



United Nations  
Educational, Scientific and  
Cultural Organization



Education for All



# Latin America and the Caribbean

## Education for All 2015 Regional Review





## PREFACE

The Regional Review Report on EFA 2015 was elaborated under the general coordination of the Planning, Management, Monitoring and Evaluation Section of the Regional Bureau of Education for Latin America and the Caribbean of the United Nations Educational, Scientific and Cultural Organization (OREALC/UNESCO Santiago).

This Regional Report incorporates information from the country review reports on EFA 2015, evaluates the advance of Latin American Countries in attaining the six EFA goals set in the Dakar framework for action in 2000, and identifies the gaps, challenges and emerging issues that should be part of the post-2015 regional educational agenda.

This document was distributed in advance for review and comments before, during and after the Regional Ministerial Meeting Lima 2014, held between October 30 and 31, 2014.

While this report covers all member countries and territories of UNESCO in Latin America and the Caribbean, it's been developed with only 22 country reports received to date.

This final document will be used as input for the Global Report on Education for All, which will be formally presented at the Global Forum of Education in the Republic of Korea in May 2015.

October, 2014



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## Sub-regions and countries covered in the Regional Review Report on EFA

The Regional Review Report on EFA uses the regional and sub-regional groups of UNESCO. This report covers the 41 member countries and territories of UNESCO in Latin America and the Caribbean, which are listed below with their identifiers (used in graphs and tables).

Latin America (19 countries)

Caribbean (22 countries)

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



## List of acronyms used<sup>1</sup>

ECCE - Early Childhood Care and Education  
ECLAC - Economic Commission for Latin America and the Caribbean  
ECOSOC - United Nations Economic and Social Council  
EFA – Education for All  
GDP – Gross Domestic Product  
HDI – Human Development Indicator  
ICT – Information and Communication Technology  
ILO – International Labour Organization  
INNOVEMOS - Education Innovations Network for Latin America and the Caribbean  
ISCED – International Standard Classification of Education  
LAC - Latin America and the Caribbean  
LAMP - Literacy Assessment and Monitoring Programme  
LLECE - Latin American Laboratory for the Assessment of Quality Education  
OAS - Organization of American States  
OECD – Organisation for Economic Co-operation and Development  
OEI - Organization of Ibero-American States  
OREALC - Regional Bureau for Education in Latin America and the Caribbean  
(UNESCO Santiago)  
PISA - International Student Assessment  
PREAL - Regional Education Project for Latin America and the Caribbean  
PRELAC - Regional Education Project for Latin America and the Caribbean  
SBM - Self-Benefiting Modality  
SIRI – Regional Information System  
SERCE - Second Regional Comparative and Explanatory Study  
SEN - Special Educational Needs  
UNESCO –United Nation Educational, Scientific and Cultural Organization  
UNESS - UNESCO National Education Support Strategy  
UIS – UNESCO Institute for Statistics  
UPE - Universal Primary Education  
WFP – World Food Programme

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<sup>1</sup> Some of the abbreviations are used according to their original names in Spanish



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## Guide to the reader

### 1. Information and data reference period

The reference year for education and finance data which are presented in this publication is the academic or financial year ending in 2013, or the most recent year available within the period 2010 to 2013. Data from 2014 are shown whenever it was already available. In some exceptional cases information from 2009 is presented when no other data existed.

Where trends over time are presented, data are used from the year 2000; if such data are unavailable, from 1999 to 2002. In some cases, if such data are also unavailable, information from 1998 or 2003 is shown.

Literacy indicators are the most recent available within the 2010-2012 period, or estimates from the UNESCO Institute for Statistics (UIS).

Where a given reference period is spread across two calendar years, the later year is cited. For example, the school year 2010-2012 is presented as 2013.

The reference year for data taken from the 2014 Human Development Report is 2013. Data from the OECD PISA study refer to 2009.

References are also made to the Education for All (EFA) Global Monitoring Reports published in 2002, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012 and 2013/2014, for which the reference years should be checked on a case-by-case basis.

Statistics from the EFA Monitoring Reports come mostly from the data base from the UNESCO Institute for Statistics (UIS) and are internationally comparable. Nevertheless, UIS also uses national data in order to produce information in agreement with terminology and methodology which not always coincides with national criteria (see point 2.i) of this guide).





## 2. Information sources

### a) Education

Data on education financing, literacy, and on students are taken from the international database on education maintained by the UNESCO Institute for Statistics (UIS). Please check the reader's guide in the 2012 Global Education Digest for more information on UIS data or the glossary available online:

<http://www.uis.unesco.org/Education/GED%20Documents%20C/GED-2012-Complete-Web3.pdf>

<http://glossary.uis.unesco.org/glossary/en/home>

The data used to calculate completion rates and parity indices are taken from household surveys conducted by the countries, and processed by the Economic Commission for Latin America and the Caribbean (ECLAC), taking into account the International Education Standards Classification (ISCED) defined by UNESCO. Please refer to the Statistical Yearbook for Latin America and the Caribbean, 2013, for further information on the sources of data processed by ECLAC.

<http://www.cepal.org/en/publications/35864-anuario-estadistico-de-america-latina-y-el-caribe-2013-statistical-yearbook-latin>

Data on gender parity in primary and secondary education enrollment come from the UIS data base.

Results are presented from the Second Regional Comparative and Explanatory Study (SERCE) implemented by the Latin American Laboratory for Assessment of the Quality of Education (LLECE), managed by OREALC/ UNESCO Santiago. SERCE publications can be checked at the Regional Bureau of Education for Latin America and the Caribbean website:

[http://portal.unesco.org/geography/es/ev.php-URL\\_ID=10656&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/es/ev.php-URL_ID=10656&URL_DO=DO_TOPIC&URL_SECTION=201.html)



The LLECE homepage is available at:

[http://portal.unesco.org/geography/es/ev.php-URL\\_ID=7732&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/es/ev.php-URL_ID=7732&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Data from the OECD PISA study (2009) are also presented for the countries in the region that participated in that study. For more information, visit:

[www.oecd.org/pisa](http://www.oecd.org/pisa)

Other information sources used include: UNDP, 2011 Human Development Report and the EFA Global Monitoring Reports from the years listed above.

All data sources used required processing in accordance with the International Standard Classification of Education (ISCED 97), in order to guarantee comparability between countries regarding education levels in the region. (See also section a) of the technical notes).

## **b) Population**

Population statistics are provided by the United Nations Department of Economic and Social Affairs' Population Division, based on the 2008 Revision of the World Population Prospects. The Division provides these data to the UIS for use calculating indicators, but does not provide data by age range for countries with fewer than 100,000 inhabitants. Where information was not available from the Population Division, national data or UIS estimates were used. Please visit:

<http://www.un.org/esa/population/unpop.htm>

## **c) Economics**

Economic information was provided by the Economic Commission for Latin America and the Caribbean (ECLAC), with the exception of the Gini coefficient, which comes from the World Bank. For more information, see:

<http://www.cepal.org/publicaciones>

<http://www.cepal.org/estadisticas>



### **3. Technical notes**

#### **a) International Standard Classification of Education (ISCED 97)**

UNESCO's International Standard Classification of Education or ISCED (UNESCO, 1997) is a key tool in ensuring cross-country comparability. The education levels used in this report are defined in accordance with this standard, subject to adaptations developed in each country for the purposes of reporting statistical information to the international database maintained by the UNESCO Institute for Statistics (UIS), based either on the questionnaires applied by the Institute or on questionnaires used jointly by the UIS, Eurostat, and the Organization for Economic Co-operation and Development (OECD). Please visit the UIS website:

[http://www.uis.unesco.org/ev\\_en.php?ID=7433\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev_en.php?ID=7433_201&ID2=DO_TOPIC)

#### **b) Education data and indicators**

In order to ensure comparability between countries, the decision has been taken to use indicators and methods calculated by the UIS, in accordance with known international standards:

[http://www.uis.unesco.org/template/pdf/EducGeneral/Indicator\\_Technical\\_guidelines\\_SP.pdf](http://www.uis.unesco.org/template/pdf/EducGeneral/Indicator_Technical_guidelines_SP.pdf).

The tables and graphics were prepared based on available information for each indicator used. Therefore, not all countries appear in all graphics and tables.

#### **c) Averages across all countries**

This publication includes averages across all countries for certain indicators, without weighting for population, as a reference measure for comparison with the individual values for each country. This is not the same as a regional average, which includes a population weighting factor for the regional total. The decision to use un-weighted country averages instead of regional averages as reference points is based on equal



valuation of the results of each country in the different parameters analyzed, regardless of their demographic weighting in the region.

#### **d) Net enrolment rates**

The net enrolment rate (NER) represents the number of pupils or students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group, and in this report is used to monitor access at the preprimary and secondary levels.

Access to primary education is monitored using the *adjusted* primary net enrolment rate. This rate represents not only enrolment in the primary schooling age group, but also children who are at the official age for primary education but enrolled at the secondary level, expressed as a percentage of the total population in the primary age group.

A high net enrolment rate (NER) is indicative of good coverage of the population at the official school age. The theoretical maximum is 100%. An increase in this percentage reflects a progressive improvement in coverage at the education level in question. Comparing the net enrolment rate with the gross enrolment rate can highlight differences arising from the incidence of early and late enrolment. If the NER takes a value below 100%, then the remainder - the difference between the value and 100% - provides a measure of the proportion of children not enrolled at the education level in question. However, as some children or young people may be enrolled at other levels, this difference should not be considered indicative of the percentage of pupils not enrolled in the education system as a whole. For example, the adjusted primary net enrolment rate is calculated as a percentage of children in the official entry age range who are enrolled in either primary or secondary education.

However, the calculation of NER values close to 100% may present difficulties if:

- the primary education enrolment reference date does not coincide with the birth age of the cohort eligible for enrolment at that education level;
- a significant proportion of the population starts primary education earlier than the established age, and therefore also completes this level early;



- if the entry age for primary education is increased but the duration remains unchanged.<sup>2</sup>

#### **d) Education level completion rates**

Primary and secondary education completion rates are expressed as percentages of the population who have completed at least the primary or secondary level, out of the total population in the corresponding age group.

The reliability of this rate is founded on the fact that it is calculated using information from just one source. Trend analysis can be conducted by using different waves or years of household surveys, or by comparing the situation of different age groups in the same information source.

While this index is ideal for describing schooling levels in the population, it is restricted inasmuch as that it refers only to the results obtained from actions taken in the past to achieve this goal, and cannot gauge the current performance of education systems. Another limitation is related to the lack or infrequency of household surveys in some countries, preventing the monitoring of changes.<sup>3</sup>

#### **e) Indices for parity in completion of education levels**

Parity indices are used to analyze equity of opportunities in education. This index is calculated by dividing the quantity for the historically less favored population by the quantity for the historically more favored population. Thus, this index provides a measure of such dichotomy, and permits comparisons to be made between the behaviors of a single indicator for two sub-populations. It is applicable in cases of populations that can be divided into two comparable parts, and when the goal is to achieve a situation of homogeneity between the two sub-populations.

Using the parity index as a measure of equity, when the index takes values close to one (between 0.95 and 1.05) a situation of parity exists; close to equality between the two sub-populations, and equitable between them, as a group. Conversely, values

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<sup>2</sup> UNESCO-UIS. 2009. *Education Indicators, Technical Guidelines*. UNESCO-UIS, Montreal.

<sup>3</sup> PRIE. 2009. *Methodology for Building and Use*. OAS, SEP (Mexico) and UNESCO.



significantly different to one reflect a situation of advantage and disadvantage between the component groups.

If the parity index is less than 0.95, the numerator group is at a disadvantage as against the denominator, while an index above 1.05 expresses the converse. Conventionally, the numerator group is selected as that which is expected to be disadvantaged.<sup>4</sup>

#### **f) Ethnic categories**

The following definitions refer to the education level completion parity indices between ethnic groups in the eight countries that report statistical information in this area. It should be pointed out that in this case the categories “indigenous” and “non indigenous” are operative and not anthropological definitions. The purpose of these categories is to differentiate ethnic groups that have historically been disadvantaged in the formal education system from those that have historically experienced a more favorable situation.

**Bolivia:** Indigenous includes: Quechua, Aymara, Guaraní and other native groups.

Non indigenous includes: Spanish, foreign, and other groups.

**Brazil:** Indigenous includes: black and indigenous.

Non indigenous includes: white and other.

**Chile:** Indigenous includes: indigenous population.

Non indigenous includes: non indigenous population

**Ecuador:** Indigenous includes: indigenous population.

Non indigenous includes: white, mestizo, black, and other.

**Guatemala:** Indigenous includes: indigenous population.

Non indigenous includes: non indigenous population.

**Nicaragua:** Indigenous includes: Miskito, Mayagna, Sumo.

Non indigenous includes: Spanish, English, and other.

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<sup>4</sup> Ibid.



**Panama:** Indigenous includes: indigenous population.

Non indigenous includes: non indigenous population.

**Paraguay:** Indigenous includes: monolingual Guaraní speakers.

Non indigenous includes: Spanish speakers, bilingual Spanish-Guaraní speakers, and speakers of other languages.

#### **h) Indicators of educational attainment in the population aged 25 and over**

Data on educational attainment are presented by ISCED level. The categories relate to the percentage of the population analysed who have completed the education level. Educational attainment data are derived from household surveys. As the data compiled from such surveys may be subject to sampling errors, readers are advised to exercise caution in interpreting differences of less than 5%.

The reference period for the indicators presented corresponds to the most recent year for which information is available. Among the countries included, these periods vary between the school years from 2000 to 2010.

#### **i) National data and internationally comparable indicators**

In some chapters of this report, indicators provided directly by the countries were used. These indicators do not necessarily coincide in their definition and calculation methods with UIS indicators or indicators from other international sources. Therefore, indicators from national sources should not be used for any comparisons with other countries. They are exclusively applied with the purpose to show some specific aspects that some countries wish to illustrate.

Graphs and tables that compare countries use internationally comparable indicators, produced by UIS or other international institutions. These are constructed with information provided by and in agreement with the countries, which not always have to coincide with some of their national criteria in terms of methodology or terminology.



Lacking numbers in graphs showing internationally comparable statistics can have various reasons and do not necessarily imply that the country in concern wouldn't produce the information of the indicator on a national level.





## Executive summary

Since 2000, the year 2015 has become the horizon in which the world projects its desires to attain Education For All (EFA) and the Millennium Development Goals. This report evaluates the advance of Latin American Countries in attaining the six EFA goals defined in the Dakar framework for action in 2000, and identifies the gaps, challenges and emerging issues that should be part of the post-2015 regional educational agenda.

### **General context about the regional development and trends**

The region 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.

### **Development trends in Latin American and Caribbean countries**

Most Latin American and Caribbean countries experienced major progress during the decade from 2000 in terms of overall development, economic growth and – to a lesser extent – poverty reduction. This produced a context that was more conducive to educational progress. This combined with rapid demographic changes that in most



countries are reducing the potential demand for education. However, persistently high levels of inequality and poverty, as well as the high proportion of the population living in rural areas, continue to represent additional obstacles to the expansion of quality education in the region.

### **Public investment in education in Latin America and the Caribbean**

The general trend for public spending on education in the past decade was slightly positive in Latin American and Caribbean countries. On average, Latin American and Caribbean countries did increase public spending on education as a percentage of GDP, rising from 4.6% in 2000 to 5.2% in 2013. Nevertheless, this had more to do with expanded fiscal spending rather than greater priority being assigned to education within public spending. The increased spending has probably been mainly attributable to expanded education services, as the average proportion of public spending per pupil tended to remain the same or increase slightly in primary and secondary, while falling significantly in higher education.

Private spending tends to be relatively high in the region's countries.

### **Coordination of EFA: The Regional Education Project for Latin America and the Caribbean (PRELAC)**

In November 2002, the Ministers of Education meeting in Havana, Cuba, approved the Regional Education Project for Latin America and the Caribbean (PRELAC). The Project is a navigational chart for the region's education systems and was originally conceived to support EFA, particularly in reference to the quality and equity of education systems. PRELAC is structured around its purposes, principles and strategic focus areas, which are the following:

### **Monitoring of EFA**



The Regional Bureau for Education in Latin America and the Caribbean (OREALC) of UNESCO in Santiago de Chile has two major institutions to monitor progress towards the EPT goals in the region:

*Planning and Information Systems (SIRI)*: Its objective is to produce and analyze relevant indicators for internationally monitoring the status of education in Latin America and the Caribbean in coordination with UNESCO's Institute for Statistics (UIS).

*The Latin American Laboratory for Assessment of the Quality of Education (LLECE)*: The Laboratory carries out comparative studies, basing itself on students' learning outcomes in primary school in Literature, Mathematics, and Science, which it obtains by administering tests to measure learning achievements

## **Progress toward Education For All goals**

### *Expanding early childhood care and education*

This is particularly important, as pre-primary attendance is positively correlated with progress in primary school, as well as advancement to other educational levels and school performance in general.

Major disparities in pre-primary enrolment rates persist among countries as well as in the survival rate for this level of education.

Moreover, within the countries there is considerable inequality in terms of access to pre-primary education, biased against the most vulnerable population, which means children that would benefit the most from such education.

Many countries still have a shortage of qualified pre-primary teachers.

There is a general lack of data and information concerning the quality of preprimary programmes.



### *Universalizing primary education*

The region's countries showed contrasting results achieving the aim of universal primary education: while some countries -particularly those that were lagging far behind at the beginning of the period- made significant progress towards, other moved backwards.

For many years, the region's countries have shown relatively high adjusted net enrolment rates for primary education, averaging 95.3% in 2008, up from 93.5% in 2000. This represents the percentage of children of official primary school age who are actually enrolled in primary school. Nevertheless, there was a setback from 94.3% of enrolled students in 2000 and 92.4% in 2013.

Across primary education as a whole, repetition rates in 2012 were an average of 4.8% in Latin American and Caribbean countries (compared to 7.2% in 2000).

The region has made major progress regarding school dropout, with average country drop-out rates falling from 21.5% to 11.8% between 2000 and 2012. However, dropout from primary education is still a problem in a lot of countries.

The average completion rate for primary education in Latin America in 2010 rose from 88.5% among people aged 30 to 34 years to 93.9% among those aged 15 to 19.

Major inequalities in the conclusion of primary education are still associated with the socioeconomic situation of the families of the children, with geographic locations (rural/urban areas) of the students and with the belonging to ethnic groups.

### *Meeting the learning needs of young people and the adults*

In summary, the region's countries are very uneven in terms of the level of schooling among adolescents and young people: whereas some countries have achieved significant levels of massification, in other countries schooling is limited for a minority of the population.

The region's level of secondary education coverage remains intermediate and, notwithstanding the exceptions, did not progress significantly during the past 13 years.



Indeed, an analysis of the net secondary education enrolment rate clearly shows that the challenge is even greater: in 2013 the average for the 29 countries with available data was 74.1% (which was slightly higher than the 62.7% average in 2000).

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 lower secondary education, as it was 5.9% in 2012 and 5.8% in 2000. What is more, in some countries the percentage of failing pupils rose significantly during the period.

An average drop-out rate in lower secondary school only dropped from 16.9% in 2000 to 15.5% in 2012 and is therefore still a big problem in the region.

With regards to conclusion, in 2010, an average of about 53.5% of young people aged 20 to 24 had completed secondary education, which was nine percentage points higher than those born 10 years earlier (44.8%).

In almost all countries, the non-conclusion of secondary education is related disproportionately to young people from poor households, from rural areas, or which belong to ethnic groups. However, in some countries it was precisely those groups which benefited most from progress made in the last 13 years.

Although the countries of the region present a very heterogeneous situation, still distant from the developed countries, the access to higher education increased comparatively rapid in during the last decade (an average 2230 students per 100.000 habitants in 2000 and 3428 in 2013). Therefore, in some countries post-secondary education is losing its traditional feature of social exclusion.

### *Improving adult literacy level*

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 88.9%) which slowly continued to increase to an average of 93.3% in 2012.



### *Gender parity and equality in education*

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 2013. By 2013, there were still significant gender disparities in primary education in only one country against men.

Indeed, the average gender parity index in the net rate of enrolment in secondary education of the countries in the region was 1.08 in 2012 (i.e. 8% in favor of women), which was similar to 2000.

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).

### *Quality of education*

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.

In terms of the number of pupils per teacher, in 2013 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 (18 pupils per teacher) and secondary education (15 pupils per teacher).

In terms of the quality of teachers (measured by the percentage of teachers with certified training according to each country's requirements), comparable information indicates that, in 2013, 81.8% of primary teachers and 72% of secondary teachers had certified teaching training.

### **Key achievements and good practices and initiatives in educational public policies**

The revision of the political strategies, programs and initiatives of the Latin-American and Caribbean countries between the years 2000 and 2014 reveal the progress of a process of change towards an emphasis in the quality of education. The compliance to the right to access to education and the topic of coverage of education is still a matter of concern amongst the states of the region. Nevertheless, the desire for providing quality education which provides people the possibility of lifelong education as well as possibilities to improve their lives has turned more important in educational politics in the last 14 years. In this sense, a lot of countries found that the sole obligatory nature of primary education was not enough for a proper preparation for the students and extended it to secondary education.

### **Pending challenges in the implementation of educational policies**

The following mayor challenges for the region were identified:

- More emphasis has to be put on early childhood education
- The issue of children who cannot access or complete primary education needs to be urgently addressed.
- Guaranteeing timely entry to primary education is essential for adequate progress.
- Improving urgently access and conclusion of secondary education.



- Improve access to post-secondary education, including technical and vocational education.
- Fight social inequality in Latin America and the Caribbean in terms of access to all educational levels.
- Designing efficient strategies and programs to eliminate illiteracy totally.
- Quality education for all in terms of academic performance and equity has to be addressed with much more emphasis in public policies and state programs.
- Initial and in service teacher training has to be fostered urgently.
- Ways of attracting high-performing students to the teaching profession should be identified, along with programs to direct the best teachers to schools in marginal areas that are most in need of quality teaching.

### **Partnership and coordination in the implementation of the EFA goals**

Taking into account the increasing complexity of the educational systems, alliances and coordination between institutions are vital for the implementation of policies and actions. Inter-ministerial are necessary, especially for programs dealing with topics from different areas. Actions with the participation of organizations from the civil society are vital, especially when taking account the increasing demand for transparency, participation and respect for a plural society. Working with NGOs can be prolific because of their grassroots knowledge of our societies and their expertise in specific topics. Alliances with academic institutions are also important, especially in terms of raising data and information and their analysis. Associations with the International Cooperation are also fundamental for financing as well as for attaining technical input in the execution of educational projects.





## **Experiences in regional level support to the implementation of countries' EFA strategies**

In order to implement EFA strategies, OREALC/UNESCO Santiago engages in the following activities:

- The Regional Strategy on Teachers
- The Regional Education Information System for Students with Disabilities (SIRIED)
- Consultancy and Technical Assistance for the region's Ministries of Education through the Ibero American Network of Cooperation for the Education of Persons with Special Educational Needs (RIINEE).
- OREALC/UNESCO Santiago lends support to countries in the Latin America and Caribbean region in managing their diverse projects related to sexuality education and HIV prevention in schools and among youth.
- The Regional Inclusive Education Observatory.
- INNOVEMOS, a network for Inclusive Education.
- OREALC/UNESCO Santiago coordinates with countries in Latin America and the Caribbean as a support guide for their ESD policies, programs and projects.
- OREALC/UNESCO Santiago and UNESCO's Institute for Lifelong Learning (UIL/UNESCO Hamburg) jointly promote a strategy to monitor the agreements made in the Belem Framework for Action (BFA) for lifelong learning.

## **Emerging issues relevant for the future of Latin American and Caribbean education**

The following issues have been identified as emerging issues in education in the region:

- Education for citizenship
- School climate
- The relationship between education and the cities
- The use of TICs for learning



- Education for sustainable development and climate change
- Bilingual intercultural education

### **The vision of the non-governmental organizations of the scenario EFA post-2015**

Organizations of the civil society, at a regional and global level, has been developing wide processes of reflection and consultation regarding the agenda of education for all post 2015 and the compromises of the governments and international cooperation agencies should assume. In this sense it's important to emphasize the growing importance of the Latin-American Campaign for the Right to Education (CLADE) and the World Campaign for the Education, a world initiative where from the region – besides de CLADE- participates the Council of Adults Education of Latin-America, CAEL, the Net of Popular Education of Women of Latin-America, NPEWL, and organizations that promote Education for All of 14 Latin-American countries.



## Section 1. Introduction.

### 1.1 Context.

Since 2000, the year 2015 has become the horizon in which the world projects its desires to attain Education For All (EFA) and the Millennium Development Goals. As the deadline approaches, United Nations, while support the efforts to achieve those goals, started to mobilize all involved social actors to define the post-2015 agenda.

The process to define the objectives, goals, and actions to the post-2015 education will end in both the World Forum of Education 2015, in Incheon, South Korea, in May 2015, in which a framework for international action around education 2015-2030 will be adopted, and the United Nations Meeting to be held in New York, September 2015, in which the goals for the sustained development will be approved. International agencies and the states will make all the efforts to ensure coherence between both agreements, and push the educational agenda to the center of the world agenda for sustained development.

The Regional Office of Education of UNESCO, OREALC/UNESCO Santiago, has developed a process of revision and analysis to advance in the design of a post-2015 regional educational agenda, working in close collaboration with governments, development organizations, civil society and the private sector.

In particular, OREALC/UNESCO Santiago organized the first regional consult to the Ministries of Education about EFA 2015, in Mexico, January 2013; elaborated reports about the state of education in Latin America and the Caribbean with a focus on 2015 and beyond; and collaborated with member states in the preparation of the national revisions on EFA 2015, by means of promotion and technical assistance activities.

In the meantime, OREALC/UNESCO Santiago has elaborated the Regional Report of EFA 2015; incorporating ideas form the drafts of the country reports, and publishing a series of “notes” about education and development post-2015. These notes raise issues identified as relevant for a future oriented regional educational agenda.



The results of these efforts are presented in this regional report, whose contents will inform the Regional Ministerial Meeting of EFA Post-2015, to be held in Lima, Peru, October 30-31, 2014. The agreements from this meeting will be the regional perspective, which will be incorporated to the global educational agenda post-2015, to be discussed and approved by the member states of UNESCO during the World Forum of Education, May 2015, South Korea.

This report evaluates the advance of Latin American Countries in attaining the six EFA goals defined in the Dakar framework for action in 2000, and identifies the gaps, challenges and emerging issues that should be part of the post-2015 regional educational agenda.

In order to elaborate this report, all GMR were revised, in addition to other publications from several United Nations agencies about topics related to the EFA goals. Also, all the country reports submitted to UNESCO about progresses and challenges linked to EFA goals were reviewed. Complementarily, academic literature and documents from the civil society were also reviewed, especially for identifying and analyzing post-2015 challenges. For conducting the statistical analysis, the most recent UNESCO databases available were utilized (mainly the year 2012), which were complemented with ECLAC and World Bank data. Unfortunately, several countries have missing data on key indicators.

### **Post 2015 and the Right to Education**

The post-2015 entails the imperative for a more sustainable and equitable human development. To combat inequalities in all dimensions is the center of the global efforts in all aspects of the development, and it provides meaning to the new world agenda 2015-2030. In this context, to guarantee the right to education has renewed relevance since it allows the fulfillment of other human rights.



The principles of the right to education are “compulsory”, “free” and “non-discrimination”. Latin American countries have made progresses in all these aspects, but their main problems refer to inclusion defined in broad terms. The right to education must be translated into the right to learn, since its guarantee makes sense when students learn what they are expected to learn. This is why quality education is required. If education is high quality and all students learn, no matter how diverse they are, no discrimination will be a reality. Thus, future efforts must be focus in creating an inclusive school, where all students learn and develop their capacities and potential, satisfying their life-projects and contributing to their countries’ development. Learning will be the main protagonist.

Those are the purposes that animate the spirit of the objective that will be focus on education in the new world agenda of the “Sustainable Development Objectives” that the countries will approve in 2015 in the General Assembly of the United Nations: to guarantee an inclusive and equitable quality education, and to promote lifelong learning opportunities for all.

Within this general objective, specific goals will be defined; for example: to ensure all children attain primary and secondary quality education, achieving relevant learning outcomes; to guarantee all children access to quality early childhood education and care; to guarantee equitable access to vocational, post-secondary and higher education, for both women and men; to increase the proportion of young people and adults mastering relevant competencies to find decent jobs and entrepreneurship skills; to eliminate gender disparities in education and to guarantee equitable access to all levels of education and professional training to all groups, including people with disabilities, indigenous population and disadvantaged children; to guarantee literacy and numeracy to all young people and to a relevant proportion of adults both women and men; to guarantee all students to acquire knowledge and competencies needed to promote sustainable development, providing them education for the sustainable development and healthy life, and education for the human rights, gender equity, culture of peace and



non-violence, global citizenship, cultural diversity, and the value of different cultures to the sustainable development. In order to accomplish those objectives, child friendly schools should be created, sensible to disabilities and gender issues, and safety, non-violent and inclusive learning environments should be promoted. Also, scholarships should be expanded among developing countries (particularly the less developed and the small insular countries) in order to increase their enrolment in higher education programs, including vocational education, education using TICs, technological education, engineering and sciences. Finally, the number of qualified teachers must increase; to this end, international cooperation for teacher training in developing countries should be reinforced (particularly the less developed and the small insular countries).

## **1.2. General context about the regional development and trends.**

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 suggest 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



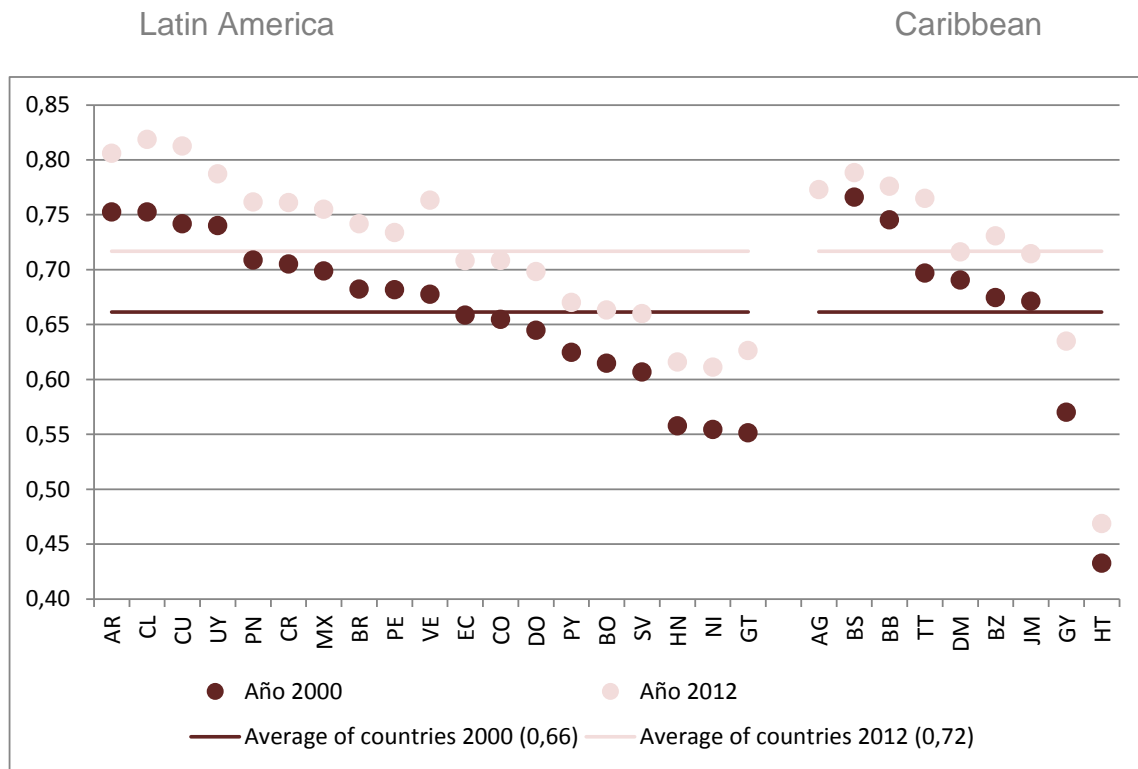
improved significantly. Lastly, education progress should increasingly be judged according to new criteria relating to quality, rather than the mere expansion of education. We apply a broad notion of quality that includes not only achievements but also conditions and processes, and not only academic aspects but also psychosocial and citizenship aspects. This is definitely the dimension in which the region is lagging chronically behind.

### **1.3. 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 classified as having a low level of human development, showing a very slow progress during the last decade.



