Progress towards UPE is not always uniform. Poverty, ethnicity and location affect primary school participation and attainment. Yet, some countries have made significant progress in access to schooling for the poor. In Nicaragua, the primary attainment rate among children in the poorest households increased from 16% in 2001 to 66% in 2009. The attainment rate of children from the poorest households also increased sizeably in countries such as the Plurinational State of Bolivia, Brazil, Guatemala, Peru and Suriname. In Guatemala, the gaps between Q'eqchi' children and non-indigenous children narrowed substantially between 2000 and 2011.

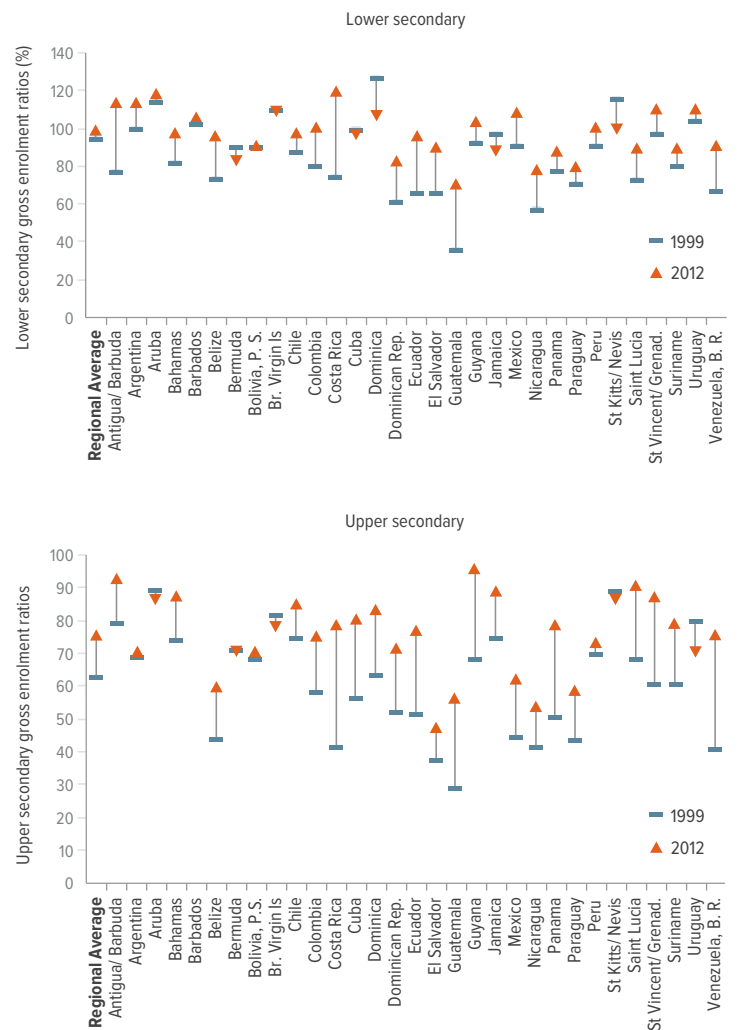
### Goal 3: Youth and adult skills

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

#### Transition to and participation in secondary education

- An increasing number of adolescents who reached the end of the primary school cycle have made the transition into lower secondary school. Most of the 28 countries with data in the region increased their transition rates between 1999 and 2011, with rates rising by 25 percentage points or more in Ecuador, Guyana, Panama and Saint Lucia.

Figure 3: Lower and upper secondary gross enrolment ratios, 1999 to 2012



- As a result of higher transition and retention rates, participation in lower and upper secondary education has increased since 1999. On average, the lower secondary GER increased from 95% to 98% in 2012, and the upper secondary GER from 63% to about 76%. The increases were particularly marked in some countries. The lower secondary education GER increased by more than 30 percentage points in Antigua and Barbuda, Costa Rica, Ecuador and Guatemala. Progress in the upper secondary GER was also seen in countries such as the Bolivarian Republic of Venezuela where it rose from 41% to nearly 76% between 1999 and 2012.
- Participation levels vary significantly within the region, with the average lower secondary education GER of Caribbean countries (73%) considerably lower than that of Latin America (99%) with a similar difference at upper secondary level with GERs of 47% in the Caribbean sub-region and of 77% for Latin America in 2012.

### *Inequality in lower secondary education*

- Inequality in access to secondary education persists; marginalized groups are the most affected. Analysis of household survey data reveals differences in the likelihood of transitioning from primary to lower secondary school and from lower secondary to upper secondary school between children from the richest and poorest households in low and medium income countries. In the Plurinational State of Bolivia, Colombia and Haiti, the gaps between wealth groups did not change noticeably since 2000. In the Plurinational State of Bolivia, 86% of adolescents from the poorest households who reached the end of primary school continued into lower secondary school in 2008 compared to nearly 99% of adolescents from the richest households, only a slight improvement from 2003. Inequalities in the attainment of lower secondary education also relate to where adolescents live, though this rural-urban gap has substantially reduced over time in countries such as in Colombia, Mexico and Peru. In Peru, the gap in the attainment rate in 2000 was about 40 percentage points; only 43% of adolescents graduated from lower secondary school in rural areas. By 2012, the gap had fallen to 25 percentage points with 61% of adolescents graduating.
- Access to secondary school has been an issue for marginalized groups, including working children and migrants. Working students lag behind in acquiring foundation skills. Many young people worked exclusively and many others combined work with schooling, though patterns differ across countries. Substantial proportions of adolescents of secondary school age continued to work outside of school, but the situation improved in countries like Colombia, Ecuador, El Salvador and Guatemala. Guatemala had the highest proportion of working 15-17 year old adolescents, with 40.5% of those either working and going to school or exclusively working in 2011, though the share was down from 54% in 2000.

### *Technical and vocational skills*

- Despite greater attention to TVET in recent years, and clearer understanding and definitions of the skills involved, this type of programme remains of low priority in the Latin America and the Caribbean region. In 2012, technical and vocational programmes accounted for an average of only 10% of total secondary enrolment in the region, while the share of TVET differed between the two sub-regions: 10% in Latin America and 2.5% in the Caribbean. In 11 of 17 countries with data for both 1999 and 2012, the share of TVET in total secondary enrolment has decreased,

for example by 14 percentage points in Dominica and 30 points in Panama.