Graph 1.3.1.  
Human Development Index 2000-2012 (range 0-1) (33 countries)



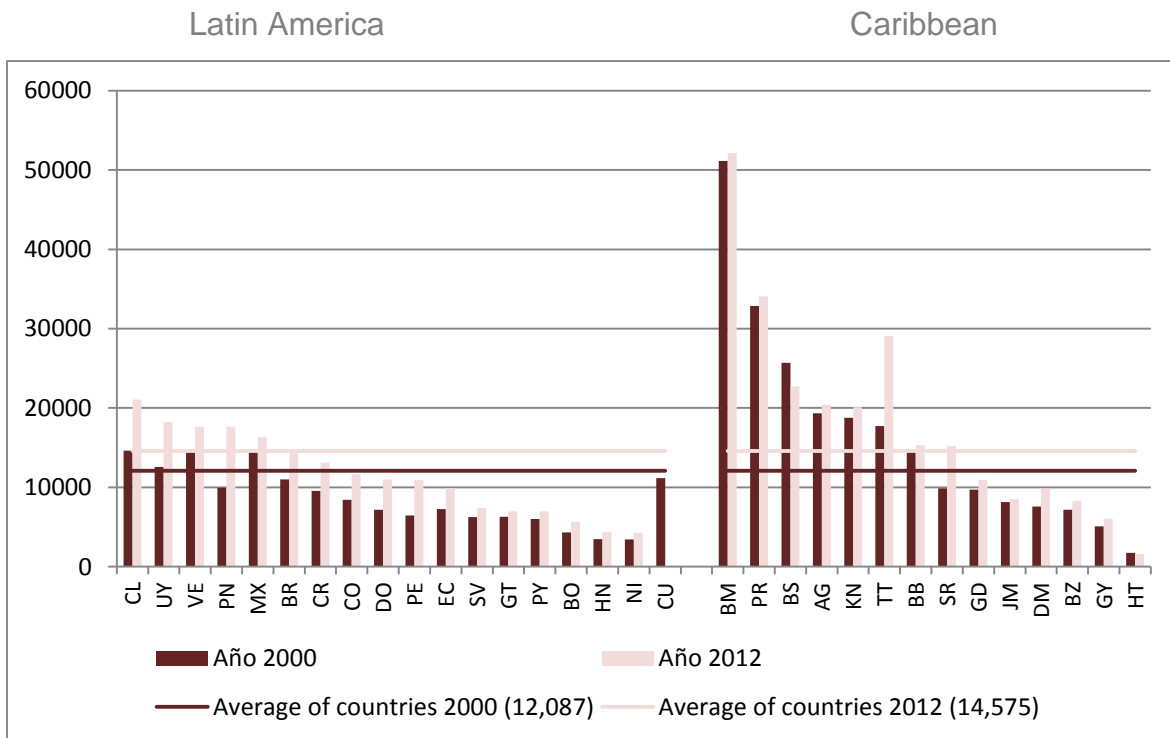
Source: UNDP database

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 \$12,000 in 2000 to US \$14,500 in 2012. Inequalities among the region's countries definitely remain dramatic, and have tended to increase favouring those countries that started the period in a better relative position.





Graph 1.3.2.  
Per capita GDP (PPP, constant US \$ 2005) 2000-2012 (32 countries)



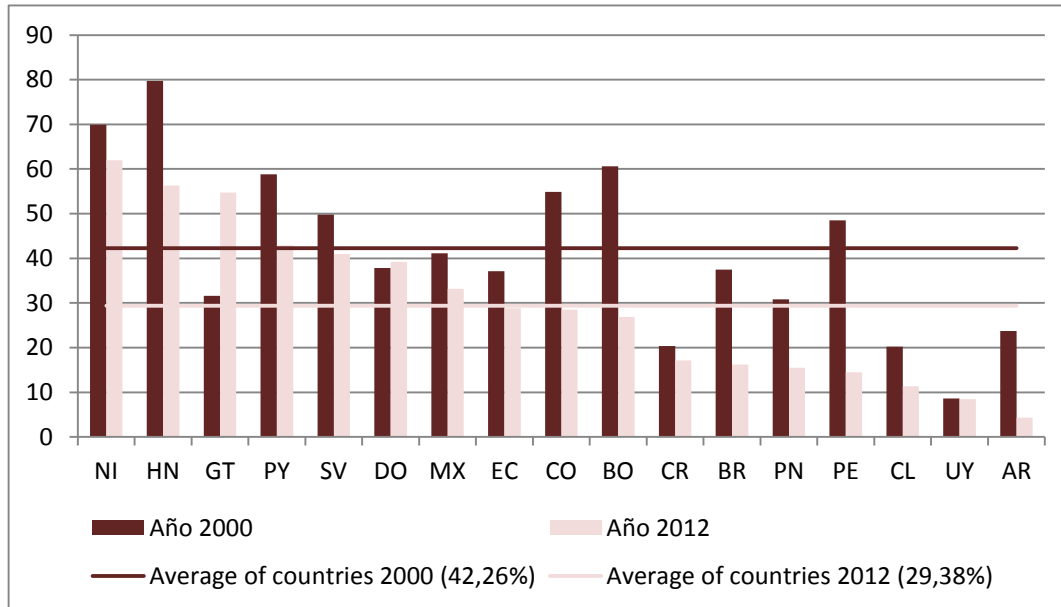
Source: World Bank

Unfortunately, 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 0.50 between 2000 and 2012 (for the 18 countries with available data from CEPAL), 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, Uruguay -the most egalitarian country with available data - had in 2012 a Gini coefficient of around 0.38.

Between 2000 and 2012, the average number of people with income below the poverty line dropped from 42% to 29% in Latin American countries (a reduction slightly higher than 25%). Additionally, in just 1 of the 18 countries with comparable data, poverty rose slightly during the past decade.



Graph 1.3.3.  
Population beneath the poverty line (according to national poverty line, %) 2000-2012  
(18 countries)



Source: ECLAC database

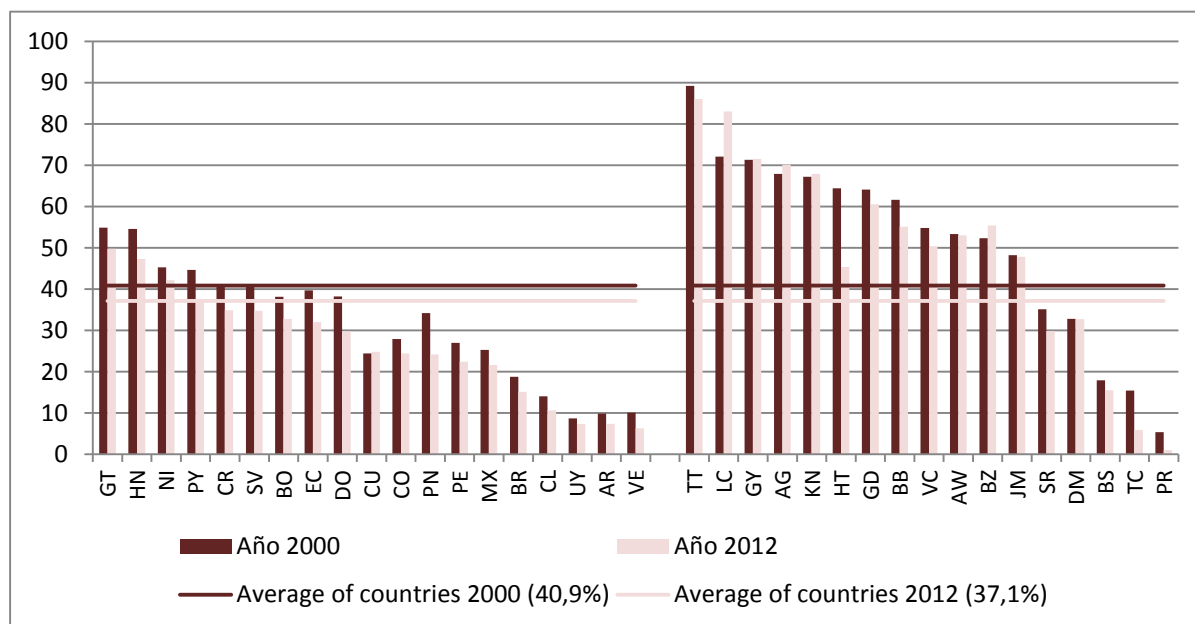
Latin America is also characterized by a high level proportion of its population living in rural zones (a situation traditionally linked to increased difficulties to expand education in those areas), which in 2012 represented a 37% of the total national population, slightly lower than in 2000 when 41% of the population lived in rural areas. In fact, 13 out of the 36 countries with available data had a total rural population around or higher than half of the national total.



Graph 1.3.4.  
Rural population (in %) 2000-2012 (36 countries)

Latin American

Caribbean



Source: UNESCO-UIS database, February 2015

Lastly, Latin America and the Caribbean have 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).

In summary then, most Latin American and Caribbean countries experienced major progress during the decade from 2000 in terms of overall development, economic growth and – to a lesser extent – poverty reduction. This produced a context that was



more conducive to educational progress. This combined with rapid demographic changes that in most countries are reducing the potential demand for education. However, persistently high levels of inequality and poverty, as well as the high proportion of the population living in rural areas, continue to represent additional obstacles to the expansion of quality education in the region.

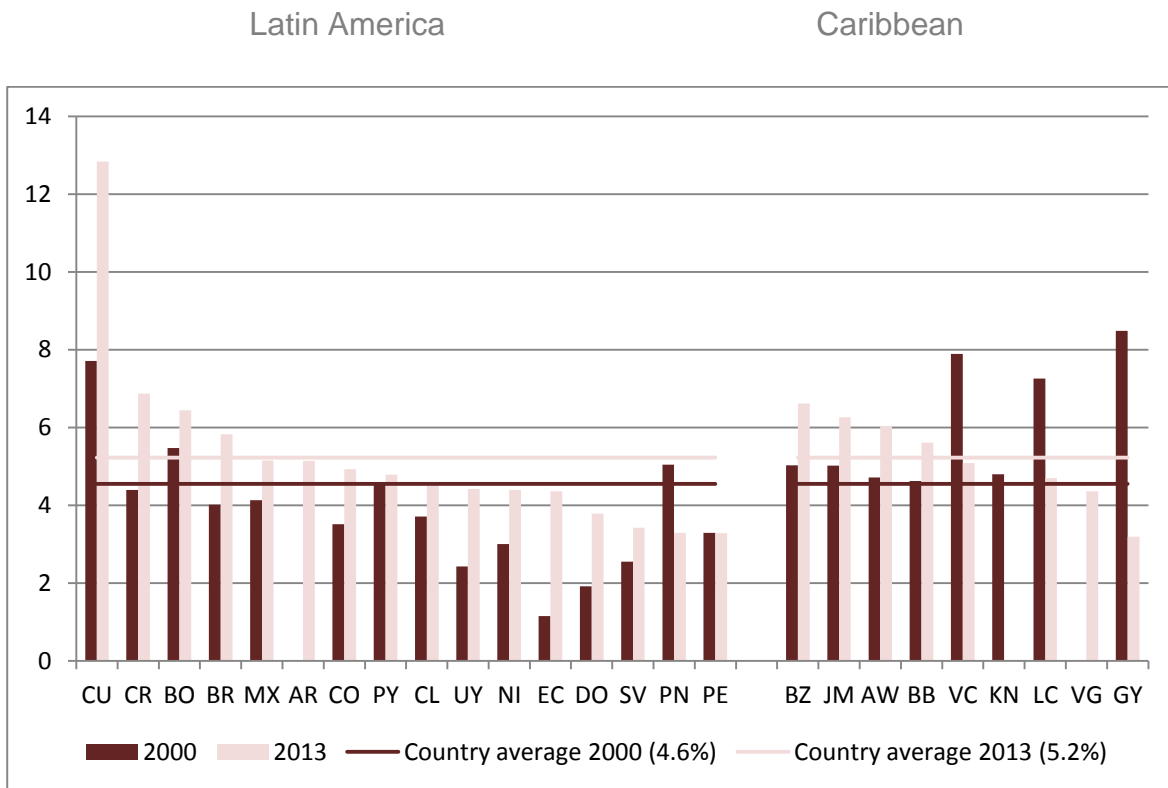
#### **1.4. Public investment in education in Latin America and the Caribbean**

The possibilities of expanding and improving education services are crucially determined by the economic resources that countries decide to invest. One basic measure of the priority a society attaches to education is to estimate the proportion of GDP invested in education. Indeed, the Dakar Framework for Action emphasized 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 4.6% in 2000 to 5.2% in 2013.

This average does, however, conceal major differences within the region, in terms of spending and the trend direction. In fact, 5 of the 25 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 2013. While in 4 countries public spending on education did not exceed 4% of GDP in 2013, another six countries had rates of around 6% or higher.



Graph 1.4.1.  
Total public spending on education as a percentage of GDP 2000-2013 (25 countries)

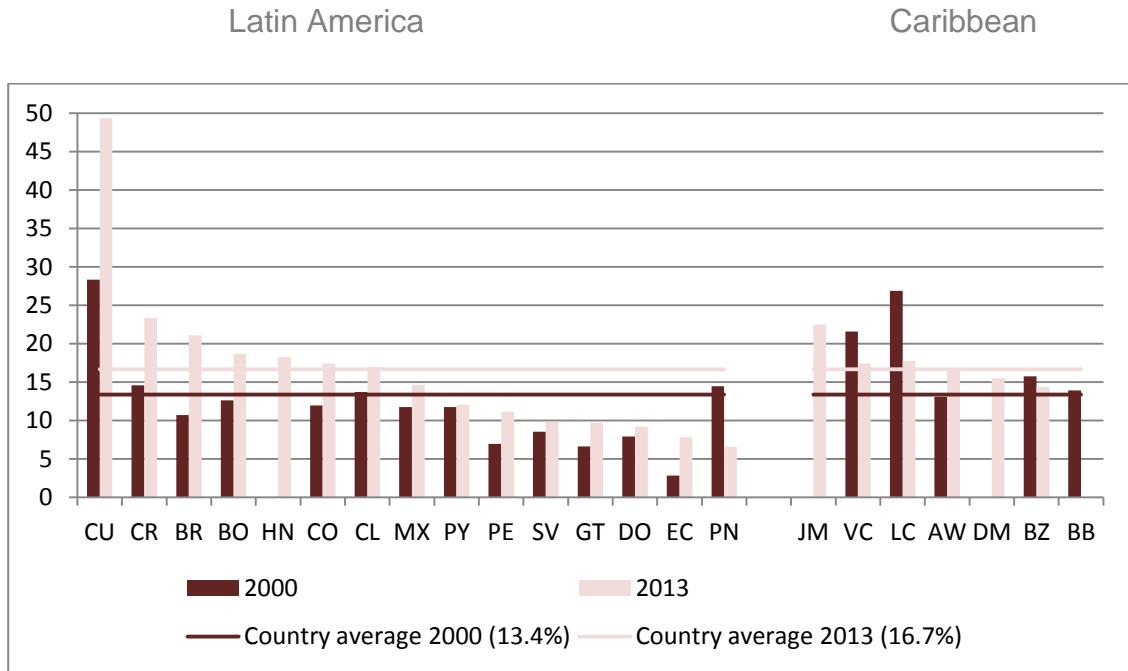


Source: UNESCO-UIS database, February 2018

As stated previously, it is vital to consider investment differences among the various education cycles, as these reflect their differing costs, as well as the priority assigned to them by States. One indicator that makes such a comparison possible is to estimate public spending per pupil as a percentage of per capita GDP, which represents each State's financial effort on education in relation to the country's level of income. In the case of primary education (the only level singled out in the Dakar Framework for Action for States to commit to increasing investment), average public spending per pupil as a percentage of per capita GDP rose slightly in the region during the previous decade (from 13,4% in 2000 to 16,7% in 2013).



Graph 1.4.2  
Public spending on primary education per pupil as a percentage of per capita GDP  
2000-2012 (22 countries)

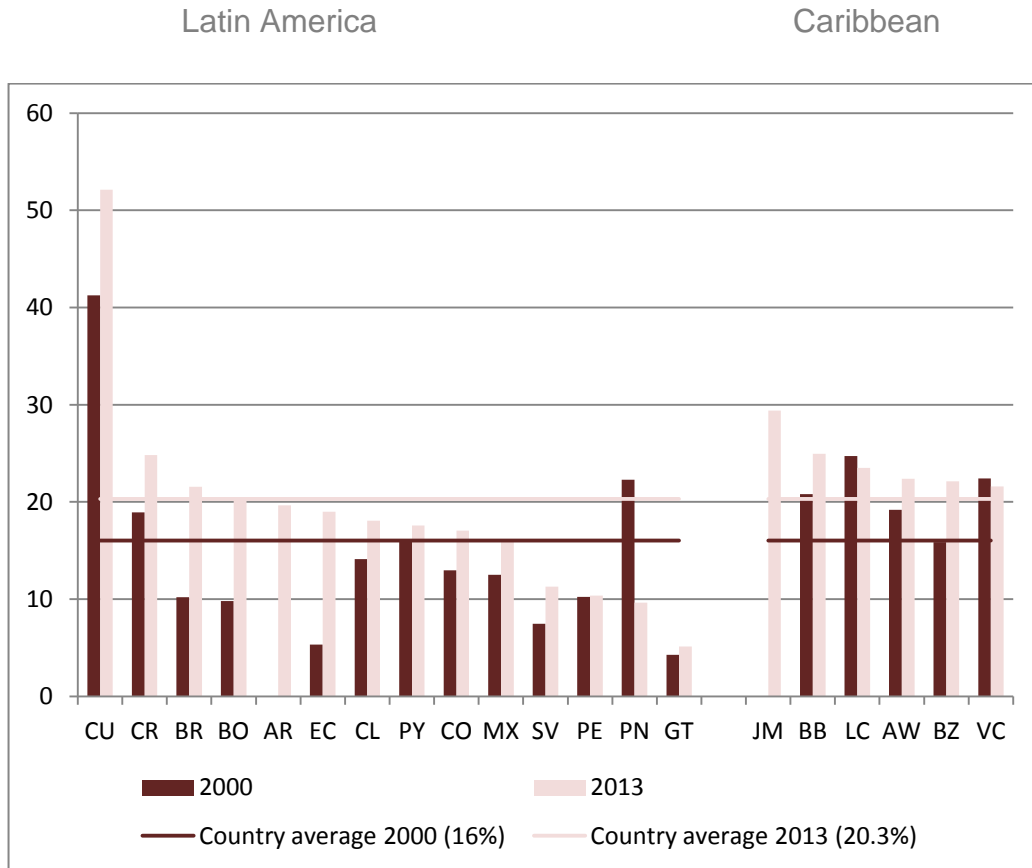


Source: UNESCO-UIS database, February 2015

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% of per capita GDP to 20,3% between 2000 and 2013.



Graph 1.4.3.  
Public spending on secondary education per pupil as a percentage of per capita GDP  
2000-2012 (20 countries)

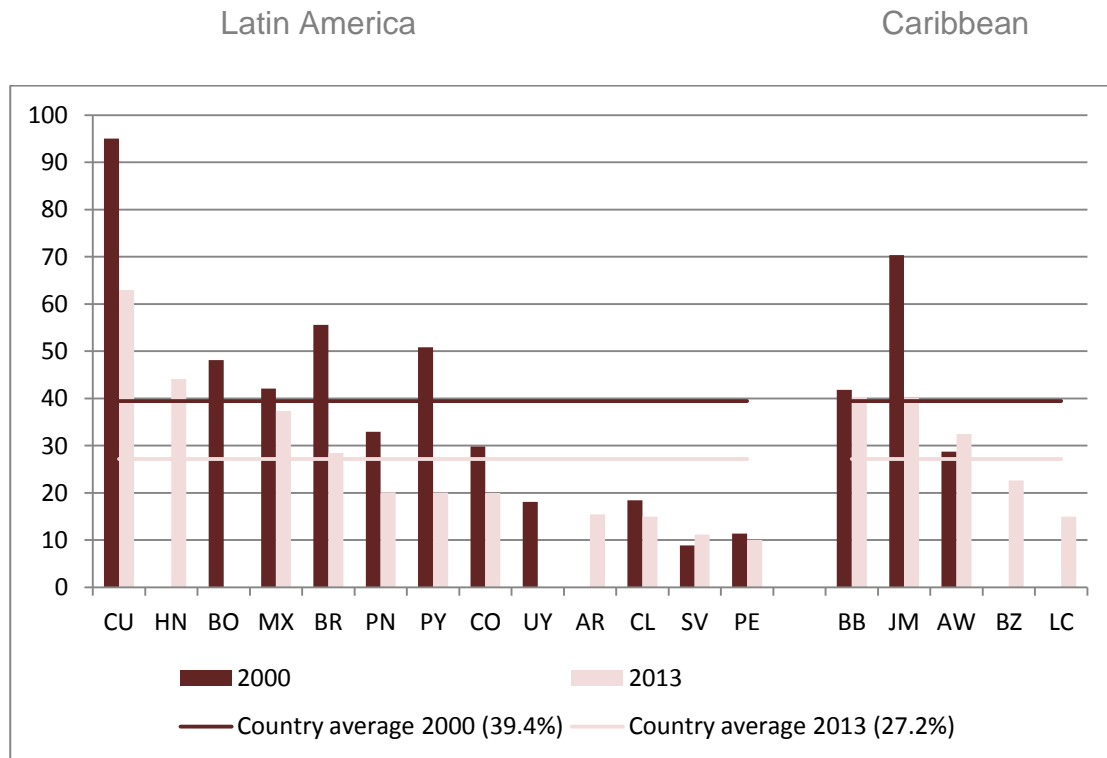


Fuente: Base de datos UNESCO-UIS, February 2015

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 39.4% of per capita GDP in 2000 to 27.2% in 2013. Despite this fall, average public spending on higher education per pupil in 2013 was almost double the equivalent for primary education.



Graph 1.4.4.  
Public spending on higher education per pupil as a percentage of per capita GDP  
2000-2013 (18 countries)



Source: UNESCO-UIS database, February 2015

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, 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 OECD countries). It is well known that private spending tends to be unequally distributed.

In summary then, the general trend for public spending on education in the past decade was slightly positive in Latin American and Caribbean countries, although this had more to do with expanded fiscal spending rather than greater priority being assigned to





education within public spending. The increased spending has probably been mainly attributable to expanded education services, as the average proportion of public spending per pupil tended to remain the same or increase slightly in primary and secondary, while falling significantly in higher education. Despite data being scarce, private spending tends to be relatively high in the region's countries.



## Section 2:

### Coordination and monitoring of EFA progress at the regional level

#### **2.1. Coordination of EFA: The Regional Education Project for Latin America and the Caribbean (PRELAC)**

The Major Project of Education in Latin America and the Caribbean (MPE, 1980-2000) represented an important regional effort towards expanding educational coverage, reducing illiteracy and introducing quality education reforms.

During the final assessment of the Project presented in Cochabamba, Bolivia, in March 2001 (PROMEDLAC VII), participating countries called on UNESCO to take the initiative in organizing, together with the ministers of the region, a regional project with a 15-year perspective that includes the fundamental elements of this Declaration according to the recommendations issued at this meeting, and carrying out periodic assessments every five years.

Thus, in November 2002, the Ministers of Education meeting in Havana, Cuba, approved the Regional Education Project for Latin America and the Caribbean (PRELAC). The Project is a navigational chart for the region's education systems and was originally conceived to support EFA, particularly in reference to the quality and equity of education systems. PRELAC is structured around its purposes, principles and strategic focus areas, which are the following:

- Focus 1: The contents and practices of education to construct meanings in regard to ourselves, to others, and to the world in which we live. It relates to the meaning of education in a world of uncertainty, where knowledge is changing very rapidly and doubles every five years.
- Focus 2: Teachers and strengthening their involvement in educational change in order to satisfy student learning needs. It relates to policies oriented towards a



change in teacher professionalization that should call for a systemic change: accreditation, minimum standards, certification, etc.

- Focus 3: The culture of schools to convert them into participatory learning communities. It relates to improving quality and fairness through transforming the culture and functioning of schools, and promoting changes from the schools themselves.
- Focus 4: Management of education systems in order to make them more flexible and to offer effective lifelong learning opportunities. It relates to diversifying the educational provision and devising various options, sequences and educational modalities that are similar in quality
- Focus 5: Social responsibility for education in order to generate commitment to its development and results. It relates to public policies that may promote social co-responsibility for education, entailing a firm political will for generating participatory mechanisms at all levels of the system.

EFA/PRELAC is spearheaded by an Intergovernmental Committee, which is comprised of all Member States and Associate Members of UNESCO in the region, represented by their ministers of education or their delegates. The Committee has a Bureau composed of seven members with a four year mandate. The UNESCO Regional Bureau for Education in Latin America and the Caribbean, UNESCO/Santiago, serves as its Executive Secretariat and represents the Director General before the Committee.

At the Second Meeting of Ministers of Education (PRELAC II) held in March 2007, Buenos Aires, Argentina, progress and achievements made since the approval of the Regional Project were evaluated, and current challenges and pending tasks discussed. Participating ministers issued a Declaration and Recommendations that would guide the education strategies to be implemented over the following years.



The first meeting of the Bureau of the EFA/PRELAC Regional Intergovernmental Committee was held on 21 and 22 July 2009 in Port of Spain, Trinidad and Tobago. UNESCO presented an analysis of progress achieved in developing the EFA/PRELAC agenda to date, submitted a new Project monitoring strategy for consideration and suggested items for an emerging educational agenda in response to new economic, social and cultural scenarios. The topics discussed included the governance and efficiency of education systems, a renewed equity policy agenda, the transition from sector policy development to an integrated policy of development, greater centrality of educational processes and teachers, greater investment and equitable use of resources. UNESCO then outlined the features of the current economic and financial crisis and its likely impact on education.

In November 2010 the EFA/PRELAC Second Regional Intergovernmental Committee was celebrated in Rio de Janeiro. In this meeting the countries ask UNESCO, amongst other things, to revitalize the EFA/PRELAC by reorienting its action i) with a defined work plan for the period 2012-2015 with achievable results and measurable impact, and ii) bearing in mind the post-2015 scenario, in harmony and synchronization with the upcoming international commitments (MDGs, EFA, etc.)

The Member States of the EFA/PRELAC Board expressed their commitment to: i) fulfilling their EFA/PRELAC commitments and cooperating closely with UNESCO in actions that favor the achievement of EFA in the region, as much as is possible; ii) furthering educational investment and education interventions as part of South-South Cooperation mechanisms, as well as innovative financing for education, in association with UNESCO and availing of its added value in terms of networks, information, international commitments, and technical capacity; iii) fostering coordination between the agencies working in education in the region.

In January 2013 the 3rd Board Meeting of the Regional Education Project for Latin America and the Caribbean (EFA/PRELAC) was held in Mexico City. At the meeting the



Ministers discussed the educational challenges facing the region and reached a consensus for the upcoming post-2015 education agenda. The participants validated the road map which will guide the efforts of UN, UNESCO and Member States in the design of the post-2015 education agenda and called for enhanced convergence between the emerging post-2015 education agenda and the post-2015 development agenda.

In the meeting in Lima in October 2014 it is expected that the countries approve the constitutive elements of the post-regional 2015 agenda. This agenda is supposed to give path to the design of an implementation mechanism that gives continuity to both, EFA and PRELAC.

This regional framework for action for the post-2015 education agenda is going to include an account, strategies and guidelines, in order to put in practice the objectives and goals on the regional and national level as well as the regional perspective, worked out in the Regional EFA Conference in Lima in 2014.

Este marco de acción regional para la agenda educativa post 2015 incluirá un relato, estrategias y directrices para poner en práctica los objetivos y metas mundiales a nivel regional y nacional y la perspectiva regional desarrollada en la Conferencia Regional de EPT de Lima 2014.

To be more precise, the new regional implementation framework will contain: the regional concerns and strategic priorities, which include alliances and mechanisms of governance, funding and regional monitoring amongst other things.

## **2.2. Monitoring of EFA**

In order to support the countries in the progress of EFA/PRELAC, the goals of the monitoring model of OREALC/UNESCO Santiago are the following:



1. Support technically the policies and educational practices related to the strategic focus points of EFA/PRELAC and the consecutive recommendations of the Intergovernmental Committee.
2. Monitoring the processes and results which are achieved in relation with the goals and focus points of EFA/PRELAC, as well as the recommendations from the successive meetings of the Governmental Committee.
3. Evaluating the impacts of the policies, programs and educational practices carried out in the countries of the region in relation to EFA/PRELAC.
4. Fostering the participation of different actors of government and civil society, as well as facilitating the cooperation between countries and different cooperation agencies in order to implement EFA/PRELAC effectively.

The Regional Bureau for Education in Latin America and the Caribbean (OREALC) of UNESCO in Santiago de Chile has two major institutions to monitor progress towards the EPT goals in the region:

*Planning and Information Systems (SIRI):* Its objective is to produce and analyze relevant indicators for internationally monitoring the status of education in Latin America and the Caribbean in coordination with UNESCO's Institute for Statistics (UIS). Through this frame, the status of Quality Education for All in the region is systematically monitored from a rights perspective, indicators for specific themes are defined, and national capacities in educational statistics are strengthened.

*The Latin American Laboratory for Assessment of the Quality of Education (LLECE):* The Laboratory carries out comparative studies, basing itself on students' learning outcomes in primary school in Literature, Mathematics, and Science, which it obtains by



administering tests to measure learning achievements; it is a forum for generating ideas on new models and trends for evaluating the quality of education: teachers, students and schools. The Laboratory is imagined as an instrument for the professional formation and development of the national technical teams and evaluation systems; and it calls for strengthening the systems for evaluating student learning outcomes, teachers and schools; furthermore, it is a space for researching factors related to students' cognitive development in Latin America and the Caribbean. In the current biennium, the Laboratory is in the application stage of its Third Regional Comparative and Explanatory Study (TERCE), which will produce results towards the beginning of 2014 and which was developed through close collaboration with the Ministries of Education in 15 countries in the region, plus the Nuevo Leon state in Mexico. (Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Honduras, Nicaragua, Mexico, Panama, Paraguay, Peru, Dominican Republic, Uruguay).

Moreover, OREALC/UNESCO Santiago counts with various networks to monitor EPT/PRELAC:

- The *Education Innovations Network for Latin America and the Caribbean (INNOVEMOS)* is a network of institutions and organizations working in educational research and teacher education which evaluate and systematize innovative experiences in different topics and levels of education. The network responds to the agreement adopted in the World Education for All Forum, which established the interchange of good practices between countries as a fundamental strategy.
- The *Network for School Leadership* is a network of school principals of educational institutions, with the goal to enhance their leadership and their technical and pedagogical management capacities.



- The *Network of Members of Parliament* is formed by the educational commissions of national parliaments and is coordinated by UNESCO and Parlatino. The purpose of the network is to promote interchange and debate, to propose initiatives to improve education as a human right, as well as to improve the capacities of the members of parliament for decision making in educational legislation.
- The work of these institutions and networks is captured in publications such as the Educational Situation in Latin America and the Caribbean, the documents published by LLECE based on the *Regional Comparative and Explanatory Studies of the Quality of Education* in the region and the publications of INNOVEMOS.





## Section 3. Progress toward Education For All goals.

This section provides a general view on the progress of Latin American and the Caribbean countries towards the six EFA goals. Around each goal basic monitoring indicators are presented, also complementary information is discussed considering a broad perspective of the EFA goals, some countries' efforts related with EFA progresses are also highlighted (as reported in the countries' EFA reports); additionally, the discussion is contextualized using academic references, and finally some post-2015 EFA challenges are identified.

### 3.1. Expanding early childhood care and education.

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

The inclusion of a goal relating to early childhood care and education in the education for all programme points to the importance of this life stage in human development, and this is also acknowledged in various international conventions such as the Convention on the Rights of the Child (1989), which safeguards "the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development" (Art. 27).

Considerable research (UNICEF, 2001; OECD, 2012; Lowe & Wolfe, 2000) shows that early childhood is an extremely sensitive time that lays the foundations for appropriate development and learning capacities throughout the lifetime. Neuroscience provides evidence on how the results of the child's interactions and experiences during the first three years will influence the development of the brain and consequently the physical, cognitive and socio-emotional dimensions throughout life (UNICEF, 2001). In this sense, just as a safe and warm environment that is responsive to the child's needs provides



protection from the effects of stress later in life, so an adverse environment that is not attentive to the child's needs can have a negative impact on brain development (UNICEF, 2001; UNICEF, 2008).

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 five, which went from an average around 32 in every 1,000 in 2000 to 19 in 1,000 in 2012, which is a relatively positive change compared with other world regions where this variation was from 74 to 48 in 1,000 (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).

Almost all countries expressly incorporate Early Childhood Care and Education into their education laws, policies and programs. ECCE is normally defined as education targeted to children between birth or three months of age and five or six years of age, depending on the country's official age for entry into primary school. This level of education is referred to by different names in different countries but, like primary education, is generally divided into two or three cycles. The earlier cycles are known as "nursery" (*parvularia*), "initial" (*inicial*) or "infant" (*de la infancia*) education, and the later one as "preschool" (*preescolar*) or "preprimary" (*preprimario*) education.

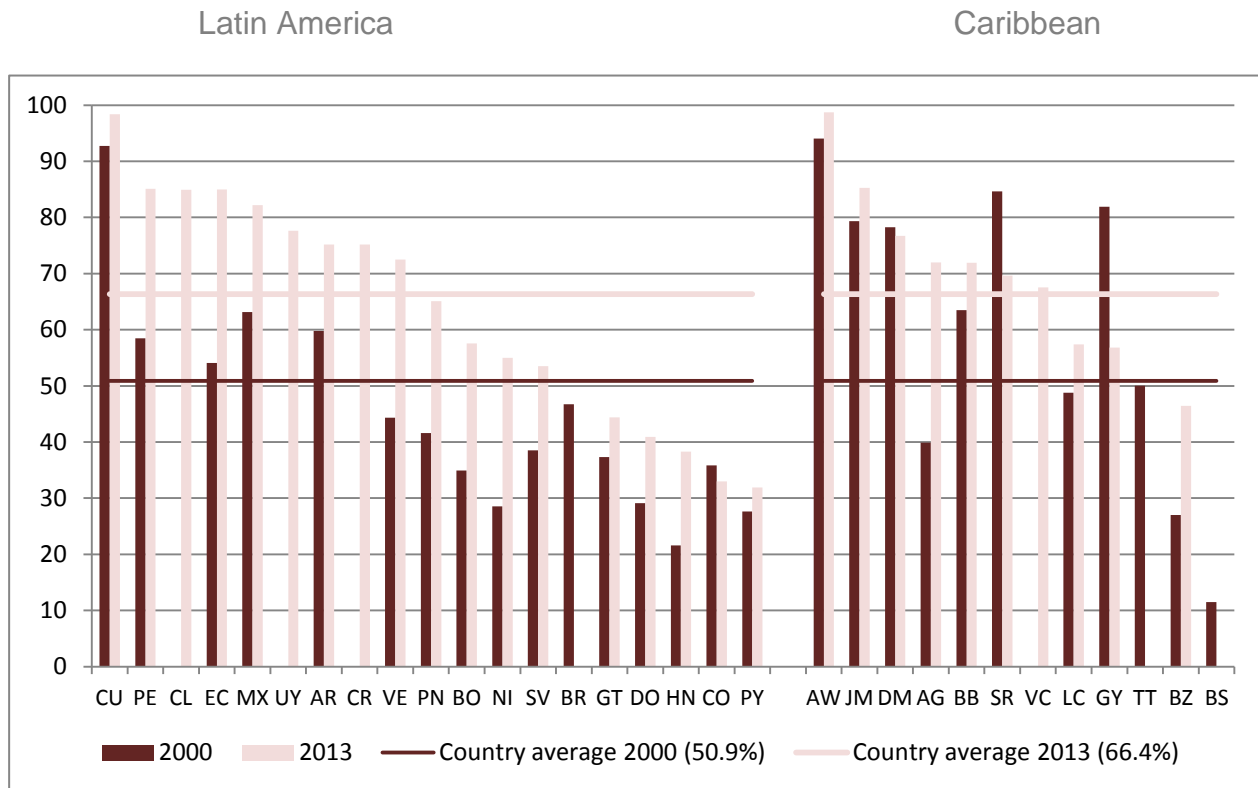
As there is very little comprehensive statistical information on ECCE for the region, the following analysis is based only on the pre-primary cycle.