### **Goal 4: Adult literacy**

*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.*

#### *Adult literacy rates and illiterates*

- The estimated adult literacy rate was 92% in 2012 in the region as a whole, ranging from 69% in the Caribbean sub-region to 93% in Latin America. This is equivalent to 33 million people lacking basic skills, of whom 55% were adult women, a percentage that has not changed since 2000 when the total number of adult illiterates was 38 million. The regional adult illiteracy rate fell by 28% between 1990 and 2000, and between 2000 and 2015 is projected to further fall by 36%. But this is not enough to reach the goal 4 target to halve the 2000 adult illiteracy levels by 2015.
- Projections to 2015 indicate that, among the countries of the region with a literacy rate below 95% in 1995–2004, only Peru, Suriname and the Plurinational State of Bolivia would have reduced their 2000 adult illiteracy rate by more than half by 2015, with respective declines of 55%, 57% and 67%. Five countries would be close to the target with decreases in adult illiteracy rates ranging from 40% to 49%, 5 would fall into an intermediate position with a reduction of 30% to 39%, while 2 countries, Colombia and Nicaragua, would be still far from the target with a decline of only 26%.
- The Dakar Framework made explicit reference for Goal 4 to be reached 'especially for women'. Gender parity has been achieved in most countries in the region, with the average GPI in adult literacy at 0.99. However, important gender disparities in adult literacy remain in countries such as Guatemala and Haiti, in favour of men, and to a lesser extent in Jamaica, favouring women.

#### *Direct assessment of literacy*

- Countries and international agencies are conducting more sophisticated investigations to gauge not only whether adults are 'literate' or 'illiterate' but also their level of literacy and the consequences for individuals and societies. Among these more accurate literacy surveys are the Skills towards Employment and Productivity (STEP) surveys, including literacy, launched by the World Bank in 13 middle income countries in 2010 and UNESCO's Literacy Assessment

and Monitoring Programme (LAMP) that defines three levels of literacy attainment.

- In the Plurinational State of Bolivia and Colombia, the STEP surveys showed clear relationships between reading proficiency and the amount of reading required by the respondents' occupation. LAMP results for Paraguay show that adults in rural areas have lower prose reading skills than urban dwellers. Only 9% of rural adults achieved the highest level in prose reading skills compared with 20% of urban adults, possibly because fewer rural than urban residents identify Spanish as a mother tongue. There was no such gap between rural and urban areas in terms of numeracy skills.

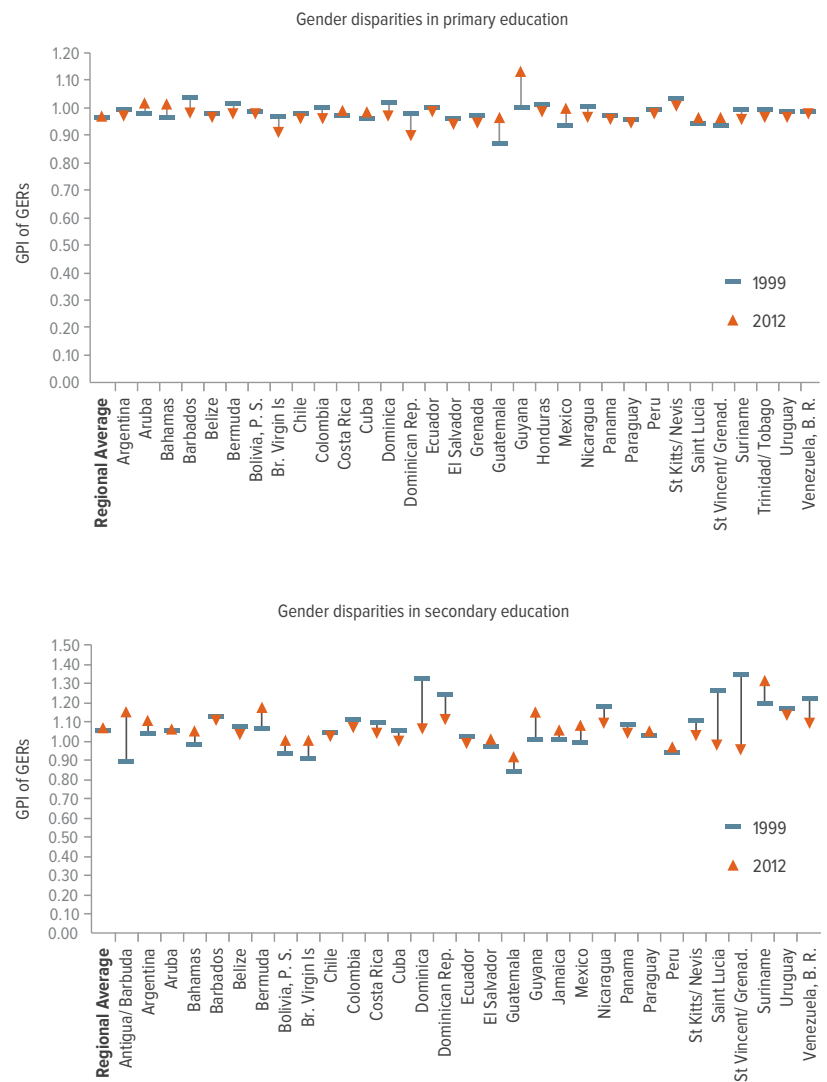
## Goal 5: Gender parity and equality

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

### Gender disparities in primary education

- In primary education, the regional gender parity index (GPI) increased slightly from 0.96 in 1999 to 0.97 in 2012 (0.99 in the Caribbean and 0.97 in Latin America), with most of the countries with data close to or achieving gender parity at this education level. Projections of countries with data indicate that by 2015, 20 of the 33 countries with data in the region would have achieved gender parity in primary education (a GPI of 0.97–1.03), 7 would be closed to the target (a GPI of 0.95–0.96 or 1.04–1.05), and 6 would be at an intermediate position (a GPI of 0.80–0.94 or 1.06–1.25).
- Since 1999, significant progress has been achieved to reduce gender disparity in countries where girls faced the worst disadvantage. In Guatemala, the GPI of primary GER went from 0.87 in 1999 to nearly 0.97 in 2012. Several countries that had reached the gender parity target in 1999 have been moving away from it, either slightly (Chile, Colombia, El Salvador, Paraguay and Uruguay) or more significantly (Guyana). In Guyana, the situation of boys has deteriorated; they are now underrepresented in primary school enrolment.
- When enrolled, girls stand an equal or better chance than boys of continuing to the upper grades of primary

**Figure 4: Gender parity indices in the primary and secondary gross enrolment ratios, 1999 and 2012**



school. Even in countries where girls suffer from some disadvantage at the point of initial intake, survival rates to grade 5 among enrolled children generally show gender gaps at the expense of boys. This is the case in Colombia, the Dominican Republic, El Salvador, Honduras, Paraguay and the Bolivarian Republic of Venezuela.