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 50.9% in 2000 to 66.4% in 2013. Notwithstanding some major variations, this positive trend was observed in 21 of the 24 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 below 40%.

Graph 3.1.1.  
Net enrolment rates in pre-primary education 2000-2013 (31 countries)



Source: UNESCO-UIS database, February 2015

National differences in net enrolment rates in pre-primary education are associated with economic, social and educational factors (UNESCO 2013). 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.

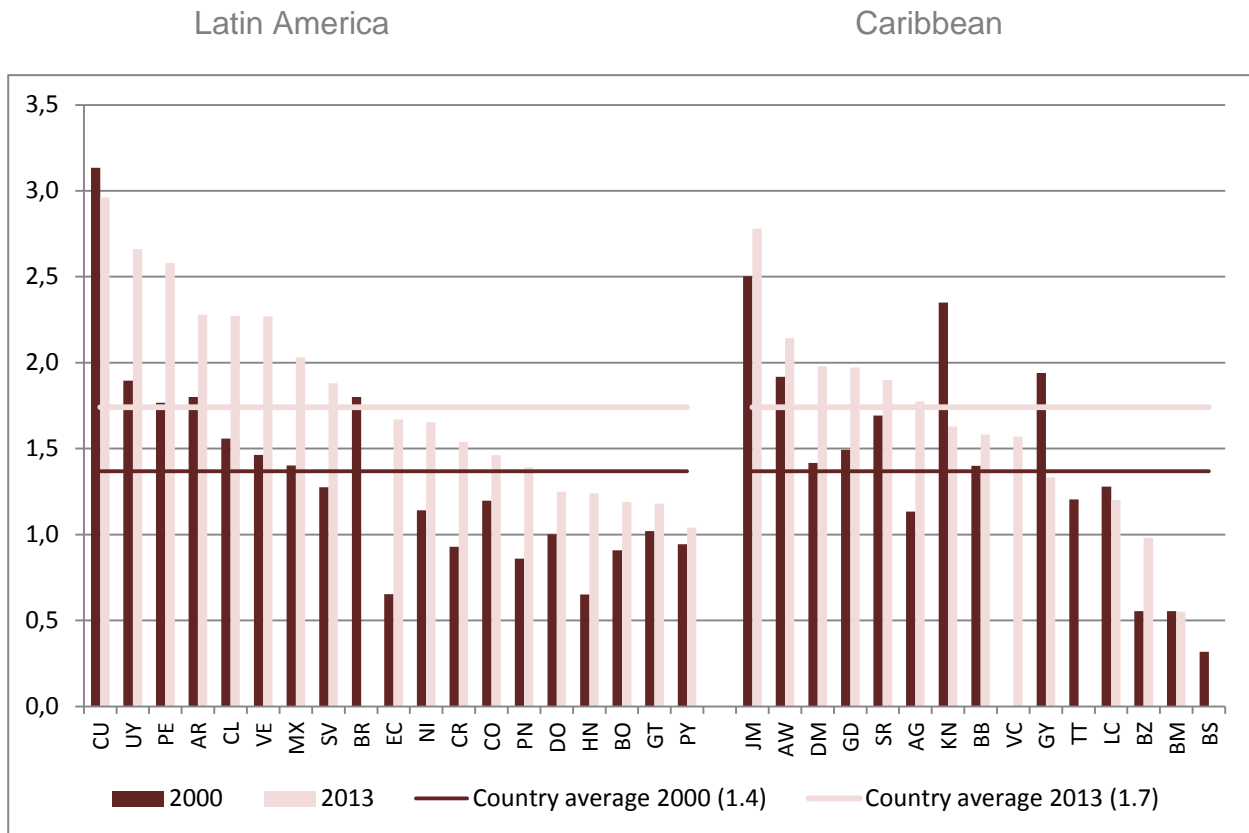


National policies are also relevant factors in explaining differences in pre-school education coverage: on average, the more countries spend on education (measured as a percentage of GDP), the higher their net rates of pre-primary education enrolment. Having controlled for national differences in all above-mentioned factors, Latin America and the Caribbean as a whole has above-average pre-school coverage, given its characteristics; also, since 2000, Latin American and Caribbean countries -on average- increased their net enrolment rate on pre-primary education higher than the rest of the world, controlling for relevant characteristics. Nevertheless, there are enormous differences among countries within the Region, diverging several of them markedly from the regional trend in both positive and negative terms

The considerable heterogeneity in terms of pre-primary education becomes even clearer when we observe differences in national capacities for guaranteeing minimum participation in pre-primary educational programmes. One estimate is provided by the expected number of years spent in pre-primary education (or pre-school “life expectancy”), which in Latin American and Caribbean countries was 1.7 years in 2013 (which was a small average increase of just 0.3 years in the region over the past decade). Whereas Cuba or Jamaica provided children with an average of 2.5-3.0 years of pre-primary education in 2013, more than a third of countries with information available showed average pre-primary expectations below 1.5 year.



Graph 3.1.2.  
Expectations of number of years spent in pre-primary education 2000-2012  
(34 countries)



Source: UNESCO-UIS database, February 2015

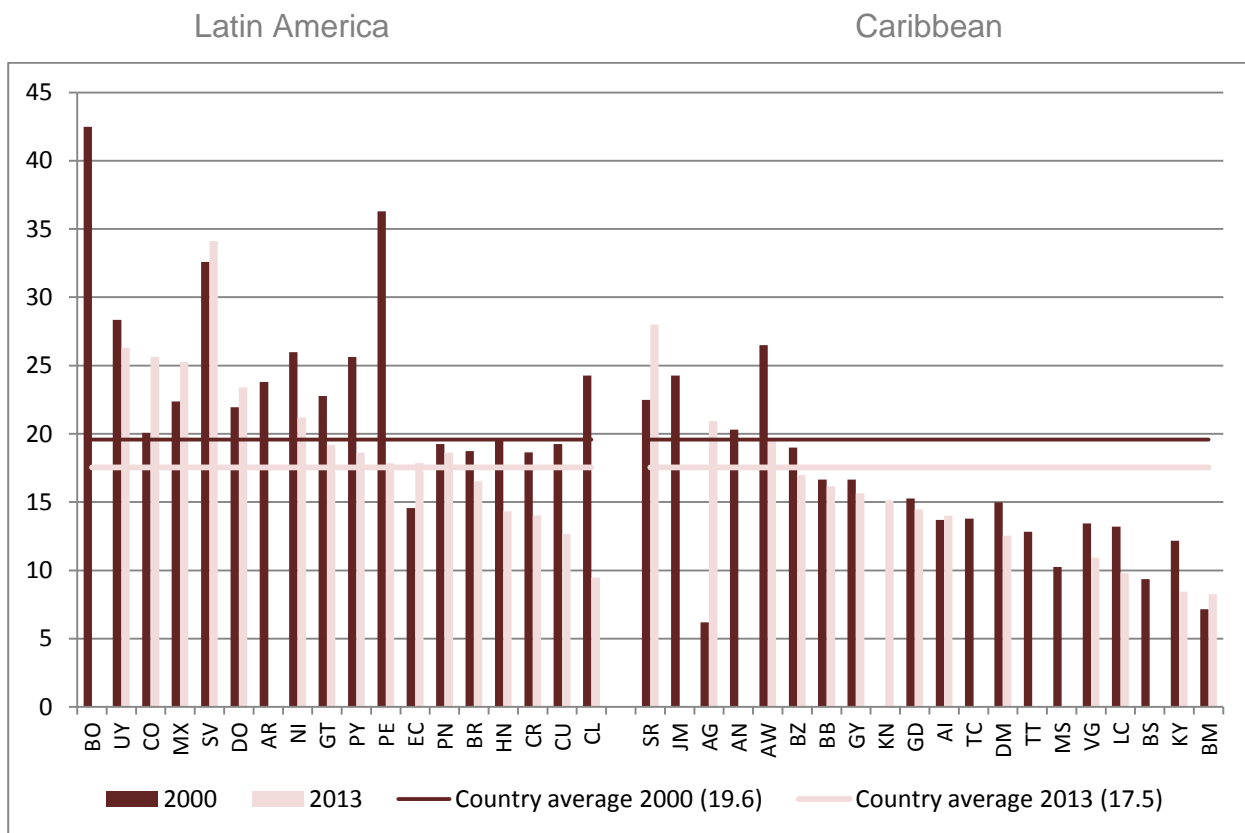
In addition, despite the progress in coverage at the regional level, there is considerable inequality in terms of access to pre-school education. This harms the population that would probably have the most to gain from this level of education: children of lower income families, those in rural areas and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

Lastly, as previously mentioned, there are insufficient comparable data on the quality of pre-school programmes in the region. In this area, the most basic quality indicator is the



availability of teachers per group of pupils, which for these age groups is not only important for the quality of stimulation and teaching provided, but also for the care and safety the teachers can provide to children. The average number of pupils per teacher in the region's pre-primary education in 2013 was 17.5 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. Lastly, there is also a considerable variety of situations in this regard: while some countries reported around 10 children per teacher in 2013, other countries had almost 25 children per teacher.

Graph 3.1.3  
Ratio of pupils per teacher in pre-primary education 2000-2013 (38 countries)



Source: UNESCO-UIS database, February 2015

In summary then, over the past decade Latin American and Caribbean countries have generally made considerable progress in improving conditions in early childhood, but



there was limited progress in pre-school education (although advances were not more limited than in other comparable regions). One characteristic of the situation and development of pre-school education in the region is the heterogeneity, with differences that do not just correspond to income differences among countries. In addition, despite advances in regional pre-school education coverage, there is considerable inequality that is biased against the population that would benefit the most from such education (namely, children from the lowest income quintiles, those in rural areas and from indigenous communities). Lastly, there are insufficient data on the quality of pre-school programmes.

### *Policy discussion*

There is consensus that providing quality care and attention in early childhood is a complex task, as ensuring children's development, growth and learning involves attending to different aspects of their development (from birth to primary education) in formal and informal contexts (UNESCO, 2007a). As a result, early care and education require the coordination of various care providers: family, neighbours, public and private institutions, NGOs and communities themselves. Tackling this aim using public policies requires involving various sectors to promote the integral well-being of children, considering at least health, education and children's development environment as priority areas for investment. An additional complexity is that such policies must combine direct children's services with support programmes to improve the conditions and capacities of the various actors interacting with them on a daily basis (mainly mothers and other carers), to offset the disadvantages suffered by the most vulnerable and develop their capacity to adapt (UNICEF, 2008, UNESCO, 2007).

In addition, the region also has dramatic inequalities between and within countries (UNDP, 2010). Children who grow up in rural areas, belong to indigenous peoples or live in poorly educated or low-income families are the most vulnerable in terms of their development, while also being the most excluded from care services (UNDP, 2010; UNICEF, 2008). These conditions of vulnerability combine to make the situation even



more delicate: there is twice as much as poverty in Latin American rural areas compared to its cities (ECLAC, 2012). It is vital to tackle these inequalities if we are to achieve the objective of providing good care and education in early childhood.

Cuba is a consolidated country within the region, where pre-school (0-6 years old) education has almost universal coverage, which includes the two modes in which the system is organized: Institutional (infant Circles and pre-school classrooms in primary schools) and the Non Institutional (Educate Your Child Programme), regarded as an international model in this field. Currently they are working in the introduction of a new curriculum in early childhood education that incorporates new pedagogical needs and requirements. 97% of graduates from preschool level reach the basic skills to enter primary school (Cuba, EFA country report, 2014).

During the last decade, El Salvador has made a great effort on pre-school education, due to the changes in the curricula and the implementation of a specific policy for the education and care in early childhood, led by the Ministry of Education. This Ministry has driven an inter-sectorial approach to preschool and early education, so that various civil society organizations participate on its promotion, including the families and the educational communities. Since 2000, El Salvador has experienced a steady increase in the gross enrolment ratio of preschool children (4-6 years-old), reaching a 64.61% in 2013. One of the strategies for this achievement was the implementation of the Education with Community Involvement (established especially in rural and remote areas) through which 300 new vacancies were created for pre-school children, so the same year, 95.88% of students who entered the first grade of primary school had participated in some of Early Childhood Care and Education (ECCE) programme. Alongside this is the modification of the Education Act in 2005 which validated the pre-school education from conception-such as guaranteed by the Constitution- which had a direct impact on the fact that more children aged from 0 to 3 had access to attention of some sort of ECCE programme. It should be added that by the year 2010, the National Policy of Education and Integrated Early Childhood Development was established,





which designed a specific curriculum for early education and also a re-design of the pre-school education (El Salvador, EFA country report, 2014).

Although it has not been easy to tackle the quality issues of early childhood education services, there are some progress in the region. For example, in Barbados, although there are no studies on the quality of early childhood care and education services, aiming to improve quality in teaching, on 2001 the Basic Skills Assessment Battery (BSAB) was designed to measure the readiness of pupils to begin the curriculum in the first grade of primary school. Since it begun (2001) it has been applied to 60,000 students. While the test has been well administered a limitation has been the effective use of the test results by teachers and school leaders to determine the appropriate developmental programmes for students. Also, the Criterion Referenced Test (CRT), applied since 2000, aims to assess the students' level of knowledge, skills and competencies in mathematics and language; the profiles produced provide teachers with information to target the student's deficiencies and work on an individual basis (Barbados, EFA country report, 2014).

### *Post-2015 challenges*

The growing evidence concerning the potential individual and social benefits of early childhood care has revealed the importance of ensuring access to such programmes, with a view to achieving equal opportunities and reducing the intergenerational consequences of poverty and inequality. Furthermore, the increase in women's participation in the labour market and the rise in lone-parent families have made access and coverage of these services a priority issue in the region, thus guiding public policies (especially those aimed at the most vulnerable) (UNESCO, 2007b; UNESCO, 2007a; ECLAC, 2010).

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).

Even though, the main concern about early childhood care and education in the region is increasingly 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).

In operational terms, it has been very difficult to find consensual quality criteria for pre-school care and education programmes. Scientific evidence does, however, provide important guidelines in this regard. Good-quality early education programmes have a certain minimum duration (such as two or three hours over a couple of years), comply with high quality standards in terms of educational material and space, are delivered by highly qualified teachers and have a very low proportion of children per teacher (around 3 to 1 in the 0 to 2 year age group, and around 6 to 1 in the 3 to 5 year age group). In terms of the curriculum, good-quality programmes have pre-planned activities focused on cognitive development, with a strong emphasis on language (which is not to say that emotional and psychosocial aspects are not considered). Lastly, these programmes are not isolated in institutional terms, but rather integrate educational services with health and nutrition (and work with parents and carers as well as children) (Bowman, Donovan and Burns, 2000). These are certainly extremely high quality standards, given the



prevailing situation in the region. Thus, for example, this implies an increase of the standards for educators' preparation and professional status, replacing the common notion of day-care center for a more appropriate definition of care, development and educational services for the early childhood.

Lastly, social inequality is a relevant feature in the region. Children from the poorest and most marginalized groups continue to have fewer opportunities for pre-primary care and education, and what they do have tends to be lower quality. All of this may contribute to increased inequality among the next generation of Latin American society.

### **3.2. Universalizing primary education.**

*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 right to primary education was the first to be established in international agreements, it is part of the Universal Declaration of Human Rights, and it has since been included in all related international instruments. Previously, many States had already enacted laws on compulsory primary education, which was also made free of charge. Nowadays, there is practically unanimous consensus around universal and free primary education. As a result, primary education is considered a fundamental right in the Dakar Framework for Action, in accordance with the United Nations Convention on the Rights of the Child, the Millennium Development Goals and other international agreements.

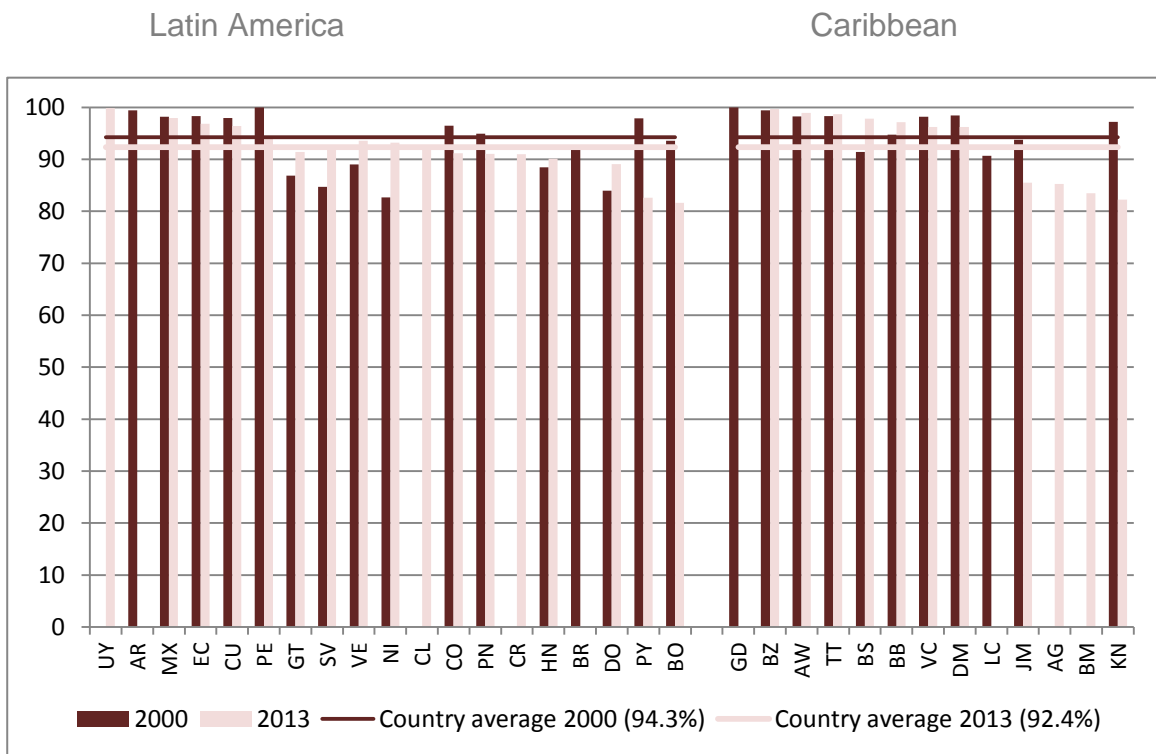
The right to education aims to develop the skills, knowledge, values and attitudes that enable everyone to develop and live in a dignified way, take informed decisions to improve their own quality of life and that of society, and participate in collective decisions. At school, the ability to socialize with various people is established, identity formed and self-esteem built (UNESCO, 2012).



Universalizing 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 94,3% (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 showed a small decrease (92.4% in 2013). This lack of progress certainly hides highly contrasting national situations: while some countries increased primary schooling dramatically between 2000 and 2013 (approaching universal coverage), a third of the countries with comparable data significantly reduced it in the same period.

Graph 3.2.1  
Adjusted net enrolment rate in primary education 2000-2012 (32 countries)



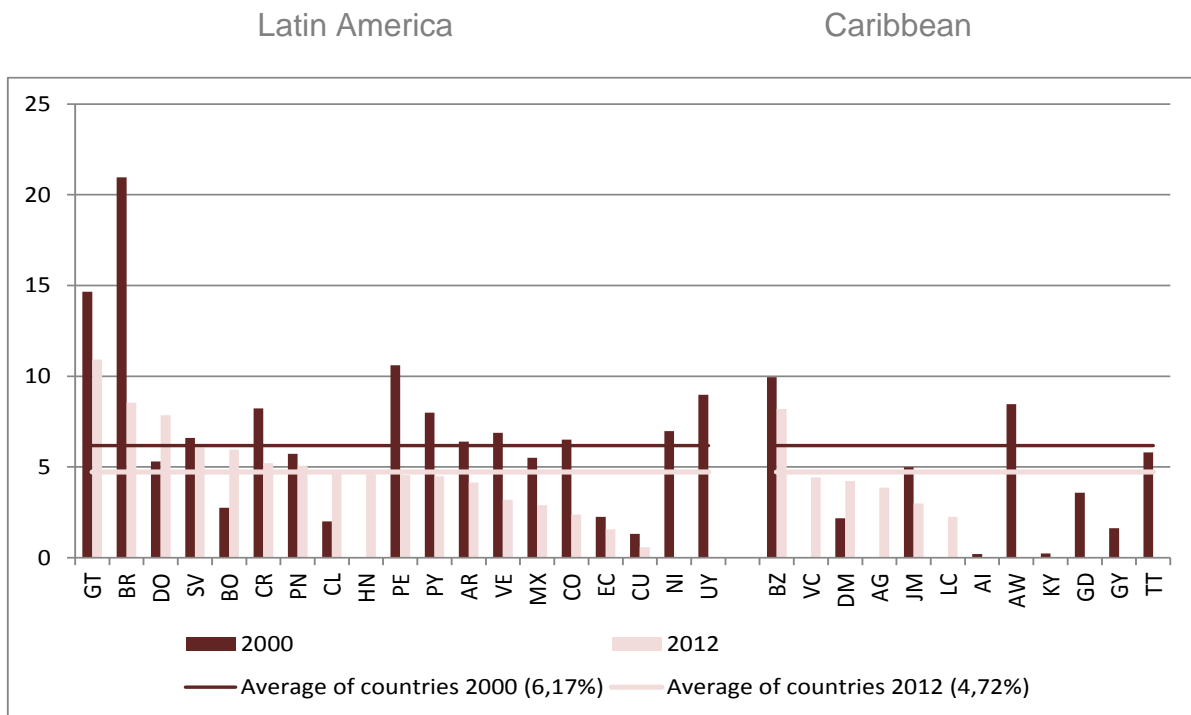
Source: UNESCO-UIS database, February 2015



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. 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.

Secondly, children should experience a smooth passage through primary education. However, a large proportion of pupils repeat a grade as they are not considered to have achieved the minimum performance standards for moving up. Although there are diverging opinions on whether it is appropriate to use grade repetition as an educational support or quality control mechanism, there is agreement that it would be desirable to keep repetition to a minimum. Across primary education as a whole, repetition rates in 2012 were an average of 4.8% in Latin American and Caribbean countries (compared to 7.2% in 2000).

Graph 3.2.2  
Repetition rate in primary education 2000-2012 (%) (26 countries)



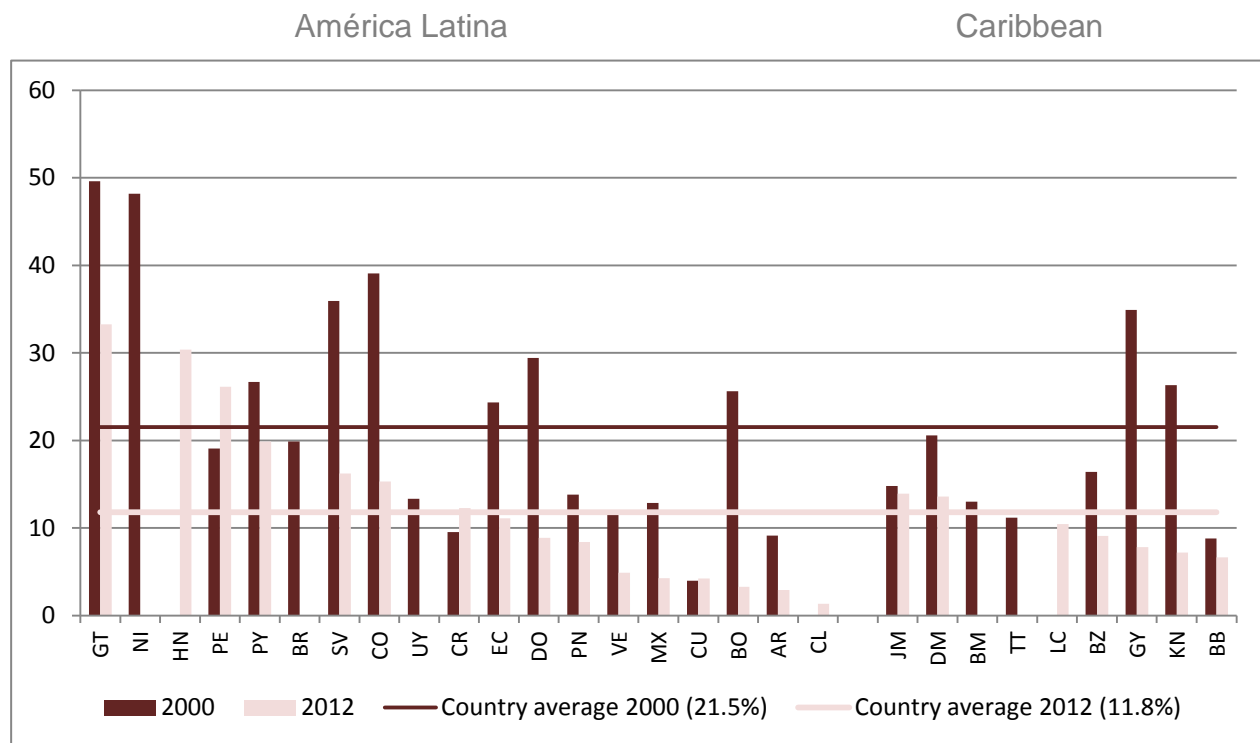
Source: UNESCO-UIS database, February 2015



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 up to 21% in some countries).

Thirdly, the region has made major progress regard school dropout, with average country drop-out rates falling from 21.5% to 11.8% between 2000 and 2012.

Graph 3.2.3  
Cumulative drop-out rate to the last grade of primary education 2000-2012 (28 países)



Source: UNESCO-UIS database, February 2015

It is well documented that children who enter this level of education at a later age are less likely to complete primary education, or to continue with secondary education (OREALC/UNESCO, 2011). In the region – and particularly among low-income, rural or indigenous groups – this problem has major costs for education systems and for children (who have less potential for social mobility) (UNESCO, 2011). Factors explaining drop-out rates include variables relating to the student's family context and economic



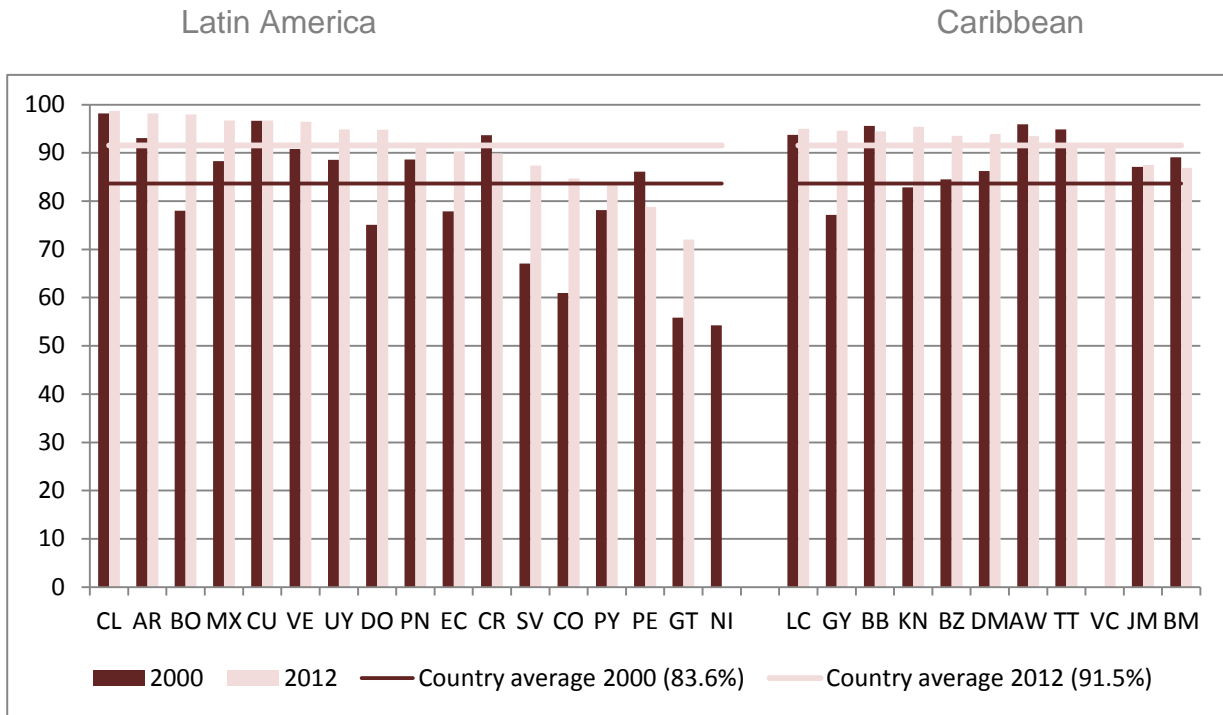
situation, as the opportunity cost for poor and marginalized children would be very high. Intra-school factors that may be encouraging dropping out have also been identified. These relate to levels of training and experience among teachers, their relationships with and expectations of students, and the time spent on teaching. These factors also include aspects of school organization, school calendar, curricular relevance and the types of student evaluation and promotion (ECLAC, 2010; PREAL, 2007).

Child labour is particularly significant in several countries, as it impacts on late entry and drop-out rates. Child labour can be a reason for early school-leaving among working children, as the opportunity cost of attending school is very high when they must help with household expenses. Child labour is also a result of early school-leaving. Although many children attempt to combine studying with work, this generally becomes impossible due to precarious job conditions and working hours that become longer as children get older. In addition, schools find it difficult to adapt their schedules to fit in with these children. This all results in children leaving education early or having chronic underperformance, which becomes more significant as they get older (UNESCO, 2009; PREAL, 2007).

In the light of the considerably expanded access to primary education achieved by the countries of the region, identifying the main progress in primary schooling requires tracking more demanding indicators, such as retention at the end of the primary cycle. The general trend in the region is positive, with the average survival rate in the final year of primary education (fifth grade) rising from 83.6% to 91.5% between 2000 and 2012 – which points to a high retention capacity within the school system of Latin America and the Caribbean.



Graph 3.2.4  
Fifth-grade survival rate (%) 2000-2012 (28 countries)



Source: UNESCO-UIS database, February 2015

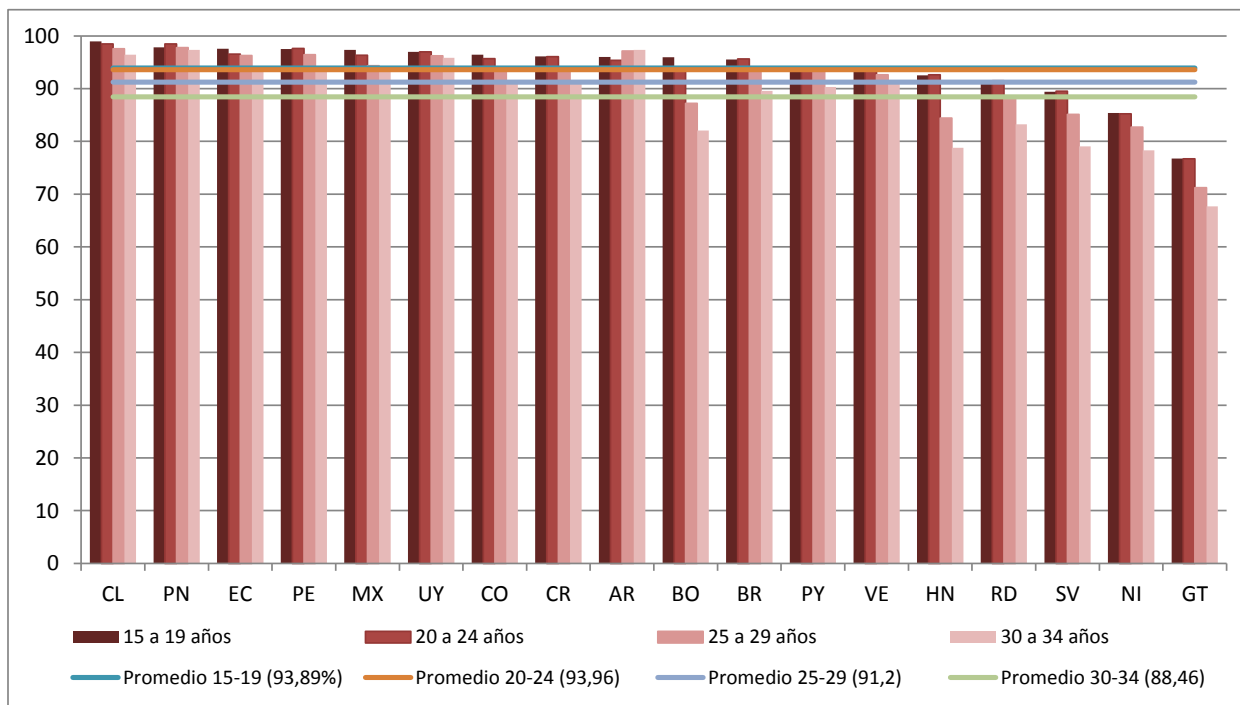
Studying associated factors it was estimated that countries with more resources (measured by per capita GDP) had higher average retention rates at the fifth grade; additionally, countries that spend more on education (measured as a percentage of GDP) do tend to achieve higher fifth-grade survival rates. 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 repeated a grade are more likely 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 (UNESCO 2013).