### Inequalities within countries

- Poverty deepens gender disparities in completing primary education, but this is often at the expense of boys in Latin America and the Caribbean. Countries including Brazil, the Dominican Republic and Nicaragua have seen gender disparity in primary attainment at the expense of the poorest boys improved since 2000, while in countries including Haiti, wide

disparities have emerged, with the poorest boys now less likely to complete primary education.

### *Gender disparities in secondary education*

- Gender disparities are wider and more varied in secondary education. Latin America and the Caribbean was the only region with disparities at the expense of boys. In 2012, the region's GPI of secondary GER was at 1.07, unchanged from 1999, reflecting fewer boys than girls enrolled. In most of these countries, gender gaps at the expense of boys have remained or even widened between 1999 and 2012. In Argentina, the GPI went from 1.05 in 1999 to 1.11 in 2011, in Bermuda from 1.07 to 1.18 and in Suriname from 1.19 to 1.31.
- According to projections, of 33 countries with data, only 11 will reach the gender parity target by 2015, 3 would be close, while the majority, 18, would be far from the target. Suriname, where less than 80 boys to 100 girls were in secondary education in 2011, would be the only country in the region projected to be very far from the gender parity target in 2015.
- Poor primary attainment and dropout from secondary reinforce disparity. In Brazil, disparity in lower secondary attainment has widened at the expense of boys, primarily as a result of increasing dropout among boys. Their GPI for lower secondary attainment rose from 1.12 in 2000 to 1.18 in 2010. Boys were even more likely than girls to drop out in upper secondary in Brazil. In Brazil as well as in Jamaica, boys in low income urban settings often drop out to work in semi-skilled jobs that do not require completion of secondary education because they see education as offering no guarantee of future employment. Economic hardship also enhances susceptibility to gang membership and violence, often underpinned by a lack of educated male role models and perceptions of schooling as unmanly, for example in the Caribbean.

### *Gender equality*

- Achieving gender equality in education requires not only that girls and boys have an equal chance to participate in education, but also that students benefit from a gender-sensitive learning environment.
- The proportion of female teachers is typically an indicator of progress towards gender equality. In 2012, the share of female teachers in primary education in the region was 78%, but this figure falls to 58% at the secondary level. Regional averages mask disparities

across countries. In secondary education, the female share of teaching staff was well above 70% in several Caribbean countries like Bahamas, Dominica and Suriname, but less than 50% in Guatemala and Peru.

- School-related gender-based violence seriously undermines attempts to achieve gender equality in education. In Latin America and the Caribbean, studies have largely focused on physical violence, including the spillover effects of gang violence in schools. Yet broad social tolerance for family and community violence, especially against women, provides the social context for sexual violence against girls by male students and teachers. A study concerning female adolescent victims of sexual violence in Ecuador found that 37% of perpetrators were teachers.
- Learning assessments highlight gender differences in subject performance. In assessing the performance of 15-year-old students in 2012, PISA results showed a widening gap in reading, with girls performing significantly better than boys in Brazil, Mexico and Peru. Gender differences are also reported in mathematics, with boys performing better than girls in Chile, Colombia, Mexico and Peru, although the gap narrowed in Brazil and Uruguay. In Argentina, girls outperformed boys in mathematics.
- Subject choice can limit labour market opportunities. In the few countries with data available in the region, the share of female students in science ranged from 21% in Chile to about 50% or above in Guyana and Panama in 2012. In the field of engineering/manufacturing and construction, the percentage ranged from nil in Barbados in 2010 to about 43% in Antigua and Barbuda in 2012. Female under-representation in scientific fields exacerbates gender gaps in income, as workers in these fields earn significantly more than counterparts in other fields.

### **Goal 6: Quality of education**

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

#### *Monitoring progress in learning outcomes*

- More and more countries have been carrying out national assessments. In Latin America and the Caribbean, the percentage of countries that carried out at least one national assessment between 2000 and 2013 was 63% compared with 56% between 1990

and 1999. National assessments are predominantly curriculum-based and subject-oriented, in contrast to international assessments, which focus on cross-curricular knowledge, skills or competencies.

- In addition to the growing use of national assessments, countries have increasingly joined cross-national comparisons of student achievement (such as SERCE/TERCE, PISA, TIMSS and PIRLS). Results showed that many countries – most notably Ecuador – made significant improvement in national mean scores.

### *Learning outcomes*

- Comparing SERCE (2006) and TERCE (2013) results reveals that the rural–urban gap has been reduced overall. In 2006, most countries showed very large gaps in reading proficiency between urban and rural students. Although some gaps persisted in 2013 in Colombia, Nicaragua and the Dominican Republic, it is encouraging that in the rest of the countries, the urban–rural gap substantially narrowed, including in Argentina, Brazil, Costa Rica and Uruguay. This reduction of inequality occurred over the same period that mean achievement increased, showing that it is possible to improve quality while simultaneously increasing equity. PISA results show the same trends, with the most disadvantaged students witnessing the largest increases in mathematics scores between 2003 and 2012, as shown in Mexico, where policies were aimed at improving the performance of low achieving schools and students by allocating more resources to the regions and schools most in need.
- However, in some countries, many schools do not teach students the basics of arithmetic in their early years. In Nicaragua in 2011, around 60% of second-graders could not identify numbers correctly and more than 90% were unable to answer a subtraction question. Even in grade 4, almost 20% and 70%, respectively, failed at these tasks.

### *Investing in teachers*

- The total number of primary school teachers in the region has increased by about 14% since 1999 to more than 3 million in 2012. The average number of pupils to primary school teacher (PTR) was 23:1 in 2012, down from 26:1 in 1999. PTRs ranged from less than 10:1 to around 30:1 in El Salvador and Nicaragua. PTRs declined in almost all twenty-nine countries with data, particularly in Chile and Guatemala where PTRs decreased by almost 11 and 12 pupils per teacher, respectively.

- Although there are no evident teacher shortages in Latin America and the Caribbean, teacher training remains an issue in many countries. The median percentage of trained primary teachers was 85% in the region in 2012, but was less than 60% in Barbados and Belize; all primary school teachers had received training in Aruba, Bermuda, Colombia and Cuba. Of nineteen countries with data for both 1999 and 2012, the majority showed increases in the percentage of trained teachers, including in Bahamas and Saint Vincent and the Grenadines. In Bahamas, the percentage of trained teachers increased from 58% to nearly 92% between 1999 and 2010.

- Salaries have a direct impact on the attractiveness and prestige of teaching. Yet, teachers often receive inadequate pay. In Peru, other professionals of similar background and qualifications earned 50% more than pre-school and primary school teachers.

### *Instructional time*

- Instructional time has been shown to enhance learners' exposure to knowledge and result in significant learning gains. In the late 2000s, countries in the region mandated 792 hours of instructional time per year in the early primary grades, increasing in subsequent grades to reach about 906 hours in grade 8. In Chile, where the government gradually lengthened the school day, high school students under a full school day regime had higher achievement levels in language and mathematics than their peers under a shorter regime.
- Teacher absenteeism takes a toll on student learning by reducing the number of hours that children are actually taught. One-third of pupils in Argentina and Paraguay reported problems with teachers' late arrival, absenteeism and skipping class.

## **Government policies and actions to accelerate progress towards EFA goals since 2000**

Varying policy approaches have been designed and implemented over the past 15 years to expand quality ECCE programmes, increase equitable access to education, improve school completion and education quality, and promote gender equality. Box 1 indicates some of the policies and strategies that governments in Latin America and the Caribbean have developed to tackle the twin challenges of equity and quality.



## Box 1: Examples of policies implemented over the past 15 years to:

### INCREASE ACCESS

- ▶ **Reducing costs:** Cash transfer programmes to vulnerable households were pioneered in Latin America and have been extensively analysed for their impact. Flagship programmes in Brazil (Bolsa Família), Colombia (Familias en Acción) and Mexico (Oportunidades) now cover over 50% of poor households. Most cash transfer programmes had a positive impact on enrolment, attendance and dropout. Many targeted children with specific vulnerabilities, such as extreme poverty, remoteness, caste, gender, and being from an indigenous population. Nicaragua's short-lived Red de Protección Social (2000–2006) was evaluated as well targeted, with the largest impacts on enrolment and attendance of those from extremely poor households. In Mexico, the impact of Oportunidades was calculated to be largest for the children with the lowest propensity to enrol in pre-school programmes.

### EXTEND EDUCATIONAL OPPORTUNITIES

- ▶ **Poorest children:** ECCE programmes generally do not reach the poorest and most disadvantaged children, who stand to gain the most from them in terms of improved health, nutrition and cognitive development. Some governments took strides to provide access to good quality ECCE to the poorest and most marginalized, such as in Colombia with its 2006 National Public Policy for Early Childhood, its National Development Plan for 2010–2014, and its 'From Zero to Forever' policy that created a comprehensive system of early childhood development, targeting the poor and vulnerable in particular. Many countries have also developed multisector approaches to improve early childhood services. In Colombia, 25% of low income children under 5 receive comprehensive ECCE services and 42% are enrolled in day care.
- ▶ **Indigenous groups:** Since the 1990s, international aid supporting intercultural and bilingual education programmes has grown in the region. In Guatemala, reforms included the National Languages Law in 2003, which demanded respect for indigenous languages, and the establishment of a Vice-Ministry of Bilingual Intercultural Education, also in 2003, which set up bilingual teacher training colleges

and primary-level bilingual education. These measures had a major impact in a context where levels of initial education attainment were low and many indigenous people did not speak the dominant language.

- ▶ **Migrant children and youth:** Since 2012, migrant children and youth in Ecuador have no longer been defined as foreigners, but rather as 'vulnerable', with special needs related to 'human mobility'. Under the new constitution, Ecuador is committed to guarantee that private, public and religious schools will provide support and adapt the learning environment to satisfy the needs of this population.

### PROMOTE GENDER EQUALITY

- ▶ **Addressing gender disparity at the expenses of boys:** Since 2000, countries such as Belize, El Salvador and Trinidad and Tobago, have introduced several stand-alone policies and interventions. These include strategies to mainstream technical and vocational subjects into the curriculum, school and community-based programmes to tackle youth crime and violence, and mentoring initiatives. In Jamaica, a government programme providing education grants to vulnerable households introduced higher payments for boys enrolled in secondary school as a response to boys' lower attainment, thus benefiting boys from poorer households who are at greater risk of leaving school.
- ▶ **Tackling early marriage and adolescent pregnancy:** The incidence of child marriage has been reduced substantially in Bolivia; however, in Latin American countries the high rate of pregnancy among adolescents is a serious public policy issue. In Chile, being a mother reduces the likelihood of secondary education completion by 24% to 37%. Programmes working directly with girls are particularly successful. The Abriendo Oportunidades project for indigenous girls in Guatemala had reached 3,500 girls by 2011 with the results that all participants had completed sixth grade, compared with less than 82% of their peers nationally, and 97% remained childless during the programme, compared with 78% of non-participants.
- ▶ **Enhancing gender-sensitivity among teachers:** In Trinidad and Tobago, the Commonwealth of Learning, in partnership with UNICEF, supports gender-sensitive,

child-friendly schooling approaches in pre-service and in-service teacher education. Some governments have also made efforts to include gender training in formal teacher education policy and programmes. Mexico's 2013–2018 national education plan promotes a gender-sensitive approach to teacher education; in-service programmes can support gender-sensitive classroom practices, but are optional.