Lastly, the average completion rate for primary education in Latin America rose from 88.5% among people aged 30 to 34 years to 93.9% among those aged 15 to 19 (with the latter being born between about 1990 and 1995, and therefore mainly educated in the past decade). Los datos anteriores no corresponden al gráfico.





Graph 3.2.5  
Completion of primary education according to age group (around 2010) (18 countries)



Source: ECLAC database

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.

In primary and secondary education, the findings concur in showing that, in the region as a whole, the standard of schooling of the indigenous population and that of African descent is below that of the non-indigenous population. 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. With respect to the conclusion of primary education, UNESCO finds that the indigenous/non-indigenous parity rates vary (around 2010) between 0.70 and 0.81 for the 15-19 age



group, and between 0.52 and 1.03 for the 25-29 group. In terms of regulations with an effect on school attendance, the school timetable is partially incompatible with socioeconomic processes in which boys and girls participate, pupil absenteeism being observed in such zones as Bolivia, Peru, Ecuador and Guatemala because of the farming schedule. Also noted is a lack of linkages between the initial and primary education levels on account of the geographical location of some indigenous communities.

In summary, the region's countries showed contrasting results achieving the aim of universal primary education: while some countries -particularly those that were lagging far behind at the beginning of the period- made significant progress towards, other moved backwards. However, indicators of the system's internal efficiency and more generally the dynamics of various age groups showed positive results, suggesting a positive trend in the future.

### *Education policy guidelines.*

To guarantee effective universal coverage at primary education becomes increasingly challenging, as the countries attain net enrolment rates higher than 90%; the reason is because excluded populations face more complex difficulties, which requires programs with more targeted designs and eventually higher per student funding. The Out-of-School children initiative –a joint activity of UNICEF and UIS UNESCO- is working since 2010 in this challenge, involving Bolivia, Brazil, Colombia, and México in this region.

In order to reach the most marginalized population groups, the region has implemented many policies that seek to reduce underlying elements of vulnerability, such as factors associated with poverty. As a result, several countries have new social protection policies such as conditional transfer programmes that consider the intergenerational transmission of poverty to be mainly caused by the lack of investment in human capital, and therefore provide incentives for such investment. Because the transfer is conditional, the opportunity cost of schooling is reduced (ECLAC, 2005). The world's



most significant example of such programmes is Brazil's Family Grant programme, which has had a positive impact on education and poverty reduction (Rivera, Currais and Rungo, 2009). In the educational part of this programme, the transfer is conditional upon 85% attendance for children aged 6 to 15, and 75% attendance for young people aged 16 to 17, which reduces the risk of children spending time on paid or unpaid work. One aspect of traditional transfer programmes in education that could be improved is the educational dimension – in other words, by including features to promote school attendance and performance, so that it becomes more than just a bureaucratic requirement to be monitored (Reimers, Da Silva and Treviño, 2006).

Children who are behind in learning face their own problems, as well as discrimination from the education system, as there are few teachers trained to support the specific needs of these children to help them make the best of the teaching-learning process. Psychoeducational support for these students is vital if they are to integrate and make use of education. One example of policies aimed at supporting students with special needs is in Peru, which as part of the region's 2021 Educational Goals has developed the Inclusive Schools programme to train teachers, families and other education system actors to help provide these students with better opportunities to access, use and remain in education. Other actions in the region focus on curricular flexibility to integrate these students in the regular system. In El Salvador, the Everyone's Equal programme trains teachers and provides specialist educational material for schools serving children with visual or auditory problems, as well as supporting students directly through tutoring (OEI, 2012).

In Guatemala, in 2007, the Primary Education Programme for Over-aged Students was launched, which allowed students with school mismatch to reach the level of schooling established for their age group (Guatemala, EFA country report, 2014). In El Salvador, the establishment of free and compulsory primary education to the ninth grade, the delivery of school supports for the families, and the implementation of several specific programmes coordinated by the Ministry of Education had an impact on improving school retention rates in primary education (El Salvador, EFA country report, 2014). In



Nicaragua, the Battle for the Sixth Grade included an increase in the number of students who received backpacks and school supplies, the percentage of days with school meals, and the number of public schools with complete primary education (Nicaragua, EFA country report, 2014).

Countries with high levels of coverage can experience a decrease, which requires quick answers with educational policies targeted to at-risk populations. This happened in Panama, where programs to increase coverage in rural, isolated and marginalized city areas have a priority. Among them, the establishment of Schools with multigrade teachers and the development of the Accelerated Elementary School hosting over-age students who have dropped out or have belatedly entered the regular system are both relevant aspects of the policy; also, the Direct Action Programme of the Child Labour Elimination Programme, the Telebásica Programme, the Multilevel Pre-Secondary Education, and the universal awarding of scholarships to students from primary and secondary levels (Panamá, EFA country report, 2014).

Certainly, even countries with high levels of coverage can further increase it, but in order to do that programs more sensitive to the different needs of at-risk populations are required. Argentina has made those kind of efforts implementing several programs in primary education, such as the Project to Improve the Quality of Education of Aboriginal Peoples - Priority Schools (2000-2001), the Comprehensive Program for Educational Equality (2002-2003), the National Program of Intercultural Bilingual Education (2004 to date) and the Digital Primary Project, and also the Universal Child Allowance, which provides economic support for children and young people aged 5 to 18 years old, belonging to the most vulnerable sectors, which do not have social coverage and/or have a disability. This support has a character of co-responsibility and involves attendance to a state educational institution, conducting regular health checks and compliance with the mandatory vaccination schedule (Argentina, EFA country report, 2014).



## *Post-2015 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, which suggests that the main challenge is to promote access to primary education among the most marginalized 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. The quality of



educational provision is a protective factor from grade repetition and drop-out rates, as it provides the capital of relevant knowledge, skills and attitudes needed for proper development and integration into society (thereby increasing the chances of overcoming poverty). 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. In this sense, the 1990s saw some of the region’s countries –including Chile, Colombia and Uruguay– incorporating a longer school day as a key component of their educational reform (OEI, 2012).

### **3.3. Meeting the learning needs of the young people and the adults<sup>5</sup>.**

*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”.*

#### **Secondary education**

The process of “education for all” came about when secondary education was immersed in a process of profound changes, which have had a dramatic effect on its function, structure and student population. In its broadest sense, the long history of secondary education shows that, as it expanded during the twentieth century, it was distancing itself from the strict role of preparation for higher studies (i.e. selector of elites and early dispatcher to the labour market), which had made it mainly academic and shaped the curriculum and culture. In contrast, secondary education was gradually taking on a more general formative function as a complement to primary education. This affected lower secondary education in particular, which was increasingly assimilated into basic education and generally defined as being part of compulsory education. Nowadays,

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<sup>5</sup> The third education for all goal does make a general reference to young people, it is more vague about the operational dimension. It has therefore been unclear what the best monitoring indicators would be. The advance in secondary schooling has tended to be considered as an appropriate “translation” of this aim in terms of formal education. However, given that the goal makes a general reference to young people and adults, a more comprehensive vision should see this goal as including access to higher education.



secondary education tends to be more post-primary, rather than pre-university (Briseid and Caillods, 2004; Braslavsky, 2001).

In terms of curricular structure, secondary education institutions are on a continuum from general academic training to vocational/technical training, passing through a type of polyvalent or mixed education. Although there has been a long debate on the pros and cons of these options, researchers seem to agree that early and strong segmentation models are more efficient in distributing graduates, while less segmented models that delay specialization are more equitable (Kerckhoff, 2000; Morimer and Krüger, 2000). What is ultimately at stake in the historic evolution and major structural and institutional diversity in secondary education is the idea that this level of education plays a pivotal role between school socialization functions (for everyone) and academic selection (which is inevitably diversified and hierarchical). However, the filtering function of secondary education cannot easily be reconciled with the more modern idea of it being a universal right of adolescents and young people themselves.

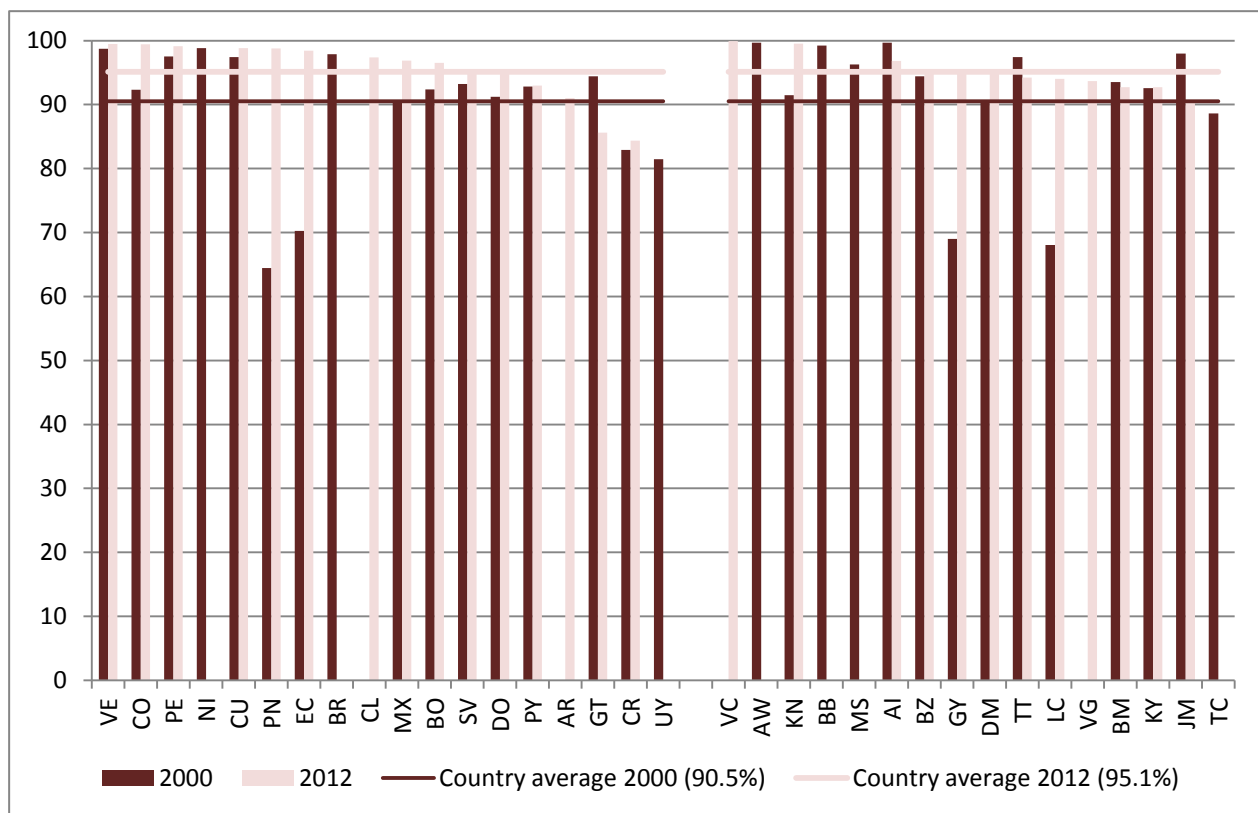
Lastly, the intergenerational communication involved in education has become increasingly difficult for teachers to achieve at the secondary level. Young people and adolescents have a distinct “youth culture” that is often opposed to that of the adult world, and particularly to school culture. The young people begin to develop different interests, motivations and callings, as well as cultivating their own practices and language. All of this has placed great pressure on schools and has represented a considerable teaching challenge for staff, particularly in terms of using more diverse teaching methods to motivate and engage students who are not always predisposed to participate (Levinson, 2012; Tenti, 2012).

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 95% 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 (around 2012, all but two of the 27 countries with available data had transitions rates around 90% or higher). Furthermore, many countries (especially those that started off with lower rates) posted significant progress in this regard over the past 10 years.

Graph 3.3.1  
Transition from primary to secondary education 2000-2012, % (34 countries)  
Latin America Caribbean



Source: UNESCO-UIS database, February 2015

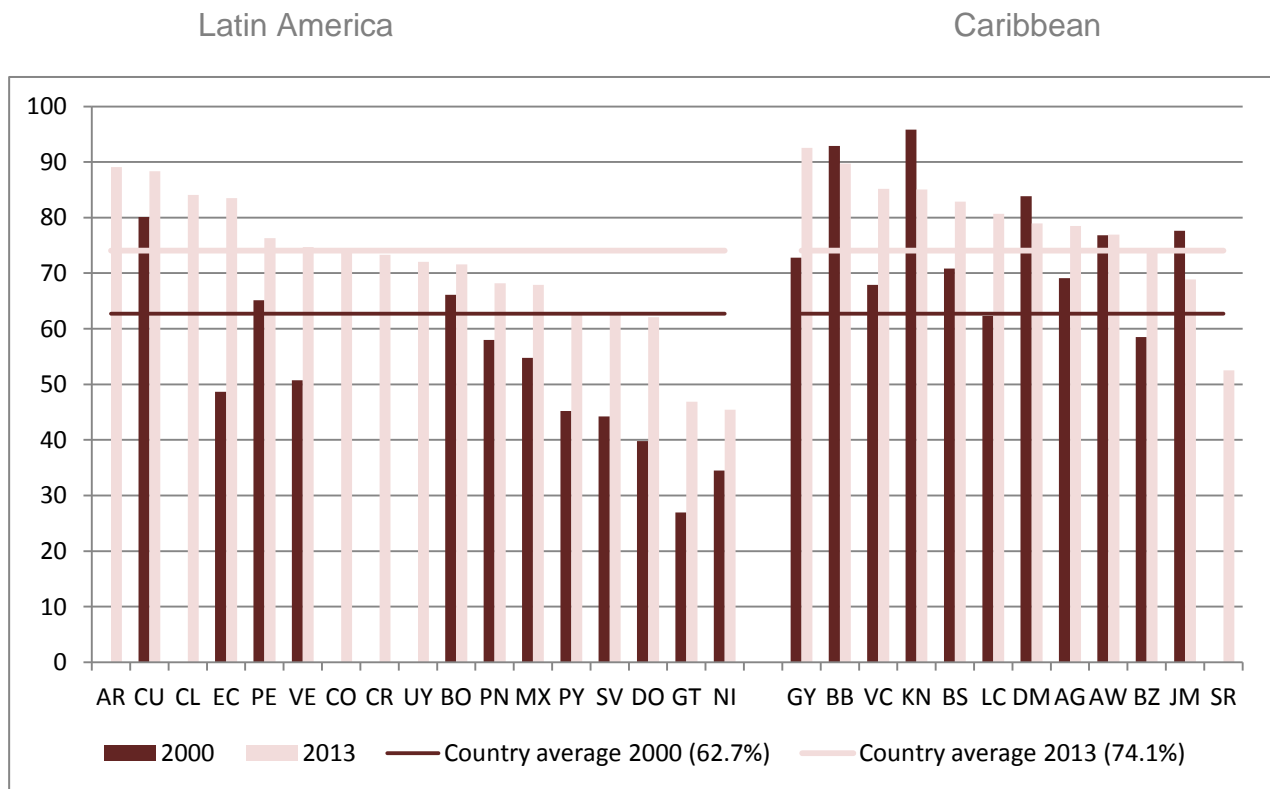
However, the region’s level of secondary education coverage remains intermediate and, notwithstanding the exceptions, did not progress significantly during the past decade. Indeed, an analysis of the net secondary education enrolment rate clearly shows that the





challenge is even greater: in 2013 the average for the 29 countries with available data was 74,1% (which was slightly higher than the 62,7% average in 2000). Overall, in 2013 the region still had important variability in terms of secondary education, ranging from net enrolment rates around 60% or lower in some countries to rates higher than 80% in others.

Graph 3.3.2  
Net enrolment rates in secondary education 2000-2013 (all programmes, %)  
(29 countries)



Source: UNESCO-UIS database, February 2015

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 (UNESCO 2013), 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



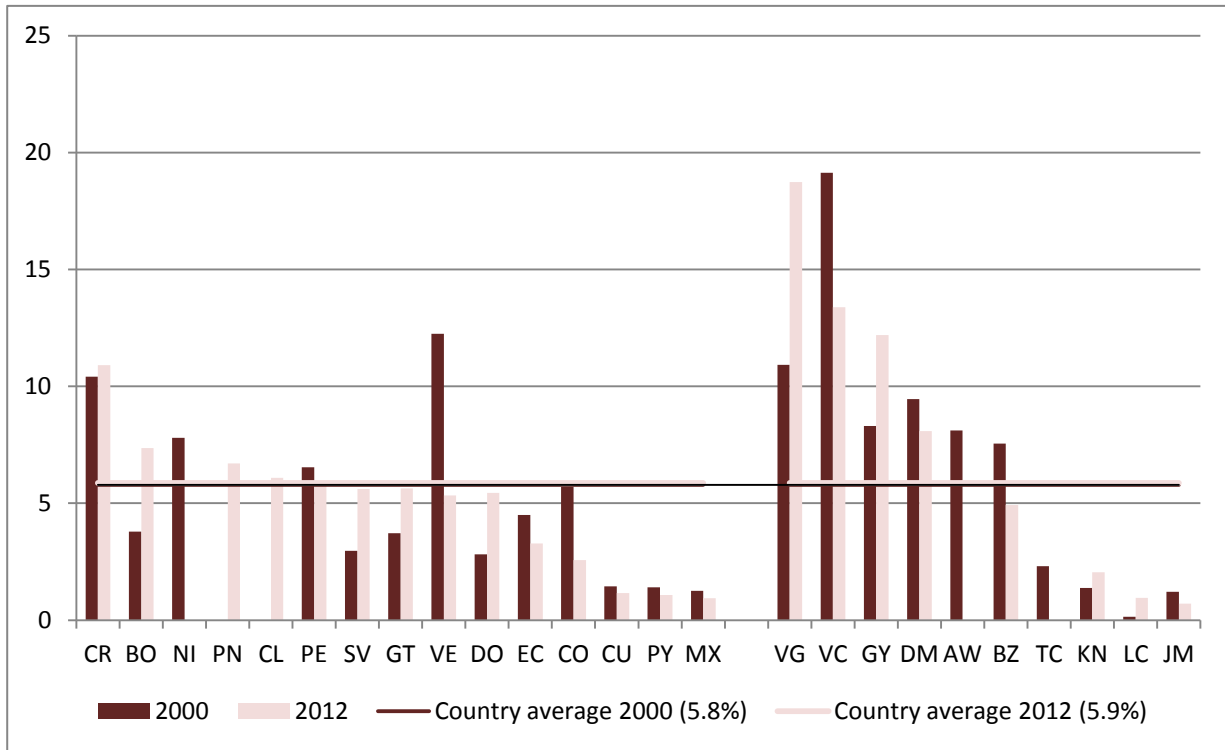
population tend to have lower net rates of secondary enrolment, because the challenge facing them is relatively larger. The dynamics of the primary education system is also a very relevant factor behind these differences, as countries with higher net primary enrolment rates and higher survival rates 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.

Inequalities between countries combine with inequalities within countries. In particular, according to ECLAC data based on household surveys, 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.

In general terms, despite the region having relatively high improving rates of primary completion and transition to secondary, this has not been reflected in a rapid and widespread expansion of secondary education. It is therefore vital to explore the secondary education process to understand this limitation. In this sense, 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 lower secondary education, as it was 5.9% in 2012 and 5.8% in 2000. What is more, in some countries the percentage of failing pupils rose significantly during the period.



Graph 3.3.3  
 Repetition rate in secondary education 2000-2012, % (24 countries)  
 Latin America Caribbean

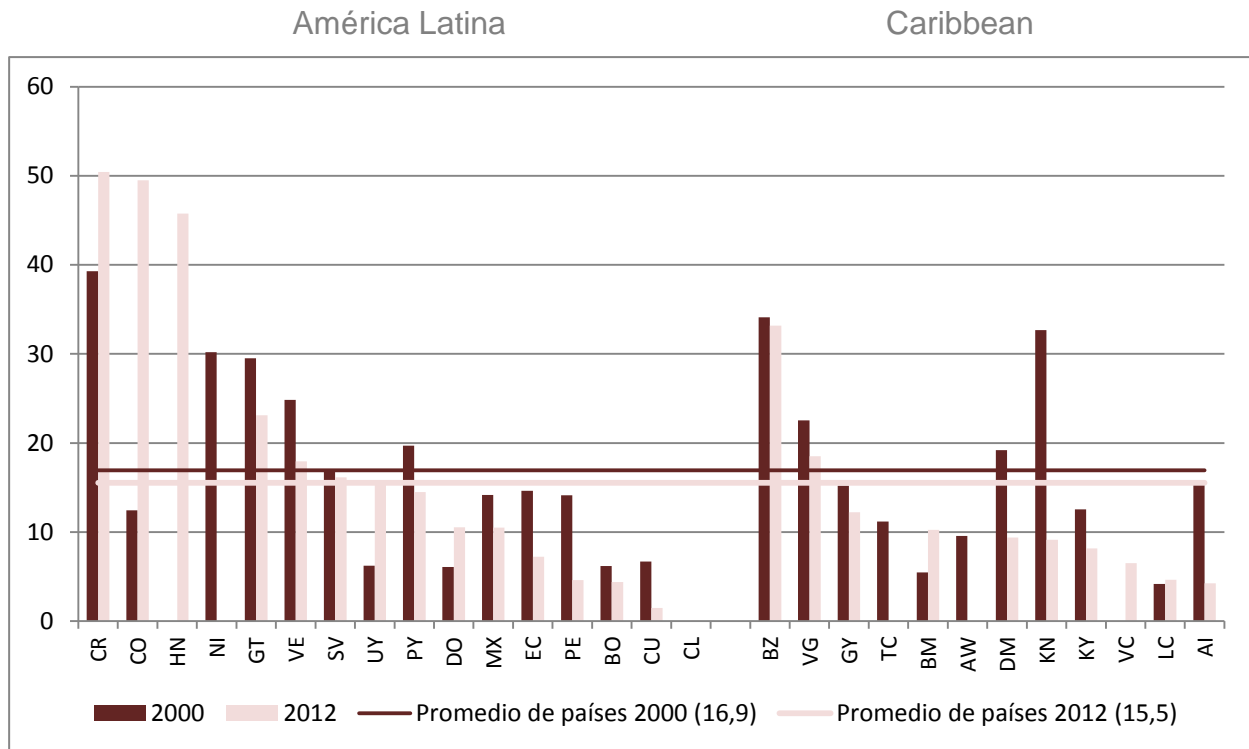


Source: UNESCO-UIS database, February 2015

The persistently high failure rates combine with steadily high drop-out rates in secondary education. In the 28 countries with comparable data, average drop-out rates in lower secondary school only dropped from 16.9% in 2000 to 15.5% in 2012. In other words, every year around 1 in 6 pupils dropped out of secondary school in Latin America and the Caribbean.



Graph 3.3.4.  
Cumulative drop-out rate to the last grade of lower secondary general education (28 countries)



Source: UNESCO-UIS database, February 2015

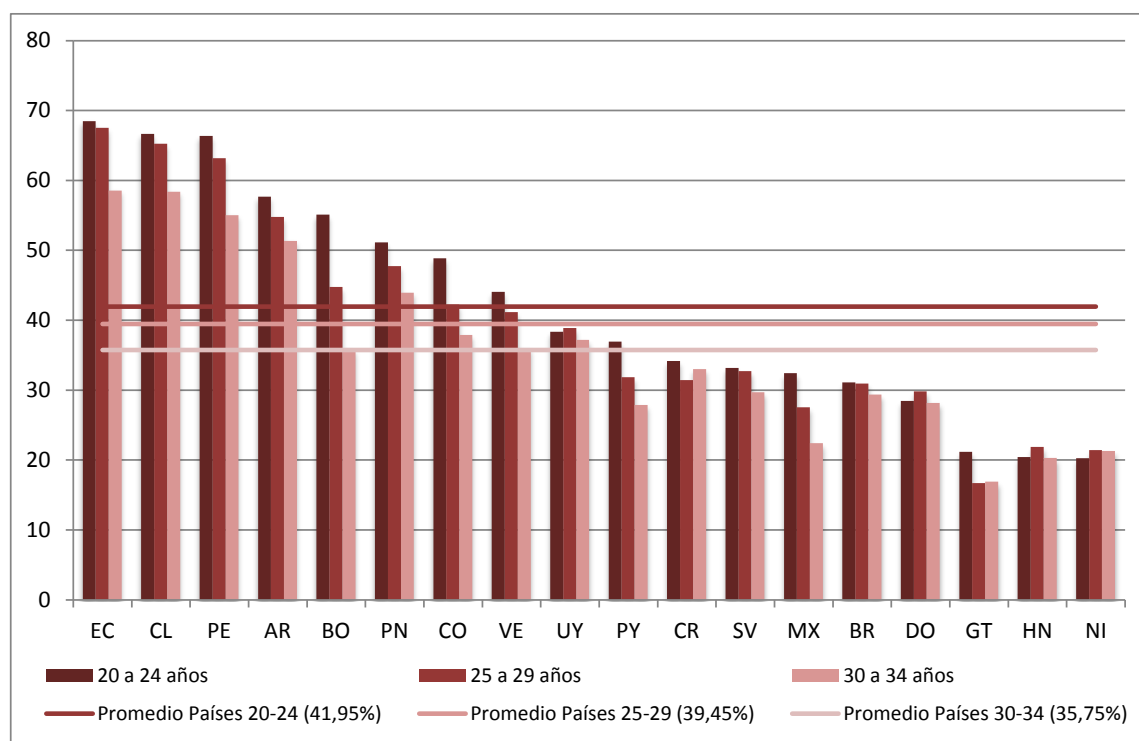
The transition from the first to the second cycle of secondary education is one of the critical points for dropping out. The upper secondary subcycle that generally offers more specialized pre-university or vocational education is often not part of compulsory education (OECD, 2005, UNESCO, 2009; UNESCO, 2012). Unfortunately, there is very limited comparative and historical information to explore the differences between the two subcycles. However, available data show that, in 2010, the average gross enrolment rate in lower secondary in Latin American countries was 98%, but that this dropped to 75.2% in the case of upper secondary education.

Finally, considering the proportion of younger generations to effectively complete this cycle of education, it is possible to see that -taking the average for the region as a whole- around half of young people from the most recent generation have not completed



secondary education, and the progress toward massive secondary education has slowed down. In fact, in the 18 countries with comparable information for around 2010, an average of about 42% 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 (39.5%), and nine percentage points higher than those born 10 years earlier (35.8%). Los datos no corresponden al gráfico

Graph 3.3.4  
Completion of secondary education by age group, around 2010 (total population)  
(18 countries)



Source: ECLAC database

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). 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.

Also, there is a relevant ethnic inequity in the region against the young people coming from indigenous population. As to 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). Paraguay and Panama show the greatest disparity in the oldest groups, although progress is observed in the youngest population of both countries. Finally, in the OREAL UNESCO 2012 Education for All report, it is concluded that 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) (p.75). Hence, no state in the region has achieved ethnic equity in the completion of secondary education.

In summary, the region's countries are very uneven in terms of the level of schooling among adolescents and young people: whereas some countries have achieved significant levels of massification, in other countries schooling is limited for a minority of the population. Although secondary education did expand slightly in the region over the past decade, there are signs pointing to a slowdown in the increase in the young population completing this cycle. This appears to be mainly due to persistently high repetition and drop-out rates, rather than lack of access or provision. In all countries, this relative disadvantage has a disproportionate effect on the poorest young people and those living in rural areas, although in some countries it has been precisely these groups that have benefited the most from any progress made in the past decade.



## *Policies*

Certainly, since in several countries complete secondary education is neither compulsory nor free, there are important barriers for its expansion. In Colombia, dropout rates at this level have declined significantly, especially after the implementation of the free education policy on secondary schools (2012), a relevant issue, especially if we consider that the education in the country is only compulsory until the ninth grade (Colombia, EFA country report, 2014).

To trigger or consolidate the expansion of secondary education frequently implies a redefinition of its role within the educational system. This change was introduced by Chile and Dominican Republic several years ago, and more recently Paraguay. Precisely in Paraguay, the greatest advances in coverage and permanence occurred in young adults (15-24 years old) in the high and low levels of secondary education. Among the policies that have underpinned these developments and, in general, the development of the country's objectives, is the 2010 Free and Compulsory Secondary Education Act, which aims to promote education at all levels, based on the right of every person to a complete, permanent and equal opportunity education. Also, the Resignification of Secondary programme (2008-2012) proposes a modification of the educational provision based on the increase in coverage as the centre of the discussion, and proposes interventions founded on quality, relevance and equity in education, where the development of pedagogical autonomy is one of the main objectives for designing a critical and open school, relevant to enable equal opportunities in their results (Paraguay, EFA country report, 2014).

Similarly, in Costa Rica different initiatives were conducted that strengthened the secondary education such as the Educational Innovation Schools, which pursue the development of skills in the use of information technology; the Rural High Schools which serve young people between 13 and 18 years-old from rural and/or remote areas of the country; the Virtual National College Marco Tulio Salazar, school that hosts young people from 15 to 18 years-old, who for various reasons left the regular day school



system; and the International Baccalaureate, implemented in conjunction with The International Baccalaureate Organization (Costa Rica, EFA country report, 2014).

Sometimes, a close relationship between secondary education and the workplaces facilitates the expansion of this level. In Jamaica, students are prepared to access further education or the world of work, emphasizing the acquisition of skills and competencies. The strategies that are being employed include: each student should be exposed to at least one technical vocational subject and be exposed to work and volunteerism through the Work Experience Programme in some secondary schools and the Community Service Programme; the introduction of the Junior Achievement Programme in schools, which fosters entrepreneurship; and the introduction of the Career Advancement Programme (CAP) which provides a second chance for students who did not acquire the skills and competencies to access further education or the world of work. The integration of TVET (Technical and Vocational Education and Training) into the curricula at all levels of the formal system is also relevant, where the Ministry of Education has mandated that by the end of 2016, all students exiting the system at the secondary level should have a marketable skill, regardless of their academic inclination (Jamaica, EFA country report, 2014).

### *Post-2015 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).



### ***Higher education***<sup>6</sup>

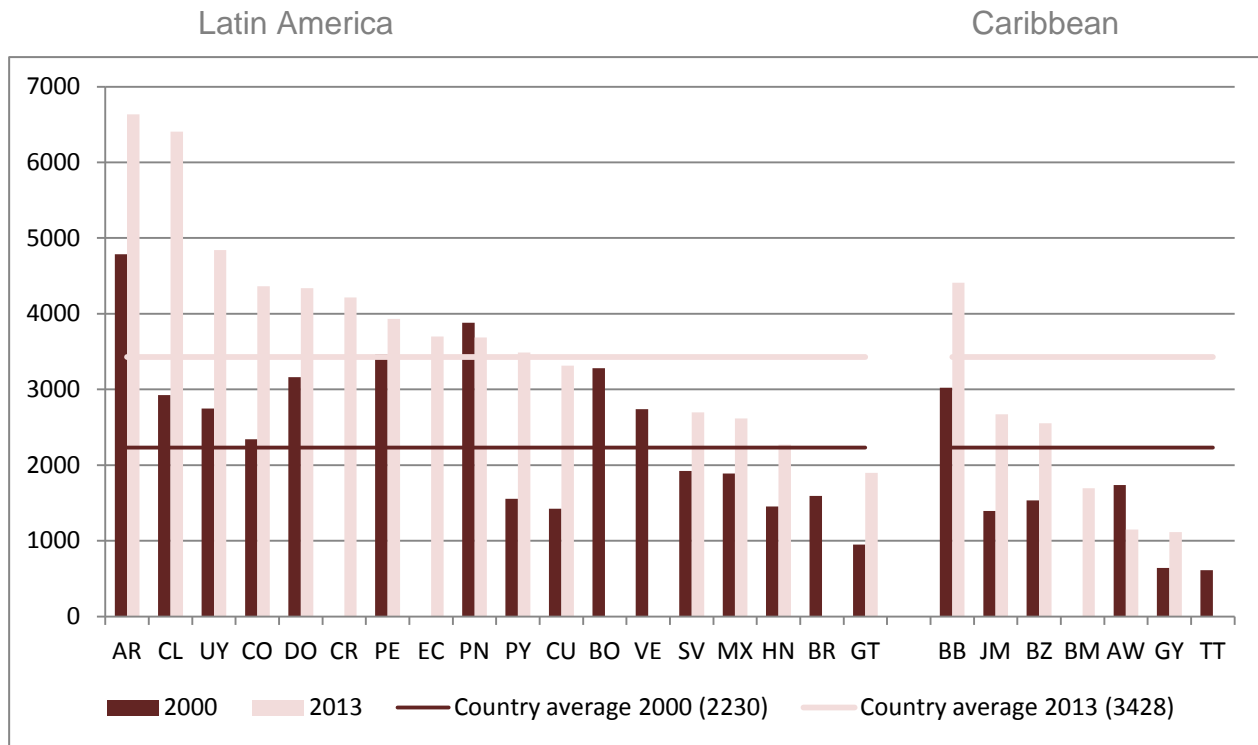
The third goal of the Dakar Framework for Action makes a generic reference to meeting the learning needs of adults and young people. There has been rapid growth in higher education enrolment in the region, particularly in the past decade. Using the enrolment number of higher education students for every 100,000 population, figures for the 25 Latin American and Caribbean countries with information available rose from 2,230 in 2000 to 3,428 in 2013, which represents an increase of just over 54% during the period. 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. 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).

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<sup>6</sup> 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*.



Graph 3.3.5  
Enrolment in tertiary education (CINE 5A, 5B y 6) per 100,000 inhabitants 2000-2013  
(25 countries)



Source: UNESCO-UIS database, February 2015

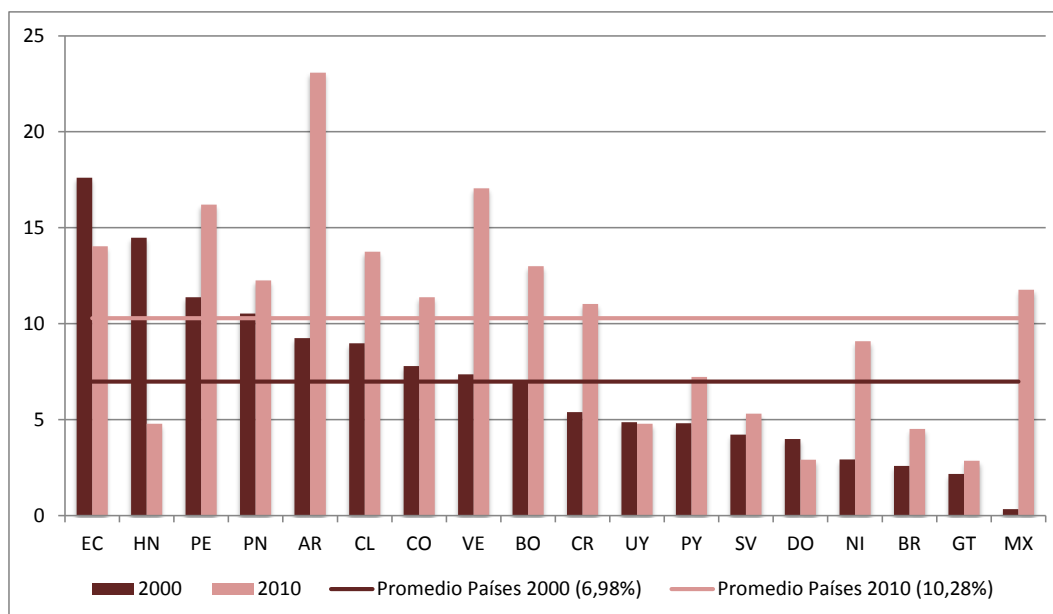
According to our analysis (UNESCO 2013) countries with greater education spending as a percentage of GDP and greater education spending as a percentage of government expenditure tend to have more students in higher education for every 100,000 population. In addition, countries with a higher net enrolment 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 2013 in Latin America and the Caribbean as a whole are no different from other world countries.

It is important to also observe the completion of higher education 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).

Graph 3.3.6  
Completion of higher education (population aged 25-29) 2000-2012 (18 countries)



Source: ECLAC database

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).

Summarizing, although the countries of the region present a very heterogeneous situation, still distant from the developed countries, the access to higher education increased comparatively rapid in during the last decade, and post-secondary education is losing its traditional feature of social exclusion.

The expansion dynamic of higher education involves extremely deep forces: the promise of social mobility, transformation of the production structure to include a larger services



sector, and institutions' need for self-financing all demand a greater openness than in the past from higher education institutions. One contributing factor is that the expansion is linked to the appearance of private actors as providers (with a different focus) (CINDA, 2007). This diversifies the higher education landscape horizontally and vertically, as most new institutions limit themselves to teaching, and concentrate on technical/vocational training (maximum 4 years not leading to a degree, ISCED 5B), thereby targeting lower income groups. Chile and Peru, countries with a vital private sector, show the highest enrolment rates in CINE 5B programs in the region, around 40% of the total (Brunner & Ferrada Hurtado, 2011).

This implies vast changes in the historical model followed by the region's countries. For most of the twentieth century, higher education in Latin America and the Caribbean was developed by the State. During the same century, Latin American public universities became macro-universities: large national institutions organized under the Humboldtian ideal that were responsible for professional teaching and scientific research, but also for expanding education, as part of their obligation to give back to society in general (as society – through the State – was solely responsible for their funding). Most enrolments were concentrated in these institutions, as well as in Catholic universities and a few private philanthropic or business initiatives (especially in the arena of vocational training). They were a factor of selective social mobility, especially for the middle classes. However, they were largely exclusive to the elites (apart from exceptions in Argentina and Mexico). The crisis in the Latin American development model and the emergence of a worldwide neoliberal agenda have cast doubt over this model of public service based on State contributions. In fact, the Latin American region has the highest level of private enrolment in higher education around the world (48,2%) (Brunner & Ferrada Hurtado, 2011).

Despite these transformations, public macro-universities still dominate the system (Mexico's UNAM, Argentina's UBA, Brazil's USP and the University of Chile, to name but a few); they remain high quality institutions in the regional context, with the most scientific research and a dominance of postgraduate education.



In the sphere of higher education policies, there have been attempts to build accreditation and quality assurance systems to facilitate coordinated management of an increasingly diverse and differentiated set of institutions. The normative and supervisory functions of the systems have been separated from national universities, which has led to the creation of new institutions responsible for evaluating providers, ensuring quality and promoting within them a culture of information, compliance, transparency and responsibility. These processes have yielded uneven results, insofar as systemic reforms have not yet been accompanied by institutional reform (Mollis, 2011). More broadly, the capacity to objectively measure academic productivity has been a matter of controversy (Harvey & Green, 1993): while some argue this process is consubstantial to current modernization (EUA, 2007; Lemaitre, 2004), others are critics since interpret this process as part of the marketization of knowledge (Robertson & Dale, 2013; Verger, 2008a).

Lastly, the region still has a very limited capacity for adapting to the new requirements of globalization and the information society in terms of training advanced human capital and scientific output. Scientific production and the creation of advanced human capital remain limited in Latin American countries. While in USA in 2006 there were 18 people with doctoral degrees every 100,000 people, in Latin America there were less than 3, with a high level of variability: Brazil and Mexico had 5 and 3 in the mentioned indicator, respectively, while countries like Venezuela, Paraguay and Uruguay had less than 1 (IADB 2010). Additionally, public sector funds more than 60% of R&D spending (IADB 2010), which results in a production of scientific publications significantly lower than OECD countries. Public universities have therefore had to tackle these challenges, even with their aforementioned weaknesses (Mollis, 2010).

### *Post-2015 challenges*

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.

### **3.4. Improving adult literacy level.**

*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."*

Although the attention has usually been focused on monitoring this goal with a view to tackling adult illiteracy.<sup>7</sup>, the fourth goal of the Dakar Framework for Action must be understood in a broad sense including both lifelong learning and a more challenging interpretation of literacy indicators.

The first reason for this is that the notion of literacy has evolved; lately the notion has been perceived as related not only to learning a language, both orally and in writing, but also to acquiring the more general capacity of communicating and being a part of society both in terms of daily social communication and employment (UNESCO – INNOVEMOS,

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<sup>7</sup> Nevertheless, the original wording of the fourth goal contained a certain imprecision in terms of the reference to take in order to indicate the progress in the literacy level of countries. Indeed, it indicated an expected increase of 50% in the "number of literate adults" or "levels of adult literacy" which for most countries did not make sense as they already registered literacy levels above 67%. Subsequently, UNESCO "interpreted" this goal as indicating an aim to reduce by half the rate of adult illiteracy. This is the interpretation we have taken in this study.



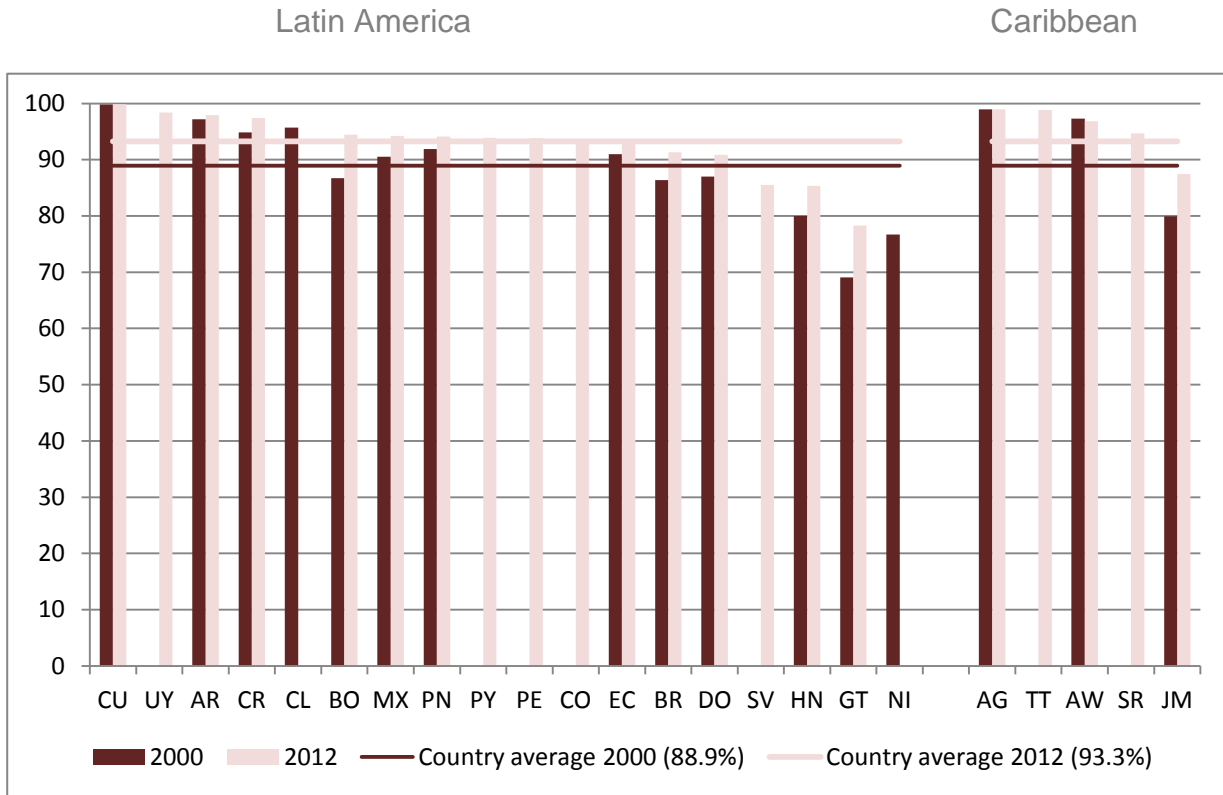
2012). In this respect, the recent social, cultural and technological changes that every day requires a better use of linguistic abilities and constant learning at different levels are of great importance. The educational response to these social changes has enriched what is traditionally called adult education. Beyond adult education's traditional objective of teaching literacy (which has always been seen as complementary education or a way of correcting the deficits of formal education) lies the notion of lifelong learning advocated by international organizations – and particularly UNESCO through the Institute of Lifelong Learning (UIL) – and various governments. Unfortunately, there is no comparable information for Latin American countries that evaluates this broader view of the concept and is more suitable for the 21<sup>st</sup> century society. We will discuss this issue in the section about lifelong learning.

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 88.9%) which slowly continued to increase to an average of 93.3% in 2012. Of the 24 countries that have information, only four showed levels of adult literacy below 90% in 2012.





Graph 3.4.1  
Literacy rate among the adult population (15 years old and above) 2000-2012  
(24 countries)



Source: UNESCO-UIS database

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 favorable.



In Guatemala, a country with high levels of illiteracy, the Integral National Literacy Strategy of 1990-2000, the National Integral Literacy Strategy of 2004-2008 and the 2009-2015 Institutional Strategic Plan have supported actions on adult literacy. Including the BI-ALFA programme launched by ECLAC, which is characterized by an intercultural and gender equality approach. The results obtained indicate that the illiteracy index declined by half between 2000 and 2013. To this date, 20 municipalities of the country were declared free of illiteracy and, thanks to the 2013 annual operative plan, the coverage of the National Literacy Committee (CONALFA by its acronym in Spanish) was improved in 166 municipalities covered by the Zero Hunger Plan. Finally, the most successful experience in this field was the Project of Occupational Guidance, which taught the basic elements of literacy by integrating them with tools suited for the job market. This initiative won second prize in the contest called "Literacy Programmes for Youth and Adults in Latin America and the Caribbean", promoted by the Council for Adult Education in Latin America (CEAAL by its acronyms in Spanish), the Regional Cooperation Centre for Adult Education in Latin America and the Caribbean (CREFAL by its acronym in Spanish) and the Regional Bureau of Education from UNESCO (Guatemala, EFA country report, 2014).

In turn, in Bolivia the National Literacy Programme "Yes I Can" significantly reduced adult illiteracy rate, being Bolivia declared by UNESCO a territory free of illiteracy in 2008. This program operated by almost three years and had national coverage. It is important to note that the literacy process was also performed in native languages, that is, 13,599 Quechua students and 24,699 Aymara students participated using their native tongue. To continue this process, under the General Direction of Post-Literacy, in 2009 the Post-Literacy National Programme "Yes I Can Continue" started, which provides primary education to people over 15 years old newly literate, who dropped out of school or had no access to education in a timely manner (Bolivia, EFA country report, 2014).

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 Literacy Assessment and Monitoring Programme (LAMP) from UIS UNESCO developed a conceptual framework, a proposal and instruments to evaluate literacy competences as a continuum (not just dichotomical categories) distinguishing five levels of literacy. Additionally, the new concept of literacy developed by the OECD (2009), within the framework of the PIACC (Programme for the International Assessment of Adult Competencies), implies a broader view of literacy: “it is the capacity to understand, evaluate, use and become engaged with written texts in order to participate in society, achieve one’s own objectives and develop one’s own potential and knowledge” (OECD, 2009, pp. 8). There is no comparable information for Latin American countries which evaluates this broader view of the concept<sup>8</sup>, although studies on functional literacy suggest that the region still faces a significant challenge in this area (OEI, 2011; OECD, 2009). To have nation level diagnostics on the level of population literacy applying this new perspective is certainly a key post-2015 challenge.

### *Post 2015 challenges*

From a broader perspective, the concept of lifelong learning entails an enriched perspective on literacy and adult education, combining both ideas under a sense that goes beyond its traditional meaning by incorporating them to the efforts of building and developing a continuous learning system for people. Literacy comprises the transformations occurring at the social, cultural, technological and work areas, which demand increased linguistic skills and continuous learning. Meanwhile, adult education involves the combination of formal and non-formal processes that develop skills and abilities for people, enrich their knowledge and improve or reorient their technical / professional competences based on the needs of people and society.

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<sup>8</sup> In the 1990s, the OECD administered the International Adult Literacy Survey (IALS) but Chile was the only country of the region to participate.



This new perspective sets the attention of people's learning needs throughout their lives, incorporating needs in terms of both development and fulfillment under all their aspects. It highlights the importance of skills and qualifications related to employment (ILO), and knowledge, abilities and civic and/or labor competencies for the whole learning range (formal, non-formal and informal) (OECD). The previous is carried out under an educational system framework which establishes a frame of reference of learning levels (or qualifications) and, based on that, generates articulated, flexible and diverse programs, with multiple and diversified educational opportunities that favor transitions between formal and non-formal institutions, training branches and types of learning. This allows for people to move forward and progress in their training, and that their achievements and skills are acknowledged and certified regardless of how they were achieved.

It is satisfactory that in the Region there are countries that have recently incorporated literacy and adult education issues into their legislations, under a lifelong learning perspective. Examples of this are the cases of Uruguay (2012) that created a Non Formal Education Council; Chile (2009) acknowledged formal and non-formal educational processes and flexible "second opportunity" educational programs into their General Education Law; Ecuador (2010) acknowledged lifelong learning as a right in their Constitution; and Bolivia (2009) established in the Constitution the state obligation in guaranteeing and promoting permanent education.

Despite the previous, lifelong learning educational institutions remain weak; in the policies "it is still hard to find explicit references to adult education under a lifelong learning perspective". Notwithstanding the efforts made by international organizations and some governments, lifelong learning in the region is still limited to the old adult education paradigm, that is, as a non-formal education remedial alternative to those deficiencies of formal educational systems (UNESCO, 2012b).

The development of evaluation systems and schemes for acknowledging previous learning that allow for building educational trajectories and professional career paths is still incipient. There are some experiences in Mexico (the Automatic Monitoring and



Certification System – SASA in Spanish) of the National Institute for Adult Education (INEA in Spanish); in Chile, the existence of examiner entities, responsible for the application of tests prepared by the Ministry of Education and also in charge of certifying participants of the flexible “second opportunity” educational programs; and in El Salvador the existence of evaluation and certification of flexible educational modalities.

Some of the challenges states had to deal with after the Belém agreements were: removing access barriers for youth and adult participation in educational and training programs, generation of information systems, creation of community learning environments and development of a pertinent educational offer. To the day there are some experiences of offer diversification, such as Argentina with its primary and secondary education termination plan (FINES in Spanish) focused on youth between 18 and 25 years old. Both Mexico and Brazil have designed monitoring programs to follow student progress in for the youth and adult education programs. Guatemala, Mexico and Bolivia are developing bilingual initiatives in favor of their indigenous populations. Nevertheless, wide sectors of the Latin American and Caribbean populations are still excluded from access and opportunities. This is especially serious in the case of 25 year-olds and older population with no secondary education, and for indigenous and rural populations, women and culturally diverse groups on the primary level.

The focus on quality and learning includes challenges about curriculum, teaching materials and learning environments; also, improving quality of teachers, improving their initial preparation, professional development and working conditions; finally, defining criteria to evaluate learning outcomes for young persons and adults at different levels of education.

In these issues the weaknesses are still very important in the region, and successful experiences are scarce. For example, some countries –including Paraguay, Bolivia, República Dominicana, Chile y México- updated their currilum; others –like Jamaica, El Salvador, República Dominicana y Guatemala- implemented profesional development for teachers; and in relation to learning evaluation, Mexico has described “levels of learning” and Brazil has elaborated a framework to evaluate literacy and numeracy.



Thus, in the post-2015 perspective, what requirements should be considered to implement a lifelong perspective in the region?

Firstly, since starting situations are heterogeneous, it is important to have clear indicators to design appropriate national policies, including priorities, outcome indicators, funding, strategies, deadlines to defined plans, and instruments to monitoring and evaluating them. A second criterion is to design the learning path for different levels of a system for lifelong learning and the indicators linked to them. A third issue is to integrate the different initiatives (e.g. adult education, literacy programs, and training programs) in an articulated lifelong learning system. This should include formal and non-formal education, flexible opportunities for studying, and instruments to certificate competences acquired in different settings.

International cooperation can be highly relevant on this matter. The experience of the European Commission allows identifying the key components of a lifelong learning system, which is also linked to the national systems. The common framework of competencies has been an instrument to align national systems.

According to this, literacy programs and adult primary and secondary education should define expected competencies for each level (what to do and what to know), incorporate cultural and linguistic issues, and promote formal and non-formal programs, online courses, distant education, organized with flexible schedules to accommodate the constraints of adult students. Also, modular curriculum should be designed complemented with evaluation instruments to certificate previous learning, in order to facilitate flexible personal learning itineraries.

Those systems should be coordinated with vocational education and in the job training that increase employability, which should also be linked to programs for certifying competencies valued in the labor market, and orientation programs for young workers. Finally, initial and continuous preparation for teachers working in this area should also be a policy priority. Also, public-private partnership initiatives should be promoted in this field, improving the links between the education programs and the needs of the labor market.



### **3.5. Gender parity and 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.”*

Gender parity aims to provide boys, girls, men and women with equal access to quality education through pedagogical opportunities to enhance their strengths. It has also been argued that, from an intergenerational perspective, increased levels of education among parents – and particularly mothers – has a positive effect on their children’s health, nutrition and education continuity and success rates.

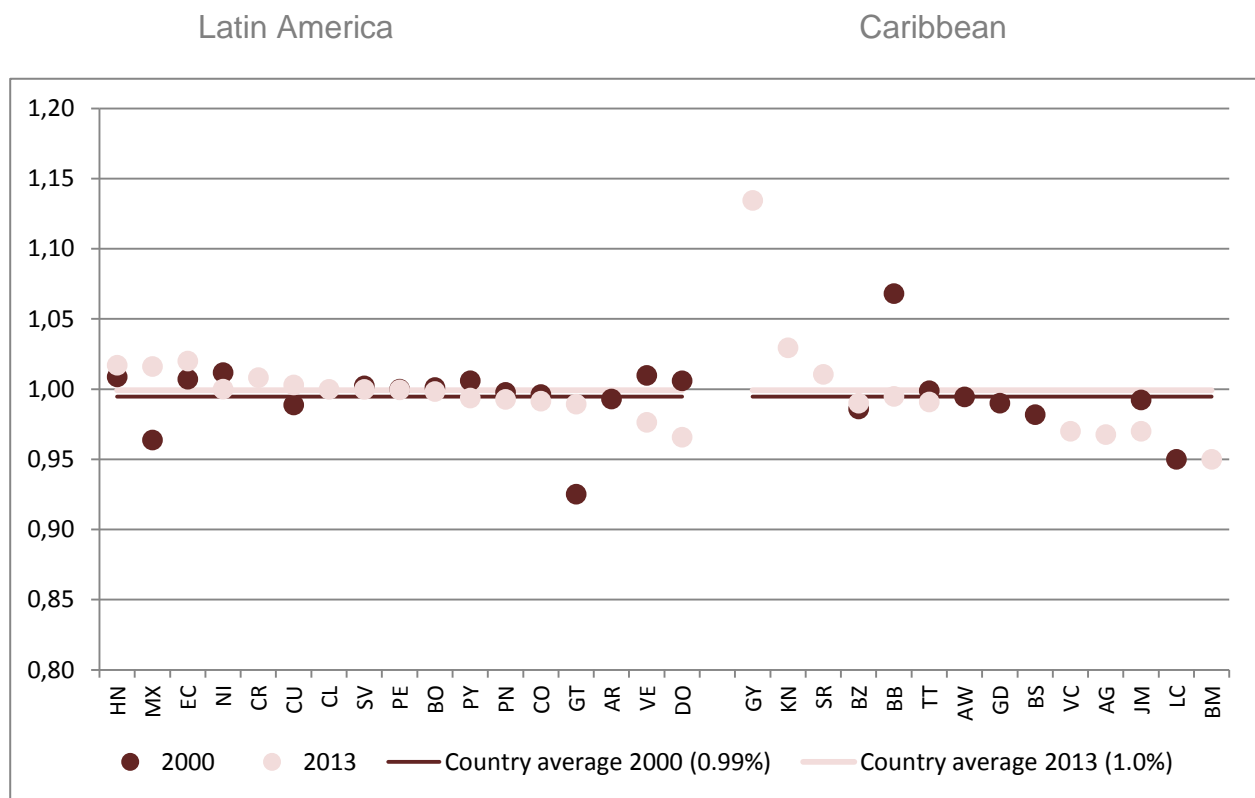
In the broader political context, non-discrimination on grounds of gender is enshrined in the Universal Declaration of Human Rights. Consequently, international organizations have focused their attention on this theme and its implications in order to define guidelines and strategic goals to eliminate all forms of discrimination against women, concerning legal, employment, economic or educational issues (United Nations Development Fund for Women, international women’s conferences since 1975, women’s rights convention, etc.). The United Nations Population Fund also refers to gender equality, as a human right and as one of the eight Millennium Development Goals. Furthermore, the United Nations Economic and Social Council suggests that gender-related considerations should be implemented in all policies and programmes, including political, economic and social settings, to benefit women and men in an equitable manner (ECOSOC 2012).

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 2013. By 2013, there were still significant gender disparities in primary education in only one countries against men.

Graph 3.5.1  
Gender parity index in the net rate of enrolment in primary education 2000-2012  
(30 countries included)



Source: UNESCO-UIS database, February 2015

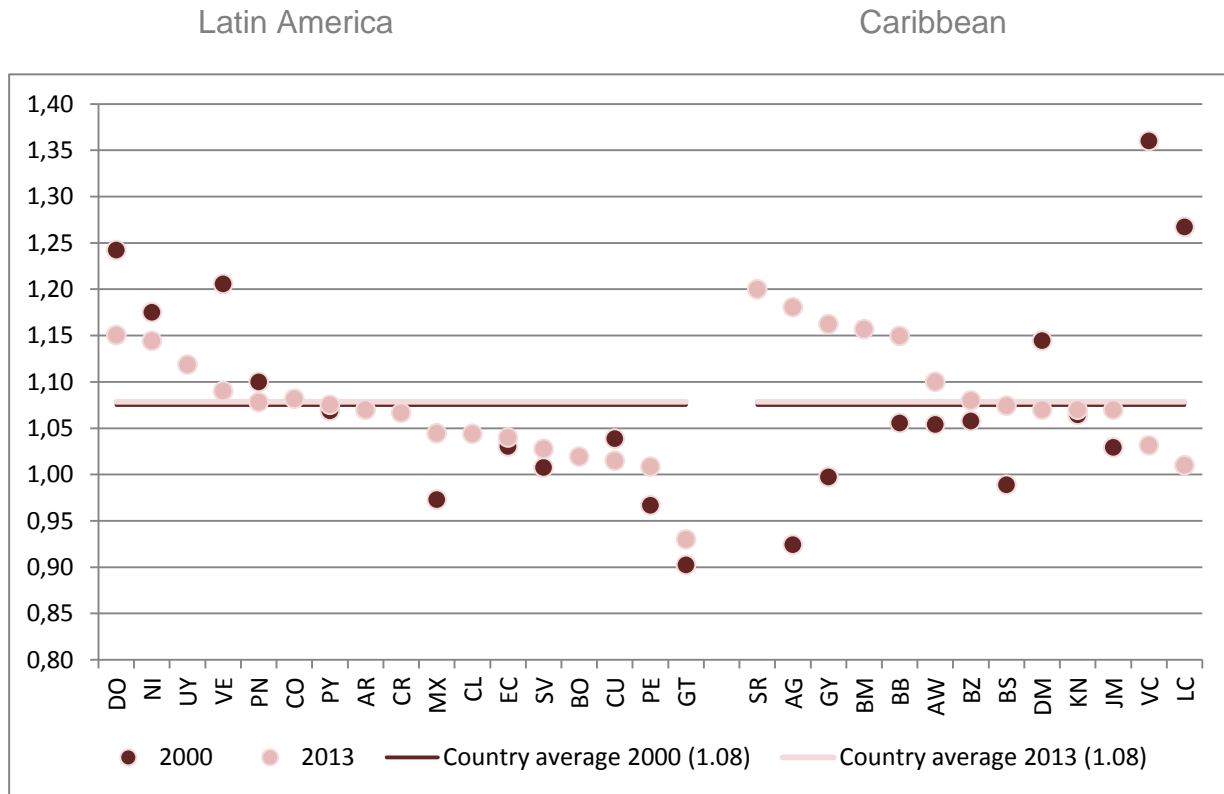
However, the predominant situation in Latin America and the Caribbean with regard to equal access of both genders to secondary education is unequal, but to the disadvantage of adolescent men. Indeed, the average gender parity index in the net rate of enrolment in secondary education of the countries in the region was 1.08 in 2012 (i.e. 8% in favour of women), which was similar to 2000. While one of the 31 countries in the region with available information registered disparity against women in 2013, disparity





against men was observed in 20 of the 31 countries (several of which reached values greater than 1.1 on the gender parity index for secondary education).

Graph 3.5.2  
Gender parity index in the net rate of enrolment in secondary education 2000-2013  
(31 countries)



Fuente: Base de datos UNESCO-UIS, February 2015

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 comparatively advantageous situation of women in Latin America in terms of their level of schooling does not imply that there are no specific challenges that have yet to be addressed. 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).<sup>9</sup> 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. However, while these trends were observed in the majority of the 16 participating countries, it is important to note that the link between gender and academic performance is in no way uniform throughout the region: for example in Chile, Costa Rica and Ecuador there were no gender-related differences in reading and in Ecuador and Panama there were no gender-related differences in mathematics. Based on the results of the same SERCE study undertaken in 2012, it is clear that girls in the region (with the exception of Cuba and the Dominican Republic) consistently achieve on average lower results in scientific subjects than the male students.

Important gender differences were also detected by the 2009 PISA study: while women usually performed better than men in reading, and men usually performed better than women in mathematics, the science test showed that, on average, there were no differences between genders. With the notable exception of Trinidad and Tobago, where women achieved better results than men in all three skills assessed, the Latin America countries participating in the study showed the same pattern of gender inequality (OECD, 2010).

As explained, the challenge of gender equity goes beyond schooling. Panama, for example, has implemented several initiatives to support gender equity in education, such as updating the curriculum and lesson plans in order to eliminate all sexist and androcentric content, expanding the coverage of the Educating in Equality Network of Schools, the promotion of non-sexist educational practices among teachers, the

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<sup>9</sup> This gender inequality pattern in favour of women in reading and in favour of men in mathematics was also observed on average in the first study undertaken by the UNESCO Laboratory in 1997 in which 13 countries of the region participated and which assessed third and fourth grade pupils. Regrettably the results of both tests are not comparable and it is therefore not possible to say whether any progress has been made in this area.



promotion of non-sexist language and content in works, materials and textbooks, the prevention and awareness campaigns regarding manifestations of gender violence in schools, and the creation of Resource Centers for Non-Sexist Learning, including an educational guide called “Me sexist?” (Panamá, EFA country report, 2014).

In fact, gender equity involves multisectorial actions. In Mexico, the National Development Plan 2013-2018 is the first to include gender as a core principle. Nevertheless, education started first: sSince 2008, the Secretariat for Planning and Evaluation of Educational Policy has implemented a programme of action, which included: research: in 2009 the National Report on violence against women in primary education in Mexico was published, a valuable tool for public policy decision makers on prevention programmes that focus on children and adolescents; actions aimed at teachers: books on gender equality and violence prevention education in preschool, elementary and secondary level were produced; the intervention in secondary schools, consisting of two actions: opening schools on Saturdays (Opening Schools for Equity project) for the educational community to carry out activities with contents of nonviolence and gender equality, and the Equity Project: Respect is the Route that seeks to consolidate the process of formation of promoters in equality and prevention of gender violence; and finally the review and analysis of textbooks, detecting contents and elements that promote and justify discrimination and violence against women and girls and to propose modifications from a gender perspective in free of charge textbooks (México, EFA country report, 2014).

### *Post-2015 challenges*

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.

### **3.6. Quality of education.**

*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. Over the past 20 years, the debate on quality has moved from a focus on the necessary inputs for education provision (infrastructure, materials, and length of schooling) towards how to make use of school and the academic results of students. In fact, as a result of attaining high coverage of primary education and increasing coverage of secondary education, most Latin American countries are putting increasing focus on the quality of education.

The growing emphasis on education results has led some analysts and decision-makers to undervalue (or completely ignore) the concern for inputs (class size, textbooks, teacher salaries, teacher training, school infrastructure), by misinterpreting scientific evidence that suggests that inputs "do not matter" for education quality. However, the



cumulative evidence in developing countries concludes that, at least in these contexts, basic educational resources are a significant factor in education quality (Glewwe, Hanushek, Humpage, and Ravina, 2011; Hanushek, 2006; Scheerens, 2000). We should not lose sight of this aspect in a region where there is a low availability of school materials for large swaths of the population – and this has recently been associated with lower levels of school achievement (Murillo and Román, 2011).

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). Furthermore, in addition to evidence on increased schooling among the population, improving education quality has been found to be a possible catalyst for social change aimed at overcoming poverty, improving unequal income distribution and increasing productivity and social development (Hanushek and Woessmann, 2009). As a result, contemporary visions on the right to a quality education tend to emphasize its multidimensional nature (UNICEF and UNESCO, 2008; OREALC UNESCO, 2008), with aims such as cognitive, creative and psychological development; and purposes such as peace, citizenship and security that can promote equality and transmit local and worldwide values (UNICEF and UNESCO, 2008, p.32).

The international consensus on the human rights, adopted by most countries, requires that educational systems promote a citizenship that respects people's rights and the dignity of human beings. This triggers a kind of crisis that changes the character of education, including the necessity of elaborate new meanings of quality education, as the historical struggles in favor of equality, justice and democracy have been successful.

To elaborate new meanings about quality education that support cooperation (instead of competition), solidarity (instead of discrimination) and the joy of diversity (instead of subordination), is a complex task, which call for a consensus of the international community around the principles and values that should inspire this new perspective. A first intent to build a multidimensional concept for education, was the discussion paper Quality Education for All: A Human Rights issue (OREALC/UNESCO, 2007), presented



at the Second Intergovernmental Meeting of the Regional Project in Education for Latin America and the Caribbean.

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.

### ***Learning achievements***

The most widely used information for analysing pupils' learning achievements is based on the use of standardized tests, which have become more widely and intensively used in recent years. It is, however, vital to be aware of their limitations as indicators of education quality.

The ultimate purpose of the concern for education quality is to increase the number and quality of learning opportunities that education systems offer to students. However, the relationship between these opportunities and pupils' ultimate academic achievements is known to be highly complex, as well as being influenced by many "extra-scholastic" factors. This is one of the many reasons why standardized academic achievement tests for pupils are not strictly an indicator of each country's educational quality, just as at the local level they are not a valid measure of a school's effectiveness (Koretz, 2008).