- ▶ **Including gender in curricula:** Gender reviews of curricula have helped raise awareness and supported change towards more gender-responsive content and resources. An interdisciplinary curriculum developed for the Sistema de Aprendizaje Tutorial, a secondary school programme for rural and indigenous girls in Honduras, poses questions to dominant power structures and challenges gender stereotypes.
- ▶ **Addressing violence in schools:** School environment in the region is affected by physical violence, including the spillover effects of gang violence in schools. Programmes promoting non-violence among men and boys, such as ReproSalud in Peru, demonstrate positive shifts in attitudes. In Brazil, Instituto Promundo and its partners have implemented promising programmes that use trained teacher and student facilitators to work with boys and young men from secondary schools to promote non-violence and reflect on gender norms.

### IMPROVE QUALITY

- ▶ **Teachers:** To achieve quality in ECCE, teachers must receive the high quality training necessary to fulfil required qualifications, and the requirements must be adhered to. Countries are increasingly defining clear requirements for education and training for pre-primary teachers that are considerably more stringent since 2000. In Colombia, regulations require teachers to have tertiary education as well as direct ECCE experience, while workers in family and home-based programmes are required to have a university degree as well as ECCE experience.
- ▶ **School feeding programmes:** School feeding programmes help ensure that children who attend school remain healthy. In El Salvador, school feeding is

fully incorporated into national planning and was a flagship programme of the last two presidential campaigns. Public officials argue that, given the high public demand, it would be extremely damaging politically to remove or reduce the size of school feeding programmes.

- **Curriculum:** Curriculum reform aims to make content more relevant to the contemporary needs of individuals, communities and societies. The Plurinational State of Bolivia introduced a new national, regional and local curriculum to enable inclusion of activities and

knowledge seen as useful and appropriate to the lives of particular groups of children.

- **Fostering child-friendly schools:** One of the most important requirements for better quality in education is an improved learning environment, encompassing the physical school infrastructure and interaction between children and teachers. In the past 15 years, several countries, including Nicaragua, have adopted the UNICEF child-friendly school model. The model emphasizes the school as a place that provides learning opportunities relevant to life and livelihood,

in a healthy, safe environment that is inclusive and protective, is sensitive to gender equity and equality, and involves the participation of students, families and communities. The model has offered an entry point for overcoming disadvantage and enhancing equity, as in the case of indigenous children in Belize. Evaluation of child-friendly schools including in Guyana and Nicaragua highlighted challenges to effective implementation such as poor school infrastructure and lack of maintenance.

## Finance

*Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in education.*

### *Domestic expenditure on education*

- In 2012, half of countries with data in Latin America and the Caribbean spent about 5% of GNP or more on education. The percentage ranges from less than 3% in countries such as Antigua and the Barbuda, Bermuda and Peru to 13% in Cuba.
- The share of national income devoted to education increased between 1999 and 2012 in most of the 22 countries with data, with an increase of six percentage points in Cuba. While economic growth for the region averaged 3.5% per annum, growth in public expenditure on education averaged 5.3% per year. In 12 of the 18 countries with data in the region, progress in public spending on education exceeded economic growth.
- In 2012, the median share of government budget on education was 14.8%, with wide regional variation: Antigua and Barbuda allocated less than 7% of its total government expenditure on education compared with more than 20% in Belize and the Bolivarian Republic of Venezuela.
- While education is not prioritized in many national budgets in the region, progress is noted. In the majority of the 18 of countries with data, the share of government expenditure on education has improved between 1999 and 2012. This was particularly so in Brazil where the percentage increased by 5 percentage points to around 15%, and in Uruguay

where it increased by 6 points to 14%, though both are still below the recommended minimum 15% expenditure level.

- Education expenditure allocation is not equitable. Primary education is obviously a priority in many countries, accounting for nearly 34% or more of the total education expenditure in half of countries with data in the region, but the median share of pre-primary education was only 6%. In 2009 in Antigua and Barbuda, the share of primary education in total public spending on education was 49% while the percentage devoted to pre-primary education was only 0.3%.

### *International development assistance*

- Levels of aid to basic education for the Latin American and Caribbean region increased from US\$218 million to US\$330 million between 2002 and 2012. Annual growth rates of aid disbursements to basic education averaged 5% per annum between 2002 and 2012 while aid disbursements to total education grew on average by 6% per annum. On average between 2002–04 and 2010–12, 7% of total aid disbursed to basic education was for Latin America and the Caribbean.
- Aid provision, which was once the preserve of OECD, has changed since Dakar with emerging donors formalizing development cooperation through the creation of aid agencies. In 2013, Brazil announced the creation of an agency on cooperation, trade and investments. Brazil largely provides scholarships and international exchange programmes for students from partner countries, disbursing some US\$174 million over 2005–2010, but also supports partner countries with poor higher education systems through its Higher Education Coordination Agency's CAPES programme, which in 2010 spent around US\$5.3 million.