Standardized attainment tests have another significant limitation as quality indicators: they do not measure relevant aspects that pupils are expected to learn in school. First, this is because such tests do not measure practical skills and abilities, or attitudes or learning in various areas that pupils are encouraged to acquire in education. Second, this is because the tests are generally concentrated on a couple of subjects (literacy and mathematics, and occasionally natural sciences), which while definitely being important, are only a fraction of the school curriculum. Lastly, this is because even within subject evaluation, important skills (such as written and oral communication) are excluded (Koretz, 2008; Ferrer, 2006; Ravela et al., 2008).

Bearing in mind these limitations, such measurements still provide essential information for diagnosing and monitoring the learning achievements of children and young people, at least in the areas of knowledge identified as crucial (and specified in the Dakar Framework for Action itself). Analysis of education quality has thus mainly focused on students' academic outcomes (or learning achievement), especially in language, mathematics and science, using national and international standardized tests for increased comparability and monitoring. In other words, although the current debate on education quality cannot be reduced to the results of these tests, they cannot be ignored either.

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. Although this type of evaluation measures a wide range of skills and knowledge, a basic equity criterion suggests a focus on pupils who do not reach the minimum achievement for their age and grade, and who are therefore at high risk of lagging chronically behind in their education.

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.

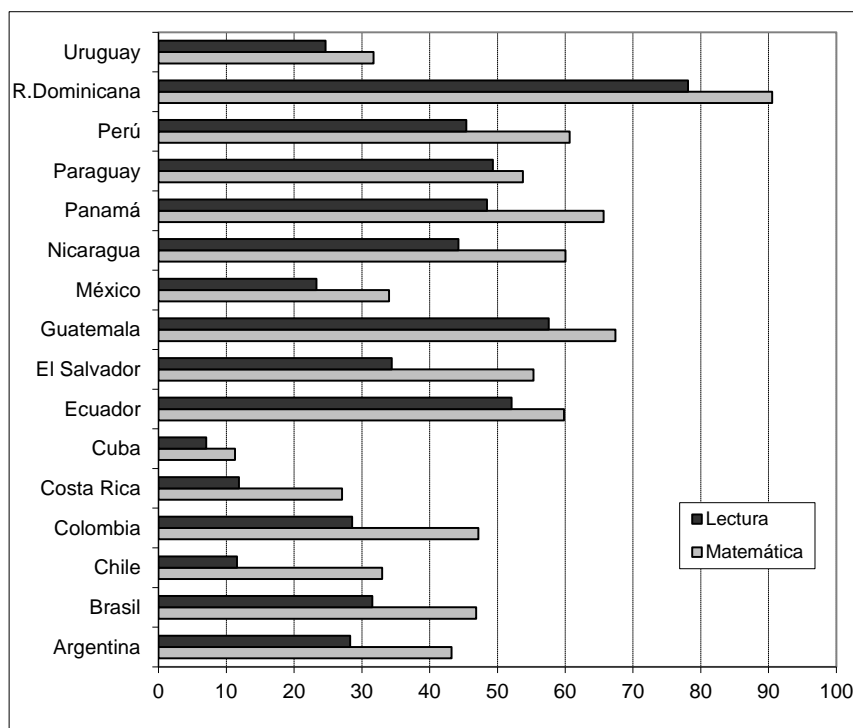
According to a UNESCO study into SERCE data (Treviño et al., 2010), the factors behind the difference in student performance include socioeconomic and cultural conditions of the pupil and on average for the school; school climate and pupil perception thereof, management of teaching; years of teaching 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).





Graph 6.3.1  
Third-grade pupils not achieving level II performance in literacy and mathematics in the SERCE-2006 test, % (16 countries)



Source: LLECE-UNESCO

In particular, the ethnic groups represent the most disadvantaged sector economically, a factor reflected as a significant variable with regard to the results for learning of reading, mathematics and sciences, according to the SERCE-2006 test. The report posits that belonging to an indigenous group is negatively associated with learning, mainly because of the deprivation in which the children and their families live, compounded by the low school enrolment of the parents. In addition to the economic inequities that impair learning results, the original linguistic and cultural factors are generally compared with the contents and type of socialization offered indigenous pupils in the schools. 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

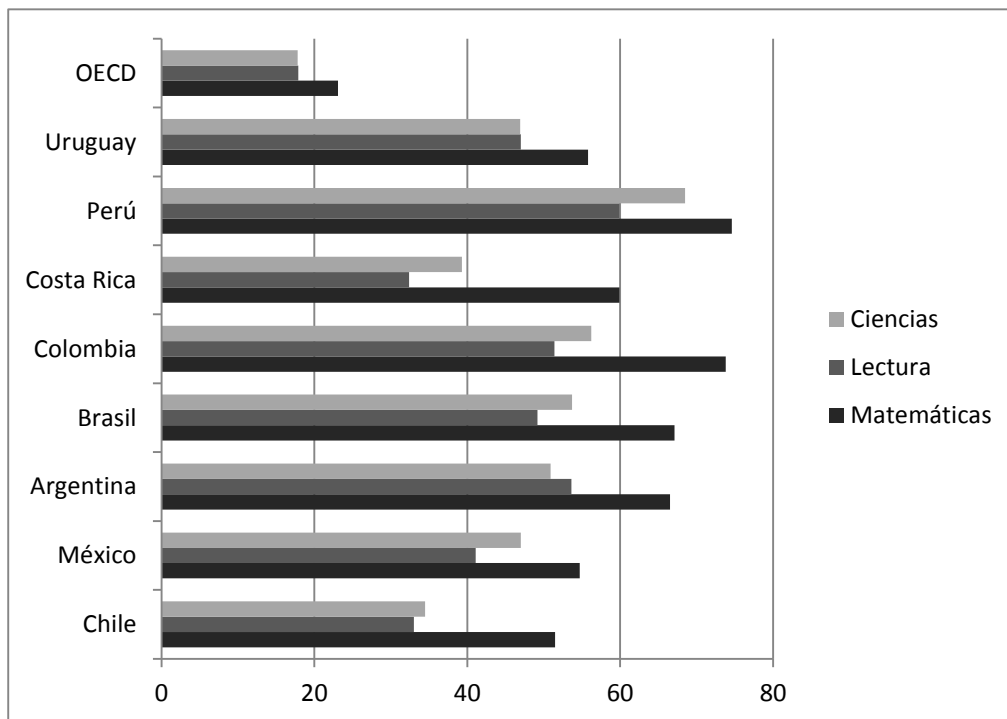


studies. Finally, in none of the grades or courses in any country of the region was the indigenous condition identified as a positive factor in the learning outcomes of pupils (Treviño et al., 2010).

The academic performance of secondary-school pupils has been measured by the international PISA test – an OECD study that evaluates 15-year-old pupils. One additional advantage of PISA is therefore that it provides an external comparison standard for Latin America and the Caribbean. The disadvantage is that only a small group of the region’s countries have taken part.

Graph 3.6.2

Pupils aged 15 who did not achieve performance level II in literacy, mathematics or science in the PISA-2012 test, % (8 Latin American countries, plus the OECD average)



Source: PISA-2012, OECD 2013.

According to the PISA-2012 results (which are the most recent available), in the eight participating Latin American countries, an average of 63% of students for mathematics, 46% for literacy and 50% for sciences did not achieve performance level II (considered



the minimum level of achievement in each subject evaluated). By way of comparison, the OECD average of pupils not achieving this standard of achievement was 23% for mathematics, 18% in literacy and 18% in science (OECD, 2013). Generally speaking, the Latin American proportion of underperforming pupils in various disciplines was two to three times higher than in OECD countries.

On the whole, academic achievement indicators for the region's pupils are a concern in most countries with information available. On average, about one third of primary pupils and almost half of secondary pupils do not appear to have acquired basic learning in literacy. Mathematics results were even more unsatisfactory. Furthermore, the most disadvantaged pupils face considerable inequity in terms of academic achievement.

To improve quality is essential to improve the capacities of teaching profession and the institutional framework within which schools operate. This has been Jamaica's priority attempting to improve the quality of teachers, emphasizing the quality of the training programmes, the professional development of teachers through a system for registering and licensing by the Jamaica Teaching Council (JTC), the provision of scholarships in particular areas, the provision of in-service training and the establishment of Quality Education Circles (QECs) which allows for the sharing of best practices in teaching and the sharing of solutions to challenges); the establishment of institutions to provide oversight and improve the quality of the different aspects of the system such as The Jamaica Teaching Council (responsible for maintaining and enhancing professional standards, regulating and providing quality training); the National Education Inspectorate (in charge of inspecting all primary and secondary schools in an effort to identify the needs of each school); and the National College for Educational Leadership (provides leadership training through the design of a professional development programme that will provide exposure to the Ministry's policies and programmes) (Jamaica, EFA country report, 2014).

Chile has also implemented a varied of policies for improving quality in education, including the implementation of several school improvement programs that provided schools teaching materials and in-situ teacher training; an increase in the per-student



state funded voucher for low income students (around the poorest 40% of the population) –the Preferential School Voucher-, which requires participating schools to design and implement a 4-year school improvement plan that include setting goals for student academic achievement; and more recently the creation of a Quality Assurance Agency for Education, which will implement a comprehensive school evaluation (for both primary and secondary schools) and produce school reports about processes and outcomes (this is a more comprehensive approach than the current SIMCE –system for measuring education quality- that only measure students’ academic achievement; certainly, SIMCE is also part of the new system) (Chile, EFA country report, 2014).

### ***Teachers and quality of education***

Studies on pupils’ academic achievement and those on improving education systems consistently agree that the quality of teachers is the key factor in educational quality. Considering the characteristics of schools, teachers have been identified as the basic element for promoting student learning, and one that can even offset the effects of negative environmental conditions experienced by the poorest children or those with learning difficulties (Barber and Mourshed, 2007; Rockoff, 2004). As a result, educational policy has begun to place teachers at its heart once more, leaving behind intentions to devise “teacher-proof” educational reform.

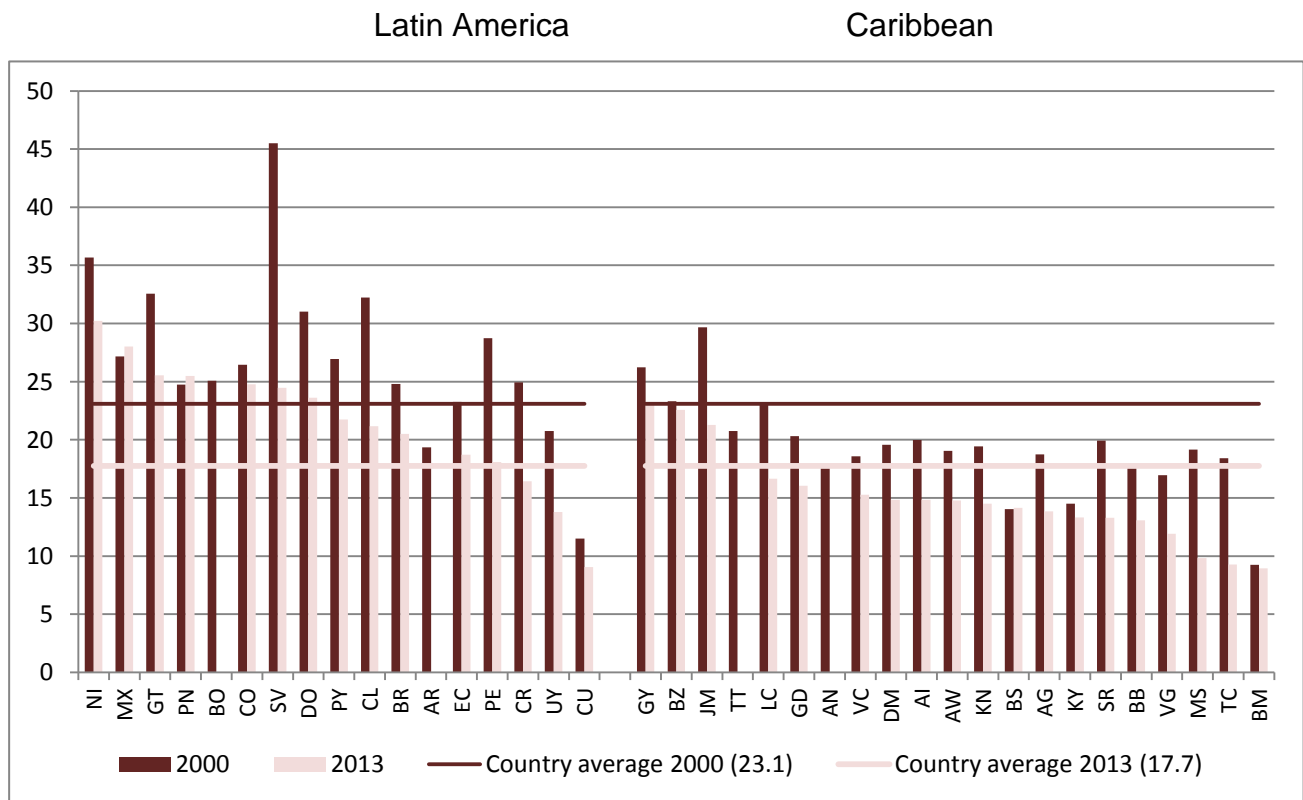
The most pressing difficulty standing in the way of such progress is the contrast in most countries between the low status and pay of teachers, and the demands of their professional work. In addition, undesirable working conditions have a negative effect on having the best teachers working in the most disadvantaged areas (Little and Bartlett, 2010). However, the difficulties also run deeper. Teachers’ work is increasingly complex and challenging, as they must serve children from various social groups that may have significant differences in cultural capital. Furthermore, skilled teachers must not only know their own subject but also have various teaching strategies to help children develop more complex skills, attitudes and motivations that will enable them to participate in society and become independent lifelong learners. All of the above has



called into question traditional practices and institutions concerned with initial and ongoing teacher training (Darling-Hammond, 2006; Darling-Hammond, Ching and Johnson, 2009; OECD, 2009).

In the framework of education for all, basic monitoring of the teacher situation has consisted in observing the availability of teachers and their specialized training. In terms of the number of pupils per teacher, in 2013 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 (18 pupils per teacher) and secondary education (15 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.

Graph 3.6.4  
Ratio of pupils per teacher in primary education 2000-2013 (39 countries)



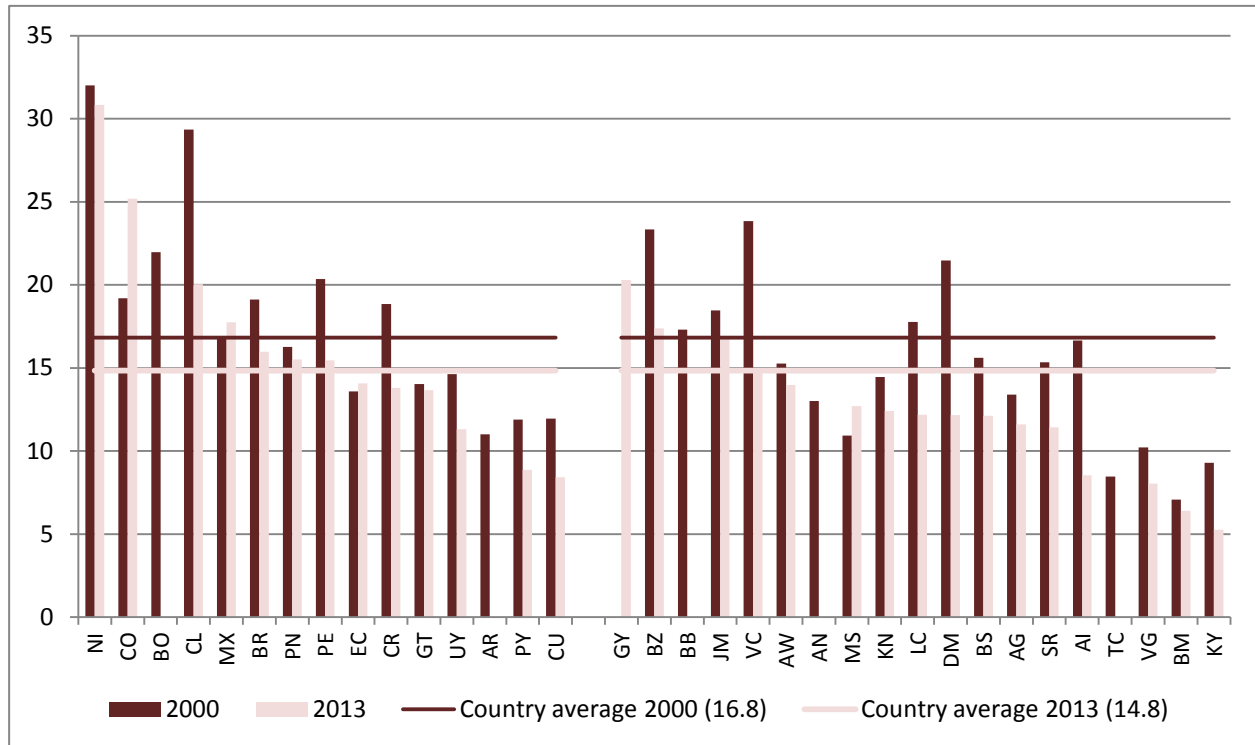
Source: UNESCO-UIS database, February 2015



Graph 6.3.5  
Ratio of pupils per teacher in secondary education 2000-2013 (35 countries)

Latin America

Caribbean



Source: UNESCO-UIS database, February 2015

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 2013, 81.8% of primary teachers and 72% of secondary teachers had certified teaching training. However, there are dramatic regional differences in the level of teaching professionalization, as in some countries only half of primary and secondary teachers are certified, while in other countries the proportion is almost 100%. In this respect, between 2000 and 2013, Latin American and Caribbean countries on average

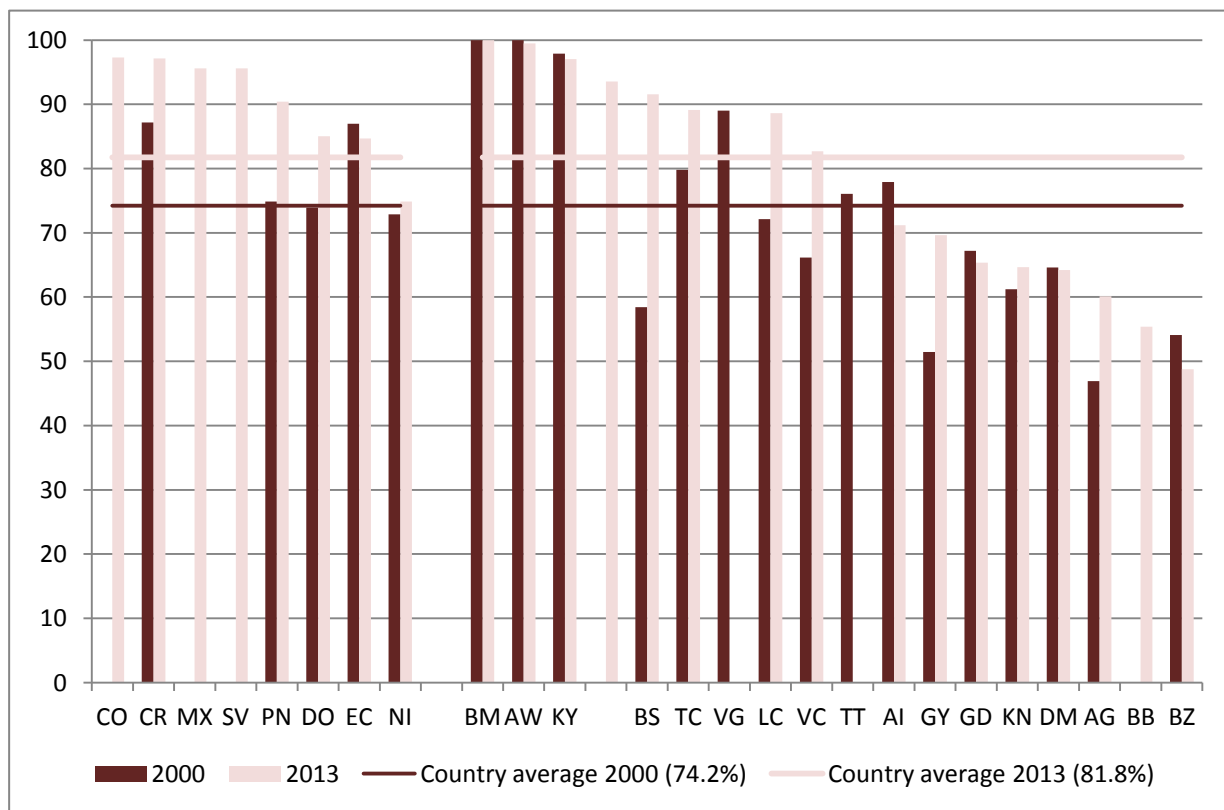


made little progress in this regard in primary or secondary education. The fact that significant proportions of teachers have no teaching certification is even more worrying if we consider that certification requirements for teacher training tend to be low in the region: training in some countries lasts for one or two years, while in others training takes place in secondary institutions, teacher-training colleges or higher education institutions with low standards. Training programmes are insufficiently regulated and tend to be low quality (OREALC/UNESCO, 2012).

Graph 3.6.6  
 Certified teachers in primary education 2000-2013 (%) (23 countries)

Latin America

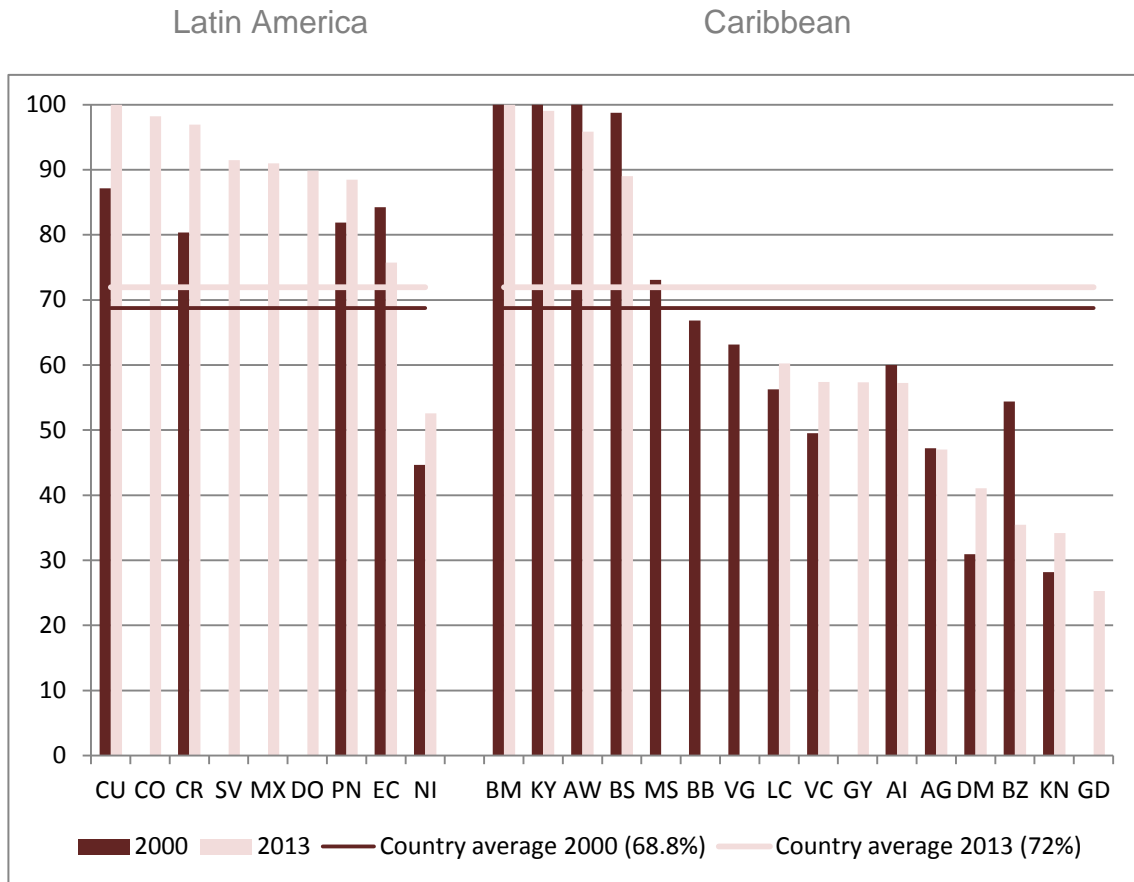
Caribbean



Source: UNESCO-UIS database



Graph 3.6.7  
 Certified teachers in secondary education 2000-2013 (%) (25 countries)



Source: UNESCO-UIS database, February 2015

In the region's countries, the importance of good teachers is widely recognized, and many public policies aim to improve the social status of teachers. This requires attracting and retaining good teaching professionals, providing quality initial and ongoing training and improving working conditions (Ávalos, 1996, Vaillant, 2009). One example of such policies is in Brazil, which in 1998 set up the Fund for Maintenance and Development of Fundamental Education and Valorization of the Teaching Profession-FUNDEF to improve wages and allocate funding to teacher training. FUNDEF has had a very positive impact, by significantly improving wages, especially when they were very low, and reducing the number of unqualified teachers at the national level (Vaillant, 2009).





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).

### *Desafíos post-2015*

Los desafíos de calidad y equidad que enfrentan los sistemas educativos de la región hacen necesario poner el foco en políticas docentes que permitan avanzar hacia la disponibilidad de educadores altamente competentes y motivados para todos los alumnos, en un proceso de creciente profesionalización. Los desafíos para las políticas docentes en los países de América Latina y el Caribe se pueden agrupar en tres dimensiones: formación inicial, formación continua, y carrera profesional y condiciones laborales.

In relation to the initial teacher training:

- To promote the entry of better candidates to teaching, by elevating the entry requirements to the teacher training programs. It is important at a national level to attract candidates into teaching that consolidate the minimum conditions to become good educators, whilst avoiding discrimination by socioeconomic status or culture.
- To enforce the quality of teacher training programs, particularly with respect to curricular contents, formation strategies, learning assessment, and quality of the trainers. The quality of teacher training necessitates compromise between the responsible institution of educational policies and the training institutions. Therefore, it is important to generate shared standards that guarantee the quality of training processes. To this end, it is key to develop a good practical training through permanent links between training institutions and schools.



- To offer quality training, relevant to work with disadvantaged social groups. Initial teacher training needs to prepare the future educators to assume the sociocultural heterogeneity - and in many cases to pay special attention to rural education and to bilingual intercultural education.
- To guarantee appropriate regulation systems for the quality of the training programs and training program graduates. Within the mechanisms contributing to teacher preparation for all schools: the accreditation of training institutions; the evaluation of future teachers throughout training process; the development of training institutions skill wise; and the regulation of nascent degrees by the certification of programs.

In relation to the teacher professional development and in-service preparation:

- To ensure for teachers the right to relevant and pertinent further education, centered on integral training and in the students' learning. It is important that professional learning opportunities are associated to standards of professional development and consider information about the performance from the teachers evaluation. Also, it is necessary to generate the conditions and prompts that promote the participation of the teachers.
- To ensure significant impacts of further education on teaching practices and in student learning. In this direction the development of learning communities is promoted, and further education referring to teaching practices that teachers face in their educational contexts.
- To build developmental trajectories regarding professional development at distinguishing stages in the teacher life. It is proposed that as an accompaniment for teachers, advice/mentorship that teachers with advanced professional development can take – the possibility of updating and garnering learning opportunities in different stages is also proposed.
- To implement a mechanism to regulate further education with the aim of ensuring quality and relevance. It is necessary to have foundation in a public institutionality



that is able to regulate and control the quality of courses on offer, with leadership in this topic. Observation should be made of the development of skills within the agencies providing further education.

- To promote collaborative learning in the school context. Professional development that is school based must promote collaborative learning, guided by headteacher leadership and an organization of the school work that facilitates the further education of teachers.
- To regulate the pertinence of the postgraduate offer. The recent evolution of the teachers demand towards postgraduate degrees states new challenges of accreditation taking into account pertinence and impact.

In relation to the teacher career and working conditions of teachers:

- To design and implement careers destined to strengthen the teaching profession and to have an impact on the attraction of good candidates. The teaching careers, and their promotion systems, must also account for a social valuation of the profession, the recognition of teachers, and the working conditions - including time for the professional tasks outside the classroom - that favor quality performance and prompt the entry of youngsters the permanent requirements and skills of good teachers.
- To recognize that in the teaching career, there are different stages of development along the trajectory toward teaching competence. It is important to differentiate categories of school teachers, depending on the progress of the skills core to experience and preparation. This distinction should originate in increasing responsibilities throughout the career.
- To structure the teaching career around the improvement of professional performance. The axis of the promotion within the teaching career should be the promotion of teachers further education and the recognition of their compromise and quality professional performance, going beyond the mere recognition of the experience and advanced class courses.



- To design and implement a salary and incentives policy that is clear and articulate with the aim to promote the teacher professional work. An attractive professional career implies salaries that are similar to other professions, considering also, improvements on the career progression depending on the performance. It is also important to consider incentives to the professional performance of teachers in disadvantageous areas. The conditions for an appropriate retirement should be guaranteed.
- To develop agreed and valid assessment systems of the teacher professional performance. The educational systems required mechanisms to evaluate the performance and to promote improvement. The teachers' evaluation should be oriented to the validation and recognition of the profession through a system built with the participation of the teachers and based in standards valid for the profession, articulating the training dimension with the consequences of the assessment within the teaching career.
- To have transparent mechanisms available to access teaching positions and to assign the functions. The educational opportunities of the population are influenced by the norms that regulate the access into teaching, particularly it is the more disadvantaged groups that need a quality education. Thus, it is important to have a rigorous and transparent processes and functions assignment.



#### **4. Section:**

### **Design and implementation of political strategies and program initiatives to fulfill the EFA goals.**

The revision of the political strategies, programs and initiatives of the Latin-American and Caribbean countries between the years 2000 and 2014 reveal the progress of a process of change towards an emphasis in the quality of education. The compliance to the right to access to education and the topic of coverage of education is still a matter of concern amongst the states of the region. Nevertheless, the desire for providing quality education which provides people the possibility of lifelong education as well as possibilities to improve their lives has turned more important in educational politics in the last 14 years. In this sense, a lot of countries found that the sole obligatory nature of primary education was not enough for a proper preparation for the students and extended it to secondary education.

In order to supervise the quality of education and school performance, various countries of the region have started already in the 90<sup>th</sup> to install methods to oversee the quality of education of their educational regimes. In the last 14 years a consolidation of these systems can be observed, as well as an increasing importance of producing information for decision making to improve the quality of education. High repetition rates are every time more of a sign that shows scams in the quality of the educational service.

Nevertheless, the notion of quality education has changed in the last years too. Instead of focusing only on academic performance, Latin American and Caribbean countries have an increasingly more multidimensional understanding of quality education, in order to provide an education that has relevance and pertinence for their students. This has implied strategies of curricular extensions in the following fields:



- Education in and by means of Information and Communication Technology (ICT), to close digital gaps.
- Education in democracy and civic life.
- Education in ethics and values.
- Education for pacific coexistence without discrimination.
- Education to respect social pluralism.
- Good social school climate, to facilitate good learning.
- Sexual education and the prevention of HIV/AIDS
- Education for a healthy life in general
- Education in disaster prevention
- Education for environmental protection and sustainable development.
- Inclusive to foment students with special needs in education.
- Teacher education on all levels and areas as a guarantee for quality education.

Moreover, in the last 14 years it can be observed an increasing concern for more equity in education (in terms of access and quality), to close educational gaps between genders, students from different geographical areas (urban/marginal urban/rural areas), students from different socioeconomic backgrounds, as well as students from different ethnic groups. The result was an emphasis in the design and implementation of strategies and actions in:

- The equity of gender in education
- Rural education
- Education to fight poverty
- Intercultural and bilingual education

Another topic which became much stronger in the last years is the extension of Early Childhood Care and Education (ECCE), which is more and more considered as a key factor for a good lifelong education. The countries of the region have put into action



initiatives in terms of policies and strategies in order to extend the coverage of ECCE and to improve its quality. Lately a tendency can be observed, to understand ECCE in a more comprehensive way which goes beyond education, touching areas such as health and nutrition. A good teacher education for this educational level was identified as vital by a lot of countries of the region and various initiatives deal with this topic.

Though finishing secondary education is imperative for the educational development of a person, postsecondary education is considered fundamental to be socially competent, as well as to enter the labor market. Therefore, in the last years the concern for access to postsecondary education, weather this be university education or technical, is manifested in various state actions and programs.

Another change that can be observed from the revision of educational politics and programs of the Latin American and Caribbean countries in the last 14 years is the shifting to a focus which is set on the efficiency of the use of recourses assigned to education. While the volume of investment for educational systems and the effectiveness of its impact is still a matter present in the region, there is an increasing concern of how to use these recourses in the best way. In this sense, topics emerged concerning the design of strategies, programs and initiatives, which have not existed in the same way before. Here, key areas are:

- Educational management within the concept of “good governance”.
- Educational management with transparency
- Accountability for results and impacts in the educational systems.
- The extension of participation of stake holders in education
- The design of educational politics and policies within the concept of sustainable development.

In conclusion, it can be said that expectations towards education and the complexity of how to deal with it have grown enormously in the last 14 years. Therefore, well designed



political strategies and programs and a good educational management are challenges for the countries of the region, which have to be addressed with more expertise, professionalism, analytical capacities and knowledge of social diversity.

## **4.1. Key achievements and good practices and initiatives in educational public policies**

Below, we are going to present some successful practices and initiatives, which have contributed to the progress towards EFA goals.<sup>10</sup>

### **4.1.1. Early Childhood Care and Education**

The *Universalización de la sala de cuatro años* is a federal policy of Argentina. Its purpose is the construction of new classrooms for four year old children, the design and implementation of new formats for the attention of specific populations, political and pedagogical follow up and the supplies with teachers. The policy was initiated in 2006, based on the sanction of the National Law for Education. The assistance of four years olds increased from 48.2% in 2001 to 81.5% in 2010. This rise of 33.3 points in the school assistance mean that 65% more children from this age group go to school compared with 2001.

The *Chile Crece Contigo* programme is a comprehensive early childhood protection system implemented by the Chilean state. Its main objective is to offer a personalized follow up of children, from the first pregnancy check until the entry of primary education. The program stands out for its massive coverage and its holistic approach towards ECCE.

Among the policies and programmes with the greatest impact in Colombia are the *Act on Integrated Care for Early Childhood* with its *National Strategy from Zero to Always*,

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<sup>10</sup> In this chapter some indicators provided by the countries are used. These indicators come from national sources which do not necessarily coincide in their definition and calculation methods with UIS indicators or indicators from other international sources. Moreover, indicators from national sources should not be used for any comparisons with other countries





aimed at promoting and ensuring the overall development of children under the age of 6, through a unified and inter-sectorial work.

Among the most relevant advances in El Salvador is the increase in the coverage of preschool education in the period between 2000 and 2013, reaching a 64.61%, this results are due to the changes in the curricula and the implementation of a specific policy for the education and care in early childhood, led by the Ministry of Education. This Ministry has driven an inter-sectorial approach to preschool and early education, so that various civil society organizations participate on its promotion, including the families and the educational communities.

The lack of information about the preprimary level is still a general problem. Therefore, the Ministry for Education and Culture of Uruguay coordinates the programme *Uruguay Crece Contigo*. The programme seeks to gather data on private early childhood educational institutions and on the children who attend them, in order to systematize the information in a single data base with easy access.

In Barbados, the Basic Skills Assessment Battery (BSAB) is a test designed to measure the readiness of pupils to begin the curriculum in first grade of primary school. Since it begun (2001) it has been applied to 60,000 students. While the test has been well administered a limitation has been the effective use of the test results by teachers and school leaders to determine the appropriate developmental programs for students.

The provision of the *Child Health and Development Passport* in Jamaica (since 2010), has allowed for health practitioners, parents and ECCE practitioners to track the health and development of all children in the cohort.

#### **4.1.2. Primary education**

One of the most outstanding achievements in Guatemala is the increase of coverage at primary school level. Between 2000 and 2010 the initial enrolment showed a gradual increase in the net coverage rates for the period; the peak was recorded in 2009 with 98.68%.



In primary education in Nicaragua, the sixth grade-finishing rate increased from 74.8% reported in 2009 to 92.2% in 2013. On the other hand, the cases of over-age students registered in the first grade decreased from 59.54% to 48.44% between 2007 and 2013, and from 64.85% to 54.25% in the case of the second grade. Adding to this is the increase in public schools that have comprehensive primary education, which rose from 69.33% to 79.88% between 2009 and 2013; this effort was named the *Battle for the Sixth Grade*.

*Community Teachers Programme* of Uruguay, focuses on reducing school drop outs by strengthening the relationship between schools and the community and providing pedagogical support to children with low learning outcomes from 1st and 2nd grade. In 2012 the programme operated in 327 schools through 539 teachers, assisting 15.608 children.

In Argentina, a project named *Primaria Digital* was implemented, which consists in the purchasing of informatic and multimedia equipment, in order to built mobile digital classrooms. This permits the moving of computer equipment to any grade of the school. The project is allocated to public schools with pupils from low incomes families or schools in rural areas.

In Ecuador, major achievements include the progress made in terms of attention to diversity, namely, timely care and education of children and youth with special educational needs. Thus, the legislation was established to create the *Inclusion Support Unit*, consisting of a specialized educational and technical service that provide care for students of all educational levels with any type of special educational needs. These units depend directly on the District Directorate of Education. To date 30,708 SEN students have been assigned to 6,753 regular and 159 specialized educational institutions, including state and private institutions.

The *Programme for Advancement through Health and Education (PATH)* is a social safety net that provides support to parents so that children of school age have the resources to attend school and that they are fed while at school for a number of days per



week. It is focused on vulnerable homes through economic support in exchange for an obligation of child school attendance. All children are given free access to health care and this allows for their optimal health and development.

Also from Jamaica comes the *School Feeding Programme*, which is being implemented by the Ministry of Education. The programme ensures that breakfast and/or lunch are provided particularly to needy children in order to facilitate regular attendance and to increase the likelihood of better educational outcomes.

One of the most important achievements in Curaçao is the enactment of the *Federal Compulsory Education Ordinance* which, as its name suggests, provides compulsory education for all children and young people who are aged between 4 and 18.

In the frame of the so called Educational Revolution, the government of Saint Vincent and the Grenadines has significantly increased the percentages of the national budget given to education. To date \$1.9 million dollars has been invested, allowing mainly the improvement of infrastructure, and also the construction of new educational centres in places like Barrouallie, Fairhall, West St. George, Edinboro and the Grenadines islands of Bequia and Union Island. In addition, the access to educational services has been improved from the early education to the tertiary and post-secondary. Also, of note is that around 85% of primary teachers is properly trained, one of the highest percentages of the OCDE according to the National Report.

#### **4.1.3. Education of young people and adults**

*Chile Califica* was a programme run by the Chilean government, with the aim to establish a system for permanent training and education. The programme addressed young people and adults, who for different reasons abandoned school at some stage. It was initiated in 2002 with a running period of six years. The programme later gave path to the *Coordinación Nacional de Educación de Personas Jóvenes y Adultas* of the Chilean Ministry for Education.



In Nicaragua, between 2009 and 2013 the rate of termination of the ninth grade increased from 57.7% to 63.8%, although the peak occurred in 2012 with 64.3%. Meanwhile the rate of basic schools, which means schools that play a role in educational management in a given territory and offer first full secondary (7th, 8th and 9th grades), grew from 38.3% in 2009 to 42.6% in 2013; this is known as the *Battle for the Ninth Grade*.

Also important are the *scholarships for high school* delivered by the Ministry of Education and Culture and the Solidarity Fund of Uruguay. The programme has been very stable over time and in 2009 was also backed up by the *Uruguay Studies* programme. They received another strong drive in 2011 through the *Educational Commitment* programme, moving from handing over 4,723 scholarships in 2005 to 19,331 in 2012.

In 2010 the Ministry of Education of Barbados introduced the *Caribbean Vocational Qualification (CVQ)* into secondary schools, a skill-based certification focused on providing all students with the opportunity to leave secondary school with certification in a skill and allowing students to combine technical and vocational subjects and traditional subjects. In 2011, the *Caribbean Certificate of Secondary Level Competence (CCSLC)* was introduced in secondary schools. It incorporates the skills, abilities, attitudes and values that all secondary school leavers should have. The programme is flexible and once it is finished, students are awarded the CCSLC when completing a minimum of five subjects. The programme can be covered in 3 to 5 years depending on the ability of the each student.

The *UWI Open Campus* began operations in St. Lucia in 2008 after being transformed from a Distance Education Centre. With the absence of a full-fledged public university on the island, it is very expensive to pursue degree programmes overseas and usually only the more financially able could afford. The Government in partnership with the University of the West Indies, therefore, established the UWI Open Campus, where young people



and adults can pursue a number of degree programmes online. In 2012/13 a total of 505 young persons and adults were enrolled at the UWI Open Campus in the various programmes and at the Certificate to master degree level.

#### **4.1.4. Adult literacy**

Thanks to literacy strategies and programmes in Bolivia, the country declared itself free from illiteracy, having an analphabetism rate lower than 4%. From 2006 onwards approximately a million people over 15 years were alphabetized, of which 70% were women.

One of the greatest advances in Brazil is related to adult education. Due to the accession of Brazil to the E-9 initiative (group of 9 countries that contain more than half of the world's population, about half of the children out of school, and two-thirds of illiterate people) and to the Literate Brazil Programme (created by law in 2004, covering about 3,500 local governments, serving approximately 14 million people and has an annual average of 1,200 members between local and state departments of education), Brazil has managed to significantly reduce illiteracy rates among people aged 15 and over. According to the Brazilian Institute of Geography and Statistics, between 2001 and 2012, the national illiteracy declined from 12.4% to 8.7%. In turn, the literacy rate of the population over 15 years living in rural areas increased from 74.2% in 2004 to 78.9% in 2012, and in urban areas from 91.3% to 93.4 %. In terms of gender, literacy increased among women aged 15 years and more, from 88.8% to 91.6%, and among men of the same age, from 88.4% to 91.0%, between 2004 and 2012. In addition, it is reported that in the poorest quartile, literacy rate rose from 77.1% in 2004 to 84.4% in 2012, while years of schooling in this group increased from 4.3 to 5.8 years.

Another important achievement coming from Guatemala is the *Occupational Guidance Project*. This method, on the one hand, integrated the issuance of knowledge about literacy, granting a diploma approved as a sixth grade of primary school, on the other hand, it also helped to acquire the level of skills and abilities necessary to face the job market. To date 27,334 people have participated from the departments of Verapaz, Baja



Verapaz and Izabal. In addition, the initiative won second prize in the contest called "Literacy Programmes for Youth and Adults in Latin America and the Caribbean", promoted by the Council for Adult Education in Latin America (CEAAL by its acronym in Spanish), the Regional Cooperation Centre for Adult Education in Latin America and the Caribbean (CREFAL by its acronym in Spanish) and the Regional Bureau of Education from UNESCO.

In Panama, in the area of literacy, there has been considerable progress in the last decade, highlighting the Public Policy for Youth and Adults Education, called Ñamyendy Tata, executed from 2011 to 2024, not only because of its results but also because of how it was conceived, since it is a comprehensive policy built upon participatory processes.

An achievement in El Salvador was the increase experienced by the literacy rate among young people aged 15 to 24 years-old, from the 92.41% registered in the year 2000 to 97.14% in the year 2012. This means that according to UNESCO definitions, El Salvador would be free of illiteracy for this age range.

In 2001, in Venezuela, the Robinson Mission begins with two objectives: Provide literacy and post literacy accompaniment. In the Robinson 1 phase, it is intended for students to achieve a basic and functional level of literacy; Robinson 2 aspires for students to access and complete sixth grade, a situation which is also known as Battle for 6th grade; Robinson 3 promotes lifelong learning through work-study circles. Thus, in 2005 a number of 1,500,000 literates were reached, whereby the same year, UNESCO declared Venezuela an illiteracy-free territory.

#### **4.1.5. Parity in education**

In 2011, the Mexican *Opening Schools for Equity* project received special recognition as an outstanding experience of Gender Mainstreaming in Latin America and the Caribbean by the Gender Practice Area of the Regional Centre of UNDP. In 2012 the same project gained recognition as good practice in the 2nd Award for Best Practices in Crime Prevention in Latin America and the Caribbean.



for the Ministry of Education of Panama it is a priority that the educational policy is carried out without discrimination, which explains that one of the best results achieved was the one registered by the Gender Parity Index on the levels of care for early childhood and primary education, this indicator has fluctuated between 0.95 and 1.0 since 2009. According to the above, five would be the concrete actions led MEDUCA to impact positively in this area: 1) updating the curriculum and lesson plans in order to eliminate all sexist and androcentric content, 2) expanding the coverage of the Educating in Equality Network of Schools, 3) the promotion of non-sexist educational practices among teachers, 4) the promotion of non-sexist language and content in works, materials and textbooks and 5) the prevention and awareness campaigns regarding manifestations of gender violence in schools.

The *Red Nacional de Educación de la Niña – Florecer* from Peru, is an alliance between public and private institutions, consisting in representatives of the State, civil society and the international cooperation. It was founded in 1998 with the purpose to improve quality education and gender equality in the country. The network has developed approaches to expand access to education, but also to uncover disadvantages that lead to inequality in opportunities, like for example work overload, devaluation, sexual harassment amongst others. These issues need immediate response from the educational system.

The management model being developed in rural áreas of Honduras, called *Educational Networks* has contributed to increase the coverage from the compulsory preparatory year of preschool education to the ninth grade. This programme incorporates community participation, local municipal mayors and other local stakeholders.

The aim of *Alternative and Special Education*, which promotes the Educational Revolution of Bolivia is to contribute to a more democratic, inclusive and plural education. It seeks to improve the conditions for access and completion of education of the whole society with priorities of excluded, marginalized and discriminated groups of the society. This transformation does not have a nature of “care”, but responds strictly to the right of all persons to education, with equal opportunities and comparable conditions.



Also in Bolivia, in 2012, the *Instituto Plurinacional de Estudios de Lengua y Cultura (IPELC)* was founded. The institution has the purpose to research and conserve the languages and ways of life of ethnic groups and to produce input for the Intercultural and Bilingual Education.

#### **4.1.6. Quality in education**

In Argentina, the *Operativos Nacionales de Evaluación (ONE)*, evaluate the quality of education on the primary and the secondary level with a triennial regularity. The evaluations are carried out by means of external tests. The ONE were implemented since 1993, and the last one was executed in 2013. The participation is compulsory. The evaluation doesn't imply negative consequences for the students or institutions who participate. The information generated by ONE is an input for decision making for designing educational policies. It is a valuable element to improve institutional management, teaching practices and the learning of students.

The *Sistema Nacional de Aseguramiento de la Calidad de la Educación (SIMCE)* of Chile was created in 1988. It was thought as a external evaluation of the Chilean educational system, in order to provide information for different actors, working within the education sector. Its general purpose consists in contributing to an improvement of the quality and equity of education, to inform about learning achievements of students in different learning areas of the national curriculum, as well as putting the information into a social and school context in which students learn. Since 2002, SIMCE has become the evaluation system of the Agency for Educational Quality in Chile.

The transformation educational quality *All to Learn* programme and the *National Evaluation System* have also had an important impact in Colombia on improving the quality of the education system, contributing to advance in the evaluation results of students and teachers, favouring the development of a quality policy that ensures equal opportunities to acquire knowledge and develop permanent skills and abilities for all students.





In Barbados, the Criterion Referenced Test applied from 2000 onwards, aims to assess the students' level of knowledge, skills and competencies in mathematics and language. The profiles produced provide teachers with information to target the student's deficiencies and work on an individual basis.

Also of Barbados is the *The Schools' Positive Behaviour Management Programme SPBMP* (2006), which is a comprehensive initiative aimed at creating and maintaining a school-wide system which provides quality education. The SPBMP has five main pillars: enhancement of the pedagogical skills of teachers; training and professional development; institutionalisation of a behavioural model and enhanced approaches to discipline; increased student participation; and increased parent and community involvement in school.

In April 2007, Argentina founded the *National Institute for Teacher Education*. It was the beginning of a process to energize and improve the education of teachers in Argentina. The institute is part of the Ministry of Education, which has the task to coordinate and conduct policies for teacher education, as well as articulating the 24 jurisdictions in the country in this matter.

In Uruguay *Ceibal Plan* was launched in order to narrow the digital gap and to provide access to computers and the internet for low income households. In 2012 *Plan Ceibal* reached 2,392 centers all over the country, providing equipment and internet to 527,312 students and 39,240 teachers, thus 566,552 people in total. Also, internet access has been increasing over the years: in 2012, half of the inhabitants had internet access in their homes (50.8%) while in 2006 only 13.5% of people were in this situation.

In Peru the digital platform *Perú Educa* was founded to provide technological services (such as e-learning, video conferences, forums, blogs and other digital recourses) to schools in the whole country, which have access to the Internet and particularly to students, teachers, parents and school principals. Today 76.1% of all schools of the country (public and private) are connected to Perú Educa.



Also in Peru, during the year 2013, the access to the Internet in rural area schools by means of the acquisition of a satellite hub. At the moment, there are 9,060 educational institutions connected to the Internet, of which 1,483 in rural areas are connected via satellite.

Night Schools in Costa Rica have 100% qualified staff with only a slight decline in 2003 and 2005. Cycle III and Diversified Education, on the other hand, have a 95.6% of graduated teachers by the year 2011, a much higher proportion than in 2000, with an 82.3%. Meanwhile, the Special Education is the one that has the most salient improvement in terms of qualified staff, since the year 2000 there was a 77.7% of qualified teachers, and by the year 2013 this figure increased to 97.4%.

In Bolivia the *Programa de Formación Complementaria para Maestras y Maestros en Ejercicio (PROFOCOM)* has educated 107.217 teachers in regular education as well as as alternative and especial education.

Activities created by the VVOB (Flemish Association for Development Aid and Technical Assistance). Between 2010 and 2013 there have been several projects developed, highlighting: training of teachers, construction of a building to be used as a *Centre for in-service teacher training (CENASU)* that has been operational since the end of 2012 offering training courses for teachers of primary, junior and senior high schools.

The *Programas Directores* from Cuba are working with transversal topics of the curriculum such as social values, education and health improvement or mother tongue. One of them is the *Programa Director de Educación en el Sistema de Valores de la Revolución Cubana*.



## **4.2. Pending challenges in the implementation of educational policies**

Based on the analysis of the strategies and programs of the last 14 years and considering the issues mentioned above, the following list presents the main challenges in terms of policies and actions that have been found.

### **4.2.1. Early Childhood Care and Education**

- More educational establishments for early childhood education are needed in Latin America and the Caribbean, especially in rural and low-income areas. This is an urgent issue that must be addressed as soon as possible, as this problem is at the root of low levels of learning in the region. Evidence indicates that a lack of ECCE greatly impacts later educational stages.
- The provision of ECCE services has to go beyond pre-primary education to cover the time from birth to entry into primary school.
- Better trained teachers and more comprehensive and inclusive curricula are needed to ensure quality education of the youngest learners in the region.
- More information and data on ECCE is needed for effective decision-making in the region.

### **4.2.2. Primary education**

- The issue of children who cannot access or complete primary education needs to be urgently addressed. The UIS/UNICEF joint Out-of-School-Children-Initiative, stresses the need for policies and programs that effectively address the problem and reduce the inequalities that remain in many countries. Furthermore, available resources are not always efficiently used and no systematic analysis has been



undertaken to identify bottlenecks and explain why well-intentioned policies do not always yield robust results.

- Guaranteeing timely entry to primary education is essential for adequate progress.

#### **4.2.3. Education of young people and adults**

- Access to and completion of high quality secondary education has to be improved, especially in rural areas, within low-income communities and among learners belonging to certain ethnic groups.
- Access to post-secondary education also must be improved, especially by lowering of financial barriers.
- Vocational education has to be fomented. Having a professional degree is more and more imperative to enter the labor market in the region. Nevertheless, not the whole population is going to enter university, even if economic barriers decrease. For these people, an alternative offer in terms of vocational education of high quality is imperative. Companies and other institutions from the economic and industrial sector have to be involved more in the design of this level of education.

#### **4.2.4. Adult literacy**

- As functional illiteracy remains a problem in Latin America and the Caribbean, new and more sophisticated methods of measurement must be developed for the future. In this regard, the UIS's experience with the Literacy Assessment and Monitoring Programme (LAMP) could provide critical inputs for the region.



- Based on a more refined analysis about the phenomena of illiteracy, more effective strategies and programs have to be designed and applied on the most disadvantaged populations in terms of education.

#### **4.2.5. Parity in education**

- Social inequity in LAC is a problem that has not been adequately addressed by education in the region. Even today, level of education is still closely linked to household income, children's educational achievement and the kind of employment they will obtain. To a large extent, this also determines household income levels of the following generation, as such inequalities tend to be reproduced from generation to generation.
- Good schools that are financially accessible and offer quality education duly guaranteed by the State, can effectively contribute to decreasing existing education gaps between the lowest and highest income segments, between rural and urban populations, and between indigenous and non-indigenous populations. This would make schools true channels for mobility. More and better strategies and programs which address these problems have to be implemented with urgency.

#### **4.2.6. Quality education**

- The issue of quality education for all, which includes improved learning achievements and higher levels of equity, has to be addressed more forcefully in all public policies and state programs.
- Curricula and educational programmes have to be updated to ensure they remain relevant to student's lives and social circumstances. In an ever more pluralistic world, content planning and teaching methods have to be flexible and effectively attend students with different learning needs, desires and expectations.



- The importance of the role of the teachers in education is ever increasing in the region. However, information on teachers is very scarce. Therefore, information systems gathering and processing solid data on teacher issues has to be set up urgently.
- The quality of teachers is directly linked to overall quality in education. Issues such as improving initial and in-service teacher training have to be addressed urgently. Also, ways of attracting high-performing students to the teaching profession should be identified, along with programmes to direct the best teachers to schools in marginal areas that are most in need of quality teaching.
- ICT use and instruction have to be improved and fostered in the region. Free access to quality software and open resources should be promoted. The participation of the private sector is essential here.
- School organization, infrastructure and materials are issues that are recognized as being related to quality education and must therefore be urgently improved, especially in low-income and rural areas.
- As the SERCE study shows, a positive social climate at school, a feeling of community, and respect for diversity all favourably affect learning outcomes. In this sense, it is important to strengthen the educational leadership and managerial capacities of school principals in order to ensure a healthy institutional atmosphere.

### **4.3. Partnership and coordination in the implementation of the EFA goals**

Taking into account the increasing complexity of the educational systems, alliances and coordination between institutions are vital for the implementation of policies and actions.



Inter-ministerial are necessary, especially for programs dealing with topics from different areas. Actions with the participation of organizations from the civil society are vital, especially when taking account the increasing demand for transparency, participation and respect for a plural society. Working with NGOs can be prolific because of their grassroots knowledge of our societies and their expertise in specific topics. Alliances with academic institutions are also important, especially in terms of raising data and information and their analysis. Federal countries like Argentina, Brazil and Mexico put emphasis on the importance of coordination between central administration and their regional states, when it comes to planning and executing educational initiatives. Alliances with the International Cooperation are also fundamental for financing as well as for attaining technical input in the execution of educational projects.

Argentina for example has, amongst other inter-ministerial programs and projects, the *Asignación Universal por Hijo* (sanctioned in 2009). This federal state policy transfers income to the most vulnerable parts of the population, to assure that children and young people assist schools. The support has a character of co-responsibility and involves attendance to a state educational institution, conducting regular health checks and compliance with the mandatory vaccination schedule. The program is carried out together with National Administration for Social Securities and the Ministry of Health of Argentina.

Bolivia puts emphasis on an initiative called *Regional Circle*. It is based on a permanent coordination with indigenous people of rural areas, parents, teachers, students and private universities, amongst others. Within this context, there is an intergovernmental strategic alliance in various topics, such as gender, social justice, and mother earth, amongst others. There are also alliances with various NGOs with long time experiences in specific topics such as health, child labor and staying down at school. Through these alliances information on best practices are gather and converted into public policies.



With respect to interinstitutional alliances, the Colombian *National Strategy from Zero to always* is a good example of an articulation between governmental institutions. The Intersectional Commission for Early Childhood Education coordinates the actions of the strategy. The commission is consists of the Presidency, the Ministry for Education, the Ministry for Culture, the Ministry for Health and Social Protection, the Administrative Department for Social Prosperity, the National Agency for the Overcoming of Poverty, and the National Planning Department.

In Costa Rica, the Ministry for Public Education belongs to the National Council for AIDS. Based on this initiative actions have been promoted about how to approach the topic of HIV/AIDS.

In Chile, the already mentioned ECCE program *Chile Crece Contigo* is coordinated by the Ministry for Social Development, which together with the Ministry for Health, the Ministry for Education, the Ministry for Work, seeks to bring perfection to public policies that impact labor protection of father and motherhood through legislative reforms. On the other hand, the National Service for Women, the National Assembly for Kindergartens and the National Fund for Disabilities together with the Integra Foundation guarantee the access to quality day nurseries and Kindergartens to children coming from low income families or presenting other vulnerabilities. The municipalities articulate the local networks of Chile Crece Contigo, assuring that the program is executed in their territories.

In Cuba, the Ministries of Education in coordination with the Ministry for Sciences, Technology and Environment have conceived the *Estrategia Nacional de Educación Ambiental*. This strategy includes the preparation of teachers and students for the protection of the environment, the prevention of disasters, as well as risk reduction.

Curaçao signed protocol with the Netherlands, that includes providing financing for students who choose to continue their university studies in or near the country, i.e. in South America, Central America and the Caribbean, and North America. This is to





ensure higher rates of completion of such studies, given the high failure rates obtained by the students during the first year of university completed in the Netherlands.

In Ecuador, concerning inclusive education, *72 Units of Support for Inclusion* have been implemented nationwide and a number of cooperation agreements with NGOs and Foundations specialists of attention to diversity have been signed.

In Guatemala, the *Academic Teacher Professional Development Programme* is addressed to the strengthening of the capacities of in service teachers in early childhood and primary education. In 2009 the Minister of Education and the Principal of the University of San Carlos de Guatemala signed an agreement to execute the programme.

In Honduras, the International Cooperation is consolidated in an institution called *Mesa Redonda de Cooperantes en Educación (MERECE)*, which plans sus interventions according to Strategic Plans and the National Operational Plans. For its good functioning and efficiency, it is coordinated by the Educational Secretary, through a Follow Up Committee with the participation of the Secretary for Finance and the Secretary for Development and Social Inclusion.

Panama mentioned its prolific cooperation concerning interchange programs for teachers and students with Brasil, Colombia, Chile, Uruguay and the United States.

In Paraguay, the PRODEPA programme for literacy and primary and secondary education is supported by the Spanish Agency for International Cooperation for Development (AECID). It has its origin in the II Ibero-American Summit, celebrated in Madrid in 1992.

In Uruguay the *Sistema Nacional de Formación Profesional* (signed in 2013) is a convention between the Ministry for Work and Social Security, the Ministry for Education and Culture, the Office for Planning and Budged, the Council for Vocational Education, the Republic University, the Technological University and the National Institute for Labor and Vocational Education.



Barbados puts emphasis on the collaboration between its Ministry of Education and the Erdiston Teachers' Training College, in terms of teacher education. This cooperation and which had an important role concerning the progress towards EFA goals.

In Suriname the teacher education in service training program *Ik geloof in jou* was executed in strict collaboration with UNICEF. Between 2010 and 2012 90% of the whole teacher population was trained, in total 800 people from 90 schools.

#### **4.4. Experiences in regional level support to the implementation of countries' EFA strategies**

The Regional Bureau for Education in Latin America and the Caribbean (OREALC) of the UNESCO in Santiago de Chile supports the implementation of EFA strategies in the countries of the region through its programs, projects, research studies and publications in the following areas:

- Educational Planning
- Teachers
- Early Childhood Education
- Inclusive Education
- Education for Sustainable Development
- Disaster Risk Management Education
- Sexuality Education for HIV prevention
- Cultural Diversity in Education
- Technical and Vocational Education
- Educational Innovations

Some initiatives related to these topics of OREALC/UNESCO Santiago are:



*Regional Strategy on Teachers:* Following the objective of addressing the “teacher gap,” which is one of UNESCO’s priorities, we seek to contribute to strengthening global efforts and to make progress in three deficient action areas in the teaching field: the capacities to generate evidence and knowledge-based policies, the capacities to plan and manage relevant policies, and the lack of financing to address the challenge. In this framework, OREALC/UNESCO Santiago has invited the Center for Studies in Educational Policy and Practice (CEPPE) from the Universidad Católica de Chile (CEPPE) as a technical partner, to contribute to developing the Regional Strategy on Teachers for Latin America and the Caribbean.

*Regional Education Information System for Students with Disabilities (SIRIED):* Designed in close collaboration with the region’s Ministries of Education over three years, the system’s objective is to rely on a collection of regionally comparable basic information and educational indicators that report on the status and needs of students with disabilities, in hopes that it will become an efficient tool for formulating, analyzing, and monitoring public actions that guarantee equitable opportunities in education.

*Consultancy and Technical Assistance for the region’s Ministries of Education through the Ibero American Network of Cooperation for the Education of Persons with Special Educational Needs (RIINEE).* The work accomplished through RIINEE looks to seminars on training and exchange, internships between countries to support south-south cooperation, systematizing good policies and practices and creating documents and work materials.

*Regional Inclusive Education Observatory:* Is an inter-agency initiative that calls for participation from the OREALC/UNESCO Santiago, the IPE Buenos Aires (International Institute for Educational Planning), the International Bureau of Education (IBE), the Economic Commission for Latin America and the Caribbean (ECLAC), OEI (the Organization of Ibero-American States) and the CLADE (Latin American Campaign for



the Right to Education), with the goal of distributing information and generating knowledge that will contribute to countries' development of their educational policies.

Furthermore, the OREALC/UNESCO Santiago lends support to countries in the Latin America and Caribbean region in managing their diverse projects related to sexuality education and HIV prevention in schools and among youth.

The OREALC/UNESCO Santiago coordinates with countries in Latin America and the Caribbean as a support guide for their ESD policies, programs and projects, so that the sustainable development vision is included in educational programs and their curricular proposals. These actions integrate government and non-government actors as well as research institutions.

Member states from Latin America and the Caribbean, with support from the OREALC/UNESCO Santiago and UNESCO's Institute for Lifelong Learning (UIL/UNESCO Hamburg), promote a strategy to monitor the agreements made in the Belem Framework for Action (BFA), which the countries subscribed to in the VI International Conference on Adult Education (CONFINTEA), in 2009 in that Brazilian city.

Other regional organizations working in education have indirectly helped to support the EFA goals for having the same or at least similar aims. At the Second Summit of the Americas, held in Santiago de Chile in 1998, the 34 heads of member states and governments of the Organization of American States (OAS) adopted a plan of action in which education was identified as a regional priority. This led to the approval of a program with three key goals for 2010, which include universal access to quality primary education; access of at least 75% of all young people to quality secondary education; and the availability of lifelong educational opportunities to the general population.<sup>11</sup>

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<sup>11</sup> UNESCO participated in the monitoring of these goals. See: UNESCO-OREALC/OAS. 2011. *Educational Panorama, 2010: remaining challenges*. Santiago de Chile, OREALC/UNESCO Santiago, OAS, SEP Mexico.



The Organization of Ibero-American States (OEI) launched an important program in 2008 during the 18th Ibero-American Education Conference in El Salvador. The Educational Goals 2021 program has 11 objectives that cover virtually every aspect of education. Here again, quality education in combination with parity and a special concern for reaching the most marginalized population segments is considered critically important. Thus, the actions and initiatives of OAS as well as OEI which are carried out within the framework of their objectives support the progress towards the Education for All goals.

## **Section 5. Prospects for the post-2015.**

In this final section, some relevant challenges for a regional educational agenda post-2015 are discussed, including a summary of the previously presented issues (mainly linked to non-attained goals already included in the original EFA formulation), and priorities and strategies for the future regional agenda about critical issues excluded or poorly incorporated in the original EFA framework, but relevant for the region (either because they are emerging problems or regional specificities).

### **5.1. General overview of pending issues and challenges for the post-2015 in Latin America and the Caribbean.**

General aspects:

- Progress has been made, but inequality persists, which are expressed as exclusion of disadvantaged groups and low quality education in a comprehensive perspective
- Attention must be given to quality education adopting a right to education and lifelong learning approaches



Remaining gaps linked to EFA goals:

To promote early childhood care, development and education

- High inequity in the access to services
- To improve quality education, especially among disadvantaged populations

To make primary education universal, compulsory and free

- Stagnation of coverage to attain effective universal access
- To improve access and attainment among disadvantaged and at-risk populations

To promote theoretical and practice learning among young people and adults

- To increase promotion and retention rates
- To create multiple opportunities of education with enriched curriculum
- Articulated transitions from education to work and higher education

To reduce the number of illiterate population by half

- Functional literacy to live in the current society requires acquiring more complex competencies in different domains

To eliminate gender gap by 2005 and to achieve equity by 2015

- To tackle previous discrimination
- To pay attention to the increasing disparity against men in education
- To increase the empowerment of women and gender equity in different fields

Improve quality of education

- Multidimensional vision of the right to education, including the right to learn and to be respected in the schooling system



- Broad vision about quality of education
- To guarantee basic learning to social integration and to continuous learning
- The key pillar of quality education are professional teachers' capacities; thus, talented graduates must be attracted to teaching and properly trained; also, satisfactory working conditions for teachers must be in place, to facilitate teaching and professional development

Emerging issues:

To consolidate the expansion of higher education

- High quality programs
- To reinforce the institutions
- Lifelong learning approach
- Increased contribution to information society
- To continue expanding higher education, strengthening the internal scientific and technological capacities, and improving the link between higher education institutions and societies

Innovative curriculum and programs for citizenship education

- To define citizenship education as an essential learning objective and a key component of quality education
- Education oriented to the development of competencies for civil and political participation, and for a global citizenship open to multiculturalism
- All this implies changes not only in the curriculum, but also in the pedagogy and school management

Expanding TICs to learning, teaching and school management



- Developing digital competencies that are needed to participate in the knowledge society
- Educationally oriented use of TICs by teachers and students

#### Innovative educational programs on school climate

- Promotion of respectful, non-discriminatory, and non-violent relationships among school members
- Policy challenge: education on sports and sexuality, students' participation, good relationship between teachers and parents, and education on non-violent methods to solve conflicts
- Overcome merely punitive approaches to control school violence and discipline

#### Comprehensive programs on multicultural and intercultural education

- Compensatory policies to tackle the most evident factors of exclusion (i.e. lack of supply, poverty, child labor)
- To promote the idea of intercultural education for all
- To create the conditions to make possible –in some countries and geographical zones- bilingual intercultural education, systematizing indigenous languages, elaborating adequate curriculum designs and educational materials, and training teachers in bilingual and intercultural education

#### Enriched educational systems that include content and teaching about sustainable development and climate change

- Following RIO+20, it is necessary to enrich educational systems with content and teaching about sustainable development, green practices, climate change, and natural disaster prevention

#### Learning cities





- The dynamics of human settlements: megacities, intermedia cities, and new settlements concentrate most of the population and most low-income population within the region
- To exploit the educational potential of the city, both learning in the city and learning about the city
- To tackle the unequal effects of urban and school segregation on educational opportunities

#### Better planning and funding of education

- To improve resource allocation in order to increase educational opportunities
- To improve targeted programs and to increase equity in the distribution of resources
- Evaluation for designing evidence based programs and policies
- To increase public resources for education and to overcome the inequitable effects of private spending in education

## **5.2. Emerging issues relevant for the future of Latin American and Caribbean education.**

This section analyses in details some emerging issues identified as relevant for the region, but not explicitly considered in the original EFA-2015 goals. In particular, education for citizenship, school climate, the relationship between education and the cities, the use of TICs for learning, education for sustainable development and climate change, and bilingual intercultural education. Also, the vision of civil society organizations about the regional challenges for the post-2015 education is summarized.

### ***Education for Citizenship***



Training for the exercise of global citizenship has been identified by the UN Secretary General as one of the three priorities of the Global Education First Initiative (GEFI). This agenda gives fresh impetus to an issue as old as the school, and appears as a fundamental component of 21<sup>st</sup> century education. Citizen training in the context of Latin America and the Caribbean is one of the areas of emphasis in education once the EFA 2015 agenda is completed.

GEFI aims to install the need to deliver relevant quality education to the center of the social, political and development agendas, and to secure the necessary resources. The third priority is to increase awareness of world citizenship. Education must “be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it.” (UN Secretary General 2012).

The focus of GEFI citizenship education links 21<sup>st</sup> century skills and contextualizes the globalized world. But the truth is that citizenship education for students is hardly novel: It is a constitutive dimension of the education space and has occupied a central place in education systems throughout their history. Since national states have been formed, universalization of school coverage has been driven by assumptions converging toward, more than an educational objective, one that is inherent to the republic and includes from the need to govern a free citizen regime, to empowerment for the exercise of popular sovereignty (Bellei, 2010). Education for citizenship establishes the link between the state, society and school.

Multiple elements specify the requirements for citizenship education acquired in schools during the first decades of the 21<sup>st</sup> century, especially in Latin America and the Caribbean. On one hand, the global context and the current requirements of the world of work, conceptualized around the notion of 21<sup>st</sup> century skills. On the other, typical elements of the region's reality, such as the existence of indigenous entities that model and outline national identities and political processes in the last decades, all which complicates the relationship between society and democracy.

Additionally, the way citizenship education links the way educational systems of the region are defining their objectives to meet quality goals and their measures in favor of



educational equity. The training students receive in this area will not be the same in educational Systems that articulate based on the increase of performance levels in local and international standardized tests as in those that see to strengthen the pertinence of educational programs within national reality, labor market or skills demanded by a globalized society, or those that prioritize improving their teaching processes. In terms of equity, citizenship education is molded by initiatives aimed toward interculturality and inclusion an integration of different ethnic and social groups.

Under this perspective, global citizenship appears as a necessary individual transformation in the area of relationship with others and with the environment. Thus, it is stated that “these interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings.” (GEFI 2012). The results of a technical consultation held in 2013 reaffirm the attitudinal dimension of global citizenship. This is “a sense of belonging to a global community and a common humanity,” “an ethical metaphor,” “a psychosocial framework for collectiveness” (UNESCO 2013).

The proposals to raise awareness of becoming world citizens of the Education First initiative have multiple references to a set of initiatives that have developed in recent years around the notion of 21<sup>st</sup> century skills (cf. Hilton and Pellegrino 2012, Pacific Policy Research Center, 2010; Partnership for 21<sup>st</sup> Century Skills, 2009, DeSeCo 2005), in which the question of how to develop people who are able to perform in a globally interdependent world. These are proposals and conceptual frameworks that aim not only to provide training for an interconnected world of work or securing increasingly equivalent learning achievements of students around the world, but also to generate within them the skills that enable them to function comprehensively in changing scenarios.

One of the major trends in Latin America and the Caribbean over the last few decades has been to replace the subject of civic education with the citizenship education approach, outlined by Kerr (2002) as the transition from a traditional to a maximalist approach. This transition not only affects the contents, that become more homogeneous,



but has also involved the transversal dissemination of citizenship education throughout the curriculum and the broadening of the teaching scope it addresses (Cox 2010). Two approaches, that are frequently convergent, have provided contents in this education area: Education for democracy and education for citizenship.

Within the region, citizenship education must strengthen democracy and its valuation by the students. After disastrous experiences of dictatorships and civil wars, during the last 25 years, countries in the region have generated democratization processes. The experience of dictatorships and political violence, as a legacy, has left among young people little knowledge of democracy, its exercise and factors that affect it, along with a respective low valuation. Thus, in 2001 students of two Latin American countries included in the study of citizenship and education had the lowest scores among the 28 countries included in the research (CIVED 2001). Later, in 2009, the situation did not seem to improve: according to ICCS-2009, the average of the region mean standard deviation was below the average of all the countries participating in the study (Schulz, 2009). In particular, in 5 of the 6 Latin American countries participating in the study, more than half of the young people were at the lowest levels of civic knowledge. This implies that they neither know the concepts of participative democracy as a public system, nor have key knowledge of civic institutions, systems or concepts (Schulz, 2009).

Insofar as democracy is based on the exercise of individual liberty and institutional duties, the focus of education for democracy and institutional duties, the focus on education for democracy takes over the long term project of educating citizens who are aware of their relevance in generating daily experiences that support it.

The research on factors affecting civic knowledge and students' perception of key issues in the exercise of citizenship highlight the incidence of the classroom environment and the school experience of the students. Torney-Purta and Amadeo have indicated that factors such as students' perception on opening their classrooms to dialogue were linked to better results in civic knowledge tests. These findings substantiate the central



role of teachers in the civic education of young people. Encouraging awareness of being world citizens requires innovative and participative styles of teaching and learning.

Regarding the curricular approach toward education for citizenship there are choices to be made. A recent study (Bascopé, 2012), that analyzes curricular contents referred to citizenship education in the 6 participating countries in ICCS-2009, a variability is observed in curriculums that emphasize the civil dimension, as the case of Colombia, where contents related to peaceful coexistence, civil values and social inclusion are highlighted. On the other hand, the curriculums of Mexico, Paraguay or Chile, where the accent is placed on the civic dimension, for example, forms of representation, democratic participation, voting and accountability.

Finally, it is crucial to address the organization, school and teaching climate, so there is consistency between what is taught and what is lived within them. The promotion of civic education in this regard, should also include wider dissemination and consolidation of forms of student organization and participation, especially in secondary school establishments. Historically, in several countries of the region, student organizations have played an important role in promoting educational and social changes. Furthermore, the recent student movements that have taken place in several countries in the region demonstrate the huge civic potential of these processes. The school system should be able to not only “process demands” of the students as a pressure group, but also use these as opportunities for strengthening citizenship education in its most comprehensive sense.

In Latin America and the Caribbean, citizenship education should also address the multicultural dimension of our societies. The democratization processes in recent decades, in the region have coincided with what has been called indigenous emergence (Bengoa 2000), where collective mobilizations have resulted in indigenous people, communities and organizations increasingly gaining political representation and participation in local and regional governments. These socio-political transformations have been molded by phenomena such as urbanization of indigenous realities, country-city and transnational migration processes, visibility of particularities of people of African



descent and consideration of indigenous knowledge and ways of knowing, resulting in demands that affect society as a whole: Plurinationality, linguistic rights, sovereignty and self-determination, multiculturalism (López 2012).

Some schools in the region have been echoing these processes of recognition of collective rights through experiences of multicultural education, or the development of intercultural skills in all students, but this is a matter that should be addressed systematically at the level of national educational systems. The issue is completely different from installing intercultural bilingual education programs focused on primary education that have conducted many countries in the continent, that must be picked up in secondary education and as a field of civic education. It is an issue that challenges the heart of citizenship itself, because it puts the liberal premise of equality (individual) at stake before the law, adopted since the beginning of the Republic, and questions the celebration of national identity and national symbols around which until recently much of civic education in schools is structured. In turn, these dynamics reflect contemporary governance processes such as decentralization, development with identity and differentiated participation. It also requires a new repertoire of civic education content (Peña 2004).

### ***Education and cities***

Despite being given the urban stamp, the relation between education and city has been often omitted. The city generates effects upon education, simultaneously “education can influence the configuration of the city and the way of living in it”. Thus, the cities can be organized to educate better” (Trilla 2005: 79-80). Although some authors have sustained the idea that cities are a negative environment for education (Rousseau), the opposite may also be true, and there are some authors since the Greek scholars whom advocate the link between the polis and paideia “value the city as a privileged environment for education” (Trilla, 2005).

The perspective of privileged citywide education becomes particularly relevant in “toward a learning city” of E. Faure, Unesco 1972. Later on, during the International Congress of



Educator Cities (Barcelona 1990) this idea was developed, distinguishing three dimensions:

a) The city as a vessel for education. Learning in the city.

Here the urban environment is considered as a context for educational events. Namely:

a) a stable teaching structure, educational institutions are part of a school net – preschool, primary, secondary, university- and non-formal educational institutions – education in the free time, adults education, elderly education, special needs education; b) groups of equipment, resources and institutions that are not specifically educational, which generate education intentionally despite this is not their primary function: community centers, museums, zoos, libraries, cultural associations, neighbors associations, etc. c) educational events planned but brief or occasional: fairs, conferences, campaigns, events, celebrations, intervention programs; d) “a diffuse but continuous and permanent mass of spaces, encounters and educational experiences that are not planned from a teaching perspective. It is the informal education through daily life and also the extraordinary events that happen in the urban context”.

b) The city as an agent of education. Learning in the city.

Here the urban environment is approximated as an informal education agent, a “mosaic culture” integrated by disperse contents of random aspects” (90). It is the implicit curriculum of the city, constituted by the “models of behavior present in the city and the social relations that are shaped by it”, that are often ambivalent. To identify the curriculum contents, values and counter-values are researched that impregnate the urban weave and the attitudes that generates in the citizens. To transform it into a desirable curriculum, increasing the civility of the citizens and that contribute to the “formation of a citizenship that is democratic, pacific, tolerant, egalitarian, just and solidary” some “urban and materials actions on the environment” must be assumed.

c) The city as an educational content. Learning in the city.

Here the city promotes utilitarian learning: “to move around, use the public transport, find the suppliers, use the urban resources to fulfill our leisure time”. It proposes to refine



those learnings, to understand and decode it beyond the partiality determined by the social situation, residence, generational group, office, the family role and the leisure habits of each person. Moreover, the promotion of the experience of children within the city is promoted. Contrastingly there is a contradiction between children with less resources, who experience it more directly, and the high income children that have resources to elaborate their own experience, but are the ones who experience it less. It is stated that “learning in the city also means to learn that the city is not a static object but a dynamic system that evolves”. Reading it critically it would be possible to learn how to participate in its construction.

Thus, there would be two models of school regarding their relation with the city. One would be the closed down school that looks to “build a full educational environment”, “an environment in which all the educational influences could be easily controlled”. On the other hand, it would be the permeable school that builds bridges and links with the environment. The bet is for the school that is “selectively permeable”, able to “get a position in front of some counter-values of the social environment” (Trilla 2005: 104).

These ideas have been recently consolidated in the Beijing Declaration about the creation of “Learning Cities” carried out in the International Conferences of Learning Cities (Beijing 2013). This is based directly on the relevance of developing cities. In a changing world, where “most of the world population is currently living in cities and urban areas” and consequently, “the cities and the urban regions take a role that is increasingly important in the national and global development” it is desired to “empower the citizens, that is, all the residents of the cities and the communities” with the aim of “giving them access and to promote the use of the range of learning opportunities throughout their lives”. The learning cities “move human resources of another kind to promote and inclusive learning from the elementary to the post-secondary education; and they revitalize learning within families and communities (...) A learning city will facilitate individual empowerment, build social cohesion, promote citizen participation, promote cultural and economic prosperity and will establish the basis of the sustainable development”.





However given the Latin-American reality, it is important to be aware of certain objections concerning inequalities and exclusions within these countries. There is often dissociation between the universal aims proposed by social policies (education, health, housing) and the territories in which they are applied, especially regarding the cities. The problem is that the cities have never been homogeneous territories, they are composed by different elements: central areas, poor suburbs, rich areas, industrial and services zones, vulnerable areas, etc. These internal divisions have been intensified the last years with the neoliberal viewpoint of the city as a market, in which the urban space is beneficial as it is, and internal differences have increased.

The fact that the cities are not homogeneous territories is an important point to take into account, as the world population converges statistically towards city dwelling. The cities in Latin-America concentrate the bigger part of the regional population. With some differences, the cities are clearly social and economically segmented, with a growing trend to increase the difference between the advantaged and disadvantaged populous. The spatial segregation in the cities - the social and economic homogenization of large areas of the city - is related to the type of services and urban equipment of these areas. The segregation processes affect unequally the different social sectors. It is not the same to live in an area that provides quality services, among them, school services, than to live in an area where quality services are scarce or the offer is of bad quality (Itzcovich).

In the case of education, the spatial segregation of the cities has two sides. There are segregation of schools, whereby the quality of the schools vary depending on the area and on the type of school (public or private). There is also segregation of the students through the selection that private schools carried out taking into account different criteria (economic, religious, among others) Additionally there is the parental influence, by parents associating some schools with the future status of their children (CEPAL). The old public school, image of the mosaic republican democratic in which children of different socioeconomic status attended to, has been devastated by the neoliberal cities (Bertran 2006: 11-12).



In this context, the social segregation of the schools reinforces the pattern of inequality. There is a tendency to exclude the more disadvantaged sectors from the conditions that promote better educational quality; specifically, the need for more qualified teachers, favorable school climate, and access to challenging educational material. Additionally, as the evidence shows that the classmates are also an important factor of educational quality, thus, the social, cultural and economic capital of the families, available in the school, is multiplied for the more privileged in the same amount that it is reduced for the (OREALC/UNESCO, 2010; CEPAL 2007; Valenzuela, Bellei, De Los Ríos, 2010).

Concluding, in the segregated cities, the generic ideas, like the “learning cities” that are based in the training of individuals to take advantage of the opportunities offered by the city, they do not represent the inequalities that actually occur within the cities. “All the cities are educators but, if left as they are, the benefit is not universal to all citizens (...) consequently, the educational, social and cultural policies should be stated in terms of redistribution and compensation” (Trillas, 2005:87). In segregated and fragmented cities the universal policies are not useful to solve problems of social inequalities neither to create more social cohesion, there is required a positive affirmation”.

### ***Education and social relationships in the school***

Improving school climate is an end in itself. The school should be a place where children build academic and social-emotional learning and learn to live democratically, becoming the protagonists of more just and participative societies (UNESCO, 2013).

Additionally, the Second Regional Comparative and Education Study, SERCE (its acronym in Spanish) (UNESCO, 2008) showed that school climate is the most important variable to explain the academic performance of primary school students in Latin America and the Caribbean. As a counterpart, there is evidence that school violence adversely affects educational performance: in establishments where school violence is more frequent, social capital deteriorates and skills to resolve conflicts peacefully are hindered (Treviño et al, 2012; Cook et al., 2010). These findings have been reaffirmed for the countries of the region by the OECD PISA study.



Recent decades have seen the emergence of great concern for the level of violence in schools. In many countries, such as Chile, Peru, Mexico and El Salvador, it has led to diagnose levels of school violence. An exceptional case is that of Colombia, a country that in the last decade developed standards for civic education through the modality of citizenship skills, including anger management, empathy, perspective taking, generating creative options, consideration of consequences, critical thinking, active listening and assertiveness. These aspects are relevant to “shield the school” from school assaults and other forms of school violence, while allowing “formation” as a citizens (Chaux, 2012). Citizenship competencies are, in turn, evaluated every two years through census by the Institute for Educational Evaluation, in primary, secondary and tertiary education.

In some countries, the concern for issues of violence and school life have led to increased activism through public policy, by means of the form of legislation and public programs. The notion of school climate is quite challenging for educational policy, as it relates to processes and relationships between various segments, which are difficult to change due to the policies or to regulate through traditional rules of school climate. In the Region, as well as in other latitudes, at least two approaches to educational policy in relation to preventing violence and promotion of school climate seem to exist together.

A first approach understands school violence prevention as part of the prevention of other (future) forms of violence and crime. Under this approach, preventing violence is associated with “stopping it” before it escalates. The methods are usually punitive and of surveillance. Sometimes public policy enable or foster a less punitive approach, but are the school communities and / or societies themselves who apply them judicially or under criminal logic. Neubauer and Tigo de Silveira (2009) have noted that in Latin America the participation of school boards on issues of school climate is low and tends to be oriented towards developing regulations, which, more than encourage better school climate or a shared identity within the school focus on penalties for transgressors.

Another approach seeks to resolve the conflict with actions that make visible and enable inclusion of the difference (Araos and Correa, 2004). -This approach aims to develop, in students, skills of individual self-regulation (Wilson, Gottfredson and Najaka, 2001), and



in the school actors, capabilities to protect students and to manage educational change (Astor and Benbenishty, 2006; Hawkings, Catalano, Arthur, Egan, Brown, Abbott and Murray, 2008). It is an approach with a formative-promotional logic, which seeks to empower schools and surrounding communities with information and mechanisms that may be involved in solving issues of school violence.

An example of a program designed under this approach is to Classrooms in Peace, created in the mid-2000s in Colombia by the research group Enrique Chaux (Chaux, 2012). The program was based on the Montreal Prevention Program (Tremblay et al., 1995) and focuses on the set of civic skills defined by the Ministry of Education and grouped under the dimension of “coexistence and peace.” Using a multi-component model, which includes a 40 session classroom curriculum implemented by the teachers themselves, workshops with heterogeneous groups, family visits and teacher education, it seeks to develop empathy, assertiveness and critical thinking in children in second and fourth grade; and anger management, perspective taking, generating options, considering consequences and active listening in children of third and fifth grade (Chaux, 2012). The impact assessment of the program showed positive results: decreased aggression and legitimizing aggression beliefs and increased pro-social behavior (Chaux et al., 2009).

In short, recent policies aimed at improving school climate tend to emphasize the reduction of violence or bullying with punitive approaches and control, relegating positive proposals to promote school climate. Thus, some of the Post- 2015 priorities for Latin America in this sense could be:

*Include New Perspectives for School climate*

One of these perspectives is certainly citizenship education. All countries in the region need to strengthen democratic processes and form critical citizens who are able to communicate and live together in an increasingly changing world. Another one is the perspective of social justice, whose dream is to generate concrete bridges for the school, and education can be a place to generate greater social inclusion through the visibility and active discussion of the diverse forms of social injustice. A third approach is



that of social welfare in the school. Born into the tradition of subjective well-being (general assessment that people make about their lives and the circumstances in which they live), it aims to understand well-being and ill-being within a school community, looking at the relationships among its members, both within each group (students, grades, teachers, managers, agents, etc.) and between them, and with the local community.

#### *Networking Between Countries of the Region: Latin American Network of School climate*

The formation of systematic networks among countries of the region, in terms of school climate that enable conversations between relevant international organizations, institutions that produce research and those who design and implement public policies on school climate, and also to produce their own policies and practices that can serve as an example to other countries within and outside the region.

#### *The Key Discussion: School climate Policies, Standards and Assessments*

In general, educational reforms have not the design of policy aimed towards school climate or classroom climate (Cohen et al., 2009). Legislative reforms in the region contain a criminal logic that does not favor an appropriate school climate within an establishment; it relieves the school its potential preventive action; focuses the attention on the involvement of third parties (police, judges, psychologists) and not the school; and gives priority to legalistic actions that tend towards exclusion, over those of promotion and prevention that tend towards inclusion (López, 2011; Carrasco, Lopez & Estay, 2012).

#### *Manage School climate to Manage Inclusion and Diversity*

In societies where political violence and authoritarian regimes are part of the recent history, authoritarianism is a socially legitimized relationship. This makes it also probable for it to be the same at a micro-political relationship level within the school (Bardisa, 2001). Thus, management and democratic leadership are often not “spontaneous” expressions of respect in many school communities; on the contrary, they are forms of



relationship that are often difficult to implement and therefore they should be intended (Mena et al., 2011). Managing school climate means managing differences, diversity.

#### *Generate Systems of Support (not punishment) for Schools*

A key element is how the countries of the region outline support policies that help teachers to reduce school violence, improve school climate and citizenship education. Schools have the obligation to improve school climate, without having enough information about how they are doing and what can be improved. The autonomy of management teams should be encouraged to plan, implement and evaluate plans to improve school climate, involving participatory assessment of the educational community and the collaborative and democratic decision-making in improving the relevant elements.

#### *Promote the Design of Prevention and Promotion Interventions*

Following the recommendations of the World Health Organization, endorsed by the Pan American Health Organization, one Post-2015 challenge is to promote programs and action strategies in the area of school climate in the region, taking into account the tripartite model of promotion/primary prevention, secondary prevention and tertiary prevention. This means that all students should receive affirmative and educational activities in the classroom and outside it; some students (no more than 20%) identified at risk through reliable instruments or procedures may receive differential and group care as a secondary prevention strategy; and that individual, intensive and systematic attention is implemented only with those students (5-10%) that require more support.

#### *Bringing School climate Back to Teaching and the Classroom*

It is crucial to address the organization, school and teaching climate, so there is consistency between what is taught and what is lived within them. This links the challenges of citizenship education with school climate discussed before. The development of school climates or citizenship education is not only the concern or task of psychosocial support or professional teams at school. It is primarily the task and work classroom teachers and principals.



### ***Information and communication technologies for learning.***

Information and Communication Technologies (ICT) have shown an explosive development recently, to the point where they have shaped what is called “Knowledge Society” or “Information Society”. Practically there is no aspect of human life that has not been impacted by this development. The overall presence of the ICT also constitutes an opportunity and a challenge for education.

Latin-America and the Caribbean have shown great dynamism in the last year, presenting accelerated rates of incorporation to technology and connectivity (BID< 2012). A great deal of the initial efforts of the countries has been concentrated in providing the basic skills to their school population. In any case, this step that is necessary and fundamental has not been sufficient. The introduction of ICT in the classrooms put evidence of the need of a new roles definition, especially for students and teachers.

There have been important efforts in the Region to include ICT in the educational systems. It is possible to recognize the four “waves of initiatives” that with different emphasis and aims, have headed these efforts.

The first wave was at the end of the 80’s under the premise of getting students to learn basic knowledge of technology and programming, having in mind the need to have workers and professionals prepared for a world in which technologies emerged with a growing presence in the work space. Examples of this type are “REUNA” in Chile and the “Educational Informatic Plan” of the Omar Dengo Foundation in Costa Rica.

A second effort was displayed in the 90’s, oriented to democratize the access to technology, considering digital literacy as an unavoidable aim within teacher training and student learning processes. These programs were characterized by the installation of “Informatic Labs” in the schools, together with courses for the mastery of word processing, spreadsheets, presentations, and since mid-90’s, to manage emails and web navigation. Important projects in this line are the program “Enlaces” in Chile,



“School Web” in Mexico, “ProInfo” in Brasil and the “Educational Connectivity Program” in Uruguay.

The third wave was centered in the digital educational content. The generalized evaluation was that only the generic software knowledge and basic skills were not sufficient to produce the expected educational impact. A digital content specially designed to support the curricular implementation was required, through applications and resources in Spanish that were adequately classified and disposed for the schools to use them. National educational websites were born: “Educ.ar” in Argentina, “Educarchile” in Chile, “Huascarán” in Perú, “Colombia Aprende” in Colombia, all united and expanded in 2004 with the creation of the Latinamerican web of Educational portals (RELPE). Another representative project of this moment was “Enciclomedia” in México, a huge project that installed servers with educational content, interactive boards and computers in more than 60.000 classrooms.

Finally, since 2007 an additional movement for the incorporation of technologies in education took place: a digital tool for each student. The idea was to counter the lack of impact of the previous investments in technology in the educational results. The limitations were related on the one hand, with the lack of sufficient resources, because informatic labs were not available, also students had just a few minutes per week to access the equipment. On the other hand, it was recognized that previous initiatives failed to modify the educational practices, thus, teachers and schools were still doing more or less the same as before the investments.

The pioneer effort of Uruguay with the “Ceibal Plan” was followed by “One computer per child” by te Foundation Paraguay Educa, “One laptop per child” in Perú, “One computer per student (UCA)” in Brasil, “Canaima Project” in Venezuela”, “Digital skills for everyone” in Mexico, “Mobile Computer Labs” in Chile, “Educatrachos” in Honduras, “Conectar Igualdad” in Argentina, just to mention the more massive ones.

The public policies associated to ICTs have helped to reduce vast inequalities in the access to technologies in the house. In 2009 in the region in question, an assessment was made of computer access in schools for youngsters of 15 years old, the result was





a similar average as the one of the OCDE (Espejo, Trucco et al, 2011). Again it is an uneven program: while Cuba or Chile have more than 90% of schools equipped with ICTs for young people of 15 years old, Peru has ICTs available only in the 19% of their schools (Espejo, Trucco, et al, 2011).

All these efforts have implied big economic efforts, thus, the need to count with solid evidence regarding the impact of ICTs had increased. Hitherto we have shown interesting results in the development of some cognitive and non-cognitive skills. There are also some indicators of a big impact in science compared to other courses (Claro, 2010).

With the aim that the even limited access can become an efficient tool to improve teaching, the available ICTs need to be used adequately. However, it is important to take into account that the role of technologies is just a complement. For example, studies in Latinamerica regarding the initiatives “Uno a Uno” “Uno a Uno” (Santiago et al, 2010; Cristia et al. 2011, Severin y Capota, 2011) demonstrated that the challenge was not only about availability of equipment and connectivity. In this, teachers are fundamental. Thus, the use of ICTs has to be addressed as a specific problem. The main use that students of the region give to ICTs is recreational: play, listening to music, and electronic (Sunkel et al, 2011). However, in the last years there has been an increasing use of ICTs oriented to school homework, related to the growing availability in the schools (Espejo et al, 2011).

It is important to move forward ICTs regarding their uses and impact in learning. Having basic digital literacy is required nowadays not only to achieve better learning in other courses but also to apply such tools in the working world and also to exercise citizenship in the context of the strong presence of technologies.

Thus, looking to the future, the public policies in education and ICTs should be based in contextual and integrated approaches:

- To consider the access to technology and Internet as a right of all students. The State should assume the duty to provide access to where schools cannot get it by themselves.



- To secure that teachers and families will access the training necessary to the use of digital technologies, to guide the students' access adequately.
- To develop socially responsible initiatives, considering the training and mechanisms that guarantee the right of privacy and intimacy of all, especially the young children, the respect of the author rights, the consideration and promotion of local culture, the recycling of equipment, among others.
- To recognize and promote good educational practices with the use of technology and favor the access to quality educational resources to all schools and students.
- To favor the collaboration between pairs and the development of nets and learning communities that contribute to the development of the respect of diversity and the construction of a peace culture.
- To make the most of the technologies to strength quality education for all, permanent education and the development of diverse talents, associated by the demands of the XXI century society.
- To improve the management of the own educational systems, with the support of the ICTs, to improve the efficiency, opportunity and capacities, with the aim of integrate increasingly the educational communities in the decisions that are related to them.

Also, new educational practices need to be promoted that put learning in the centre and that align the educational experiences with the interests, characteristics and conditions for each student, and also with the demands of the knowledge society:

- To promote the development of new learning experiences, centered in the students through differentiated and personalized teaching processes, starting from pedagogical decisions based on evidence.
- To strengthen the collaboration in the classroom, in the educational centers and between teachers and students in the entire region, promoting the development



of learning communities and offering educational actions that widen the time and space for learning beyond the school.

- To value the students' knowledge about ICTs as an opportunity to generate in the school spaces of mutual learning.
- To promote culture of peace and respect of the cultural diversity in the frame of ICT use.
- To promote the inclusion of the use of ICT with teaching objectives in the curriculum of teachers' initial training.
- To strengthen teacher training to promote systems of personalized formation, that is also continuous, collaborative and within a network, integrating the generational approach and also a gender perspective in the analysis of the ICT, furthermore to develop training that is adjusted to their needs.
- To support the creation of interchanging networks to strength the articulation of teaching and curricular models in the region.

### ***Education for Sustainable Development and Climate Change***

Sustainable development “meets the needs of the present generation without compromising the ability of future generations to meet their own needs.” This definition came to conceptualize a reflection that UNESCO had been driving since 1968, when it organized the first intergovernmental conference on environment and development (UNESCO, 2005). Over time, dimensions have been added to the concept of sustainable development. Today it is stated that it covers the areas of society, the environment, culture and economy. Intergenerational equity, but also equity within generations, are conditions for sustainable development, therefore today it is understood that sustainability is not only preserve the environment, but also to generate respectful relationships with others and with our environment in everyday life. To be informed and act on climate change are also requirements for sustainable development.



Two aspects of these definitions require attention. On one hand, the fact that they attribute a key role to the incidence of human activity on the environment in the immediate, medium and long terms. In second place, there is the fact that these concepts are expressed in terms of territory. The former gives education a central role. The latter raises the need to understand how the notions of sustainable development and climate changes should be understood in the context of Latin America and the Caribbean.

Many of the economies of the region are based on exploiting natural resources, which compromises their future development possibilities and has immediate impact on the surrounding environment. In the case of Latin America, environmental degradation hits indigenous communities and people who live close relationship of interdependence relation to their environments even harder. The same goes for climate change. The Intergovernmental Panel of Experts noted that this will be manifested in several ways, impacting developing countries more strongly. The areas in the region that would be most affected include the Pacific, the Caribbean, Gulf of Mexico, and Latin America (especially the Andes and the Amazon).

Imperatives, such as intergenerational equity, the equity within generations, or fighting poverty, impose a tight agenda of action on initiatives towards sustainable development in which education takes on a central role. In this region, Education for Sustainable Development (ESD) is based on a shared vision that education must counteract the processes of acute environmental damage and destruction, as well as build just societies.

In Latin America and the Caribbean, there is no unique term to refer to EDS. Salgado (2009) notes that only Mexico has adopted a definition (environmental education for sustainability) and Brazil speaks of “environmental education for development of sustainable societies.” In most of the countries of the region, the term environmental education is used, “but have gradually adopted environmental education for sustainable development, using the word *sustentable* (Chile, Ecuador, Nicaragua and Uruguay) or *sostenible* (Costa Rica, Jamaica and Peru) “(Salgado 2009) for “sustainable” in Spanish.



The adoption of this terminology derives from the imprint of the environmental education movement in the region, developed under the wing of the International Environmental Education Programme (IEEP) carried out in Latin America between 1975 and 1995 (Salgado 2009). Bedoy (2000) has pointed out that in the region; IEEP introduced the notion of environmental education, stressing the importance of adopting an interdisciplinary approach to address it. Born under the Iberoamerican Congress on Environmental Education, which began in Mexico in 1992, a teaching community was constituted and has called on several actors of civil society around this focus. Through various initiatives, such as the Declaration of Thessaloniki, where he first reference to EDS (Salgado 2009) is made in 1997, but most notably with the actions associated with DEDS (González-Gaudiano, 2004, 2006), the tradition environmental education has been converging with the ESD proposal (Orellana and Fauteux 2011), even allowing to “revalue the contributions of environmental education in the region and that environmental education is included as one of the means to make sustainable development possible “(Macedo and Salgado, 2007 p.35 and 36). For now, “environmental education for sustainable development” seems to be the term for bringing together the regional tradition and global agenda.

Thus, from the scenario made possible by the international agenda, there have been many milestones in the implementation of ESD in the region (UNESCO, 2007). These include the “Iberoamerican Congress on Sustainable Development” (Rio de Janeiro, Brazil, 2005), where it was launched at the regional and sub-regional level of DESD. This was followed by the meeting “Education for Sustainable Development: New Strategies for the Future “(Kingston, Jamaica, 2005); and “Latin American Meeting: Building Education for Sustainable Development in Latin America “(San José, Costa Rica, 2006), where the draft of the Regional Strategy was developed” Building Education for Sustainable Development in Latin America and the Caribbean “(UNESCO, 2007 pp.41 and 42). The strategy sought to develop and agree upon a strategic document of commitment and action guidelines for establishing goals and priorities of the region to achieve the objectives of the DESD in the coming years. There was also the “Commitment to Education for Sustainability”, launched by the OEI. The “Latin American



and Caribbean Program Environmental Education” (PLACEA for its name in Spanish) is also noteworthy. According to Salgado (2009); “PLACEA has been widespread in the UNEP Global Ministerial Environment Forum and the Ibero-American Congress on Environmental Education.” There are also initiatives of regional There are also subregional initiatives, including the Andean-Amazonian Communication Plan and Environmental Education appears - PANACEA, which includes Bolivia, Brazil, Chile, Colombia, Ecuador, Peru and Venezuela. This has been defined as “a joint initiative of the Andean-Amazon countries, the issue of environmental education for sustainable development in the context of PLACEA”.

However, a comprehensive review of policies, strategies and regional, subregional and national plans on education for sustainable development and environmental education in Latin America and the Caribbean concluded that few countries in the region have policy instruments designed explicitly referred to the EDS (Salgado, 2009). The countries that did, include Mexico, which has a “Strategy for Environmental Education for Sustainability” (2006) is counted; and Chile, which has developed a “National Policy on Education for Sustainable Development” (2008). Meanwhile, Salvador, Ecuador and Peru had developed policies and plans, but did not operate an institutionalized manner. Most Latin American countries did have policies or strategies of environmental education at the national level, but the Caribbean did not. Interestingly at the regional level, both the design of these policies and their implementation have been based in the ministries of environment or their equivalents, and