**Table 1: Education for all development index (EDI) and prospects for education for all goals 1, 2, 4 and 5**

MEAN DISTANCE TO EFA OVERALL ACHIEVEMENT AS MEASURED BY THE EDUCATION FOR ALL DEVELOPMENT INDEX (EDI), 2012	
<b>Overall EFA achieved</b> (EDI between 0.97 and 1.00)	(1): Cuba
<b>Close to overall EFA</b> (EDI between 0.95 and 0.96)	(7): Aruba, Bahamas, Chile, Ecuador, Mexico, Uruguay and the Bolivarian Republic of Venezuela
<b>Intermediate position</b> (EDI between 0.80 and 0.94)	(15): Belize, Barbados, Bermuda, Bolivia (the Plurinational State of), Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Guyana, Honduras, Panama, Paraguay, Peru and Saint Lucia
<b>Far from overall EFA</b> (EDI below 0.80)	None
<b>Not included in the EDI calculation</b> (insufficient or no data)	(20): Anguilla, Antigua and Barbuda, Argentina, Brazil, British Virgin Islands, Cayman Islands, Curaçao, Dominica, Grenada, Haiti, Jamaica, Montserrat, Nicaragua, Saint Kitts and Nevis, Saint-Martin, Saint Vincent and the Grenadines, Sint-Maarten, Suriname, Trinidad and Tobago and Turks and Caicos
PROSPECTS FOR EDUCATION FOR ALL GOALS 1, 2, 4 AND 5	
Goal 1 – Likelihood of countries achieving a pre-primary gross enrolment ratio of at least 80% by 2015	
<b>High level</b> (GER: 80% and above)	(18): Antigua and Barbuda, Argentina, Aruba, Barbados, British Virgin Islands, Chile, Costa Rica, Cuba, Dominica, Ecuador, Grenada, Jamaica, Mexico, Peru, Suriname, Trinidad and Tobago, Uruguay and Venezuela (Bolivarian Republic of)
<b>Intermediate level</b> (GER: 70–79%)	(4): El Salvador, Guatemala, Nicaragua and Panama
<b>Low level</b> (GER: 30–69%)	(11): Anguilla, Belize, Bermuda, Bolivia (the Plurinational State of), Cayman Islands, Colombia, Dominican Republic, Guyana, Honduras, Paraguay and Saint Lucia
<b>Very low level</b> (GER: <30%)	None
<b>Not included in the prospects analysis</b> (insufficient or no data)	(10): Bahamas, Brazil, Curaçao, Haiti, Montserrat, Saint Kitts and Nevis, Saint-Martin, Saint Vincent and the Grenadines, Sint-Maarten and Turks and Caicos
Goal 2 – Country prospects for achieving universal primary enrolment by 2015	
<b>Target reached</b> (ANER: 97% and above)	(14): Aruba, Bahamas, Barbados, Belize, Cuba, El Salvador, Guatemala, Grenada, Honduras, Mexico, Nicaragua, Saint Vincent and the Grenadines, Trinidad and Tobago and Uruguay
<b>Close to target</b> (ANER: 95–96%)	(3): Ecuador, Peru and Venezuela (Bolivarian Republic of)
<b>Intermediate position</b> (ANER: 80–94%)	(10): Anguilla, Bolivia (the Plurinational State of), British Virgin Islands, Colombia, Dominica, Dominican Republic, Panama, Saint Lucia, Saint Kitts and Nevis and Suriname
<b>Far from target</b> (ANER: <80%)	(2): Guyana and Paraguay
<b>Not included in the prospects analysis</b> (insufficient or no data)	(14): Antigua, Argentina, Bermuda, Brazil, Cayman Islands, Chile, Costa Rica, Curaçao, Haiti, Jamaica, Montserrat, Saint-Martin, Sint-Maarten and Turks and Caicos
Goal 4 – Country prospects for achieving the adult literacy target of halving the adult illiteracy rate by 2015 <sup>1</sup>	
<b>Adult literacy rate:</b> 97% and above	(6): Argentina, Aruba, Chile, Cuba, Trinidad and Tobago and Uruguay
<b>Target achieved</b> (adult illiteracy halved or reduced by more)	(4): Bolivia (the Plurinational State of), Costa Rica, Peru and Suriname
<b>Close to target</b> (adult illiteracy rate reduced by 40-49%)	(5): Guatemala, Honduras, Jamaica, Mexico and Venezuela (Bolivarian Republic of)
<b>Intermediate position</b> (adult illiteracy rate reduced by 30-39%)	(5): Brazil, Dominican Republic, Ecuador, El Salvador and Panama
<b>Far from target</b> (adult illiteracy rate reduced by less than 30%)	(2): Colombia and Nicaragua
<b>Not included in the prospects analysis</b> (insufficient or no comparable data)	(20): Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Curaçao, Dominica, Grenada, Guyana, Haiti, Montserrat, Paraguay, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Saint-Martin, Sint-Maarten and Turks and Caicos
Goal 5 – Country prospects for achieving gender parity in primary and secondary education by 2015	
<i>Gender parity in primary education</i>	
<b>Target reached</b> (GPI: 0.97-1.03)	(20): Anguilla, Argentina, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia (the Plurinational State of), Costa Rica, Cuba, Dominica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Saint Kitts and Nevis and Venezuela (Bolivarian Republic of)
<b>Close to target</b> (GPI: 0.95-0.96 or 1.04-1.05)	(7): Chile, Colombia, El Salvador, Paraguay, Saint Lucia, Trinidad and Tobago and Uruguay
<b>Intermediate position</b> (GPI: 0.80-0.94 or 1.06-1.25)	(6): British Virgin Islands, Dominican Republic, Grenada, Guyana, Saint Vincent and the Grenadines and Suriname
<b>Far from target</b> (GPI <0.80 or >1.25)	None
<b>Not included in the prospects analysis</b> (insufficient or no data)	(10): Antigua and Barbuda, Brazil, Cayman Islands, Curaçao, Haiti, Jamaica, Montserrat, Saint-Martin, Sint-Maarten and Turks and Caicos
<i>Gender parity in secondary education</i>	
<b>Target reached</b> (GPI: 0.97-1.03)	(11): Anguilla, Bolivia (the Plurinational State of), Chile, Cuba, Dominica, Ecuador, El Salvador, Grenada, Peru, Saint Lucia and Saint Kitts and Nevis
<b>Close to target</b> (GPI: 0.95-0.96 or 1.04-1.05)	(3): Aruba, Bahamas and Costa Rica
<b>Intermediate position</b> (GPI: 0.80-0.94 or 1.06-1.25)	(18): Antigua and Barbuda, Argentina, Barbados, Belize, Bermuda, British Virgin Islands, Colombia, Dominican Republic, Guatemala, Guyana, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Saint Vincent and the Grenadines, Uruguay, and Venezuela (Bolivarian Republic of)
<b>Far from target</b> (GPI <0.80 or >1.25)	(1): Suriname
<b>Not included in the prospects analysis</b> (insufficient or no data)	(10): Brazil, Cayman Islands, Curaçao, Haiti, Honduras, Montserrat, Saint-Martin, Sint-Maarten, Trinidad and Tobago and Turks and Caicos

1. Countries included are those where the adult literacy rate estimated in the period 1995–2004 was lower than 95%, and where both the baseline estimates and the 2015 projections are based on the method of self-declaration or declaration on behalf of others.

Table 2: Latin America and the Caribbean, selected education indicators

Country or territory	Total population (000)	GNP per capita PPP (US\$)	Compulsory education Age group	EFA Development Index (EDI)	Adult literacy								Early childhood care and education							
					Adult literacy rate				Adult illiterates				Child survival and well-being		Pre-primary education		Primary adjusted NER		Out-of-school children <sup>2</sup>	
					(15 and over)				(15 and over)				Under -5 mortality rate (%)	Moderate or severe and stunting (%)	GER		Total (%)	Total (%)	Total (%)	Total (%)
					Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (000)	% Female	Total (000)	% Female			Total	Total				
					1995–2004 <sup>1</sup>	2005–2012 <sup>1</sup>	1995–2004 <sup>1</sup>	2005–2012 <sup>1</sup>	2000	2015	2008–2012 <sup>1</sup>	1999	2012	1999	2012	1999	2012			
<b>The Caribbean</b>																				
Anguilla	15	...	5-17	...	...	...	...	...	...	...	...	...	...	...	...	...	99	...	0.01	
Antigua and Barbuda	92	18,920	5-16	...	99	1.01	99	1.01	0.6	30	0.7	29	17	10	...	57	89	...	85	
Aruba	104	...	4-17	0.965	97	1.00	97	1.00	2	57	3	55	21	17	...	94	107	98	99	0.2
Bahamas	388	29,020	5-16	0.964	...	...	...	...	...	...	...	...	19	13	...	11	...	91	98	3
Barbados	287	25,670	5-16	0.940	...	...	...	...	...	...	...	...	18	11	...	75	79	95	97	1.1
Belize	348	7,630	5-14	0.928	...	...	...	...	...	...	...	...	24	14	19	28	47	100	99	0.1
Bermuda	66	...	5-16	0.923	...	...	...	...	...	...	...	...	...	...	...	56	43	...	88	...
British Virgin Islands	29	...	5-17	...	...	...	...	...	...	...	...	...	...	...	...	62	71	98	85	0.04
Cayman Islands	60	...	5-16	...	...	...	99	1.00	...	...	0.5	...	...	...	...	39	...	95	...	0.2
Curaçao	164	...	...	...	...	...	...	...	...	...	...	...	18	12	...	...	...	...	...	...
Dominica	73	11,980	5-16	...	...	...	...	...	...	...	...	...	...	...	...	82	95	98	96	0.2
Grenada	107	10,350	5-16	...	...	...	...	...	...	...	...	...	17	12	...	75	99	100	...	0.0
Guyana	808	3,340	6-15	0.860	...	...	85	1.06	...	...	74	43	47	33	18	100	66	...	75	...
Haiti	10,604	1,220	6-11	...	59	0.87	49	0.84	2,259	56	2,994	56	99	63	22	...	...	...	...	...
Jamaica	2,813	...	6-14	...	80	1.16	87	1.12	341	36	250	32	33	23	5	79	75	93	...	25
Montserrat	5	...	5-16	...	...	...	...	...	...	...	...	...	...	...	...	137	...	100	...	-
Saint Kitts and Nevis	55	17,630	5-16	...	...	...	...	...	...	...	...	...	...	...	...	...	96	97	84	0.2
Saint Lucia	185	11,300	5-15	0.909	...	...	...	...	...	...	...	...	20	13	...	81	61	93	83	1.7
Saint-Martin	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Saint Vincent and the Grenadines	109	10,870	5-16	...	...	...	...	...	...	...	...	...	27	21	...	...	...	98	99	0.3
Sint-Maarten	47	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Suriname	548	8,380	7-12	...	90	0.95	95	0.99	36	62	20	57	34	21	9	85	88	91	92	5
Trinidad and Tobago	1,347	22,860	6-12	...	98	0.99	99	0.99	17	69	13	66	36	29	...	60	...	98	99	4
Turks and Caicos Islands	34	...	4-17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Netherlands Antilles	...	...	4-18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>Latin America</b>																				
Argentina	42,155	...	5-18	...	97	1.00	98	1.00	757	52	647	51	21	12	...	57	74	99	...	23
Bolivia, Plurinational State of	11,025	4,880	5-16	0.921	87	0.87	94	0.95	696	74	377	74	78	47	27	43	51	94	87	73
Brazil	203,657	11,530	6-14	...	89	1.00	91	1.01	15,095	50	13,003	50	37	22	7	...	...	...	...	...
Chile	17,924	20,450	6-21	0.969	96	1.00	99	1.00	497	52	191	53	12	7	...	76	114	...	93	...
Colombia	49,529	9,990	5-15	0.902	93	1.00	94	1.00	2,105	52	2,164	51	31	21	13	38	49	95	86	198
Costa Rica	5,002	12,500	5-15	0.948	95	1.00	97	1.00	138	47	93	48	13	9	6	47	74	...	93	...
Cuba	11,249	...	6-16	0.981	100	1.00	100	1.00	18	52	15	52	9	5	...	105	109	99	97	15
Dominican Republic	10,652	9,660	5-14	0.891	87	1.00	91	1.01	766	49	664	48	42	26	10	31	39	83	89	203
Ecuador	16,226	9,490	3-17	0.951	91	0.97	93	0.98	756	58	737	59	35	19	...	63	150	97	97	45
El Salvador	6,426	6,720	7-15	0.909	81	0.93	85	0.94	741	62	623	63	33	20	19	40	62	85	95	139
Guatemala	16,255	4,880	6-15	0.850	69	0.84	78	0.85	2,047	62	1,937	67	53	28	48	46	64	84	95	286
Honduras	8,424	3,880	6-15	0.870	80	1.01	85	0.99	740	50	746	52	47	30	23	17	42	88	94	118
Mexico	125,236	16,140	4-17	0.964	91	0.97	94	0.98	6,662	61	4,953	62	29	16	14	70	101	98	98	284
Nicaragua	6,257	3,890	5-12	...	77	1.00	78	1.00	722	51	747	51	37	18	22	27	55	81	93	158
Panama	3,988	15,150	4-15	0.938	92	0.99	94	0.99	168	54	153	55	28	17	19	37	65	93	92	26
Paraguay	7,033	5,720	6-14	0.892	...	...	94	0.98	...	...	263	57	45	35	18	29	35	97	83	27
Peru	31,161	10,090	5-18	0.913	88	0.88	94	0.94	2,270	73	1,318	76	48	23	18	56	78	100	96	3
Uruguay	3,430	15,310	4-17	0.969	97	1.01	98	1.01	78	44	42	44	18	13	15	60	89	...	100	...
Venezuela, Bolivarian Republic of	31,293	12,920	5-14	0.956	93	0.99	96	1.00	1,164	52	900	52	25	18	16	45	72	86	94	450
	<b>Sum</b>	<b>Median</b>			<b>Weighted average</b>				<b>Sum</b>	<b>% F</b>	<b>Sum</b>	<b>% F</b>	<b>Weighted average</b>		<b>Median</b>	<b>Weighted average</b>		<b>Weighted average</b>		<b>Sum</b>
Latin America and the Caribbean	625 207	10,610	...	...	90	0.98	92	0.99	38,488	55	33,030	55	36	21	...	54	74	93	94	3,999
Caribbean	18 287	11,300	...	...	72	0.96	69	0.96	2,826	54	3,457	54	78	50	...	...	...	74	71	583
Latin America	606 920	9,990	...	...	90	0.98	93	0.99	35,662	56	29,573	55	34	20	18	55	76	94	95	3,416
Developed countries	1 040 886	35,195	...	...	...	...	...	...	...	...	...	...	7	6	...	75	88	98	96	1,427
Developing countries	5 944 265	4,820	...	...	77	0.84	80	0.87	775,715	64	771,717	64	82	67	29	27	49	82	90	102,930
World	7 291 097	8,370	...	...	82	0.89	84	0.91	786,523	64	780,682	64	75	49	25	33	54	84	91	105,769

Sources: EFA Global Monitoring Report 2015, statistical and aid tables; UNESCO Institute for Statistics database; CRS online database.

Note: See source tables in the EFA Global Monitoring Report 2015 for detailed country notes.

1. Data are for the most recent year available during the period specified.

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools.

3. Based on headcounts of pupils and teachers.



## Abbreviations

**ANER: adjusted net enrolment ratio.** ANER measures the proportion of children of primary school age who are enrolled either in primary or in secondary schools.

**ECCE: early childhood care and education.** ECCE are programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

**EFA Development Index (EDI).** EDI is a composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the six EFA goals – universal primary education, adult literacy, gender parity and equality, and education quality – each with a proxy indicator. The index value is the arithmetic mean of the four indicators and ranges from 0 to 1.

**GER: gross enrolment ratio.** GER is the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group older than the secondary school leaving age. The GER can exceed 100% due to late entry and/or repetition.

**GNP: gross national product.** GNP is the gross domestic product plus net receipts of income from abroad. As

these receipts may be positive or negative, GNP may be greater or smaller than GDP. This latter indicator is the sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

**GPI: gender parity index.** GPI is the ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females.

**PIRLS:** Progress in Reading Literacy Study.

**PPP:** Purchase parity power. An exchange rate adjustment that accounts for price differences between countries, allowing international comparisons of real out and income.

**PTR:** pupil/teacher ratio. Average number of pupils per teacher at a specific level of education, based on headcounts for both pupils and teachers.

**SERCE:** Second Regional Comparative and Explanatory Study.

**TERCE:** Third Regional Comparative and Explanatory Study.

**TIMSS:** Trends in International Mathematics and Science Study.

4. Values for total aid disbursements to education and to basic education for regional and other country groups do not always sum up to world totals because some aid is not allocated by region or country.

(.) The category is not applicable or does not exist.

(...) No data available.

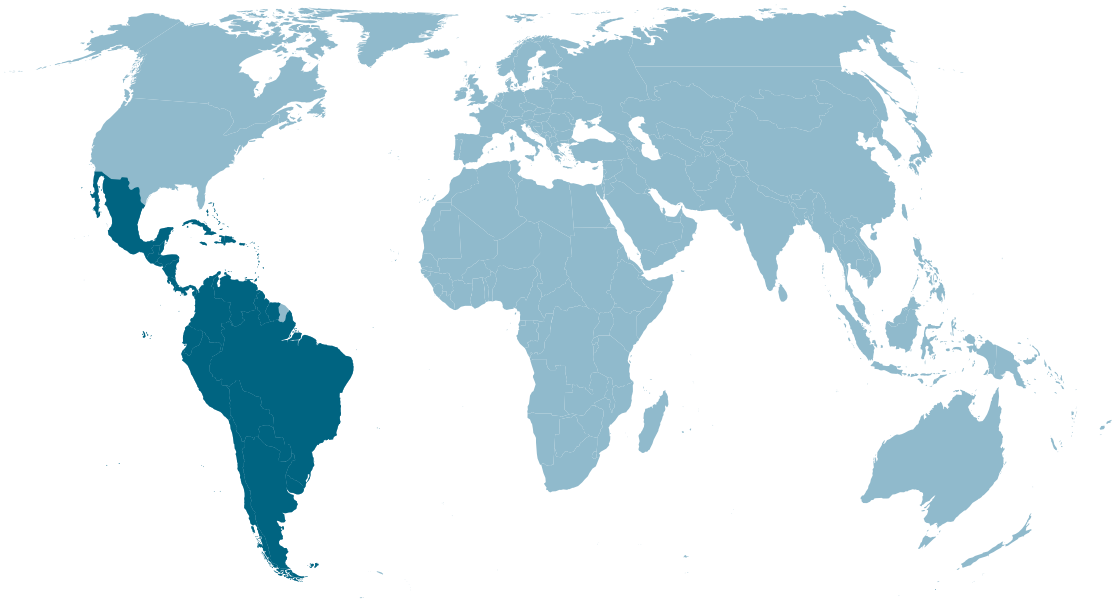
(-) Magnitude nil or negligible





United Nations  
Educational, Scientific and  
Cultural Organization

# Regional Overview: Latin America and the Caribbean



e-mail: [efareport@unesco.org](mailto:efareport@unesco.org)

Tel.: +33 1 45 68 09 52

Fax: +33 1 45 68 56 41

[www.efareport.unesco.org](http://www.efareport.unesco.org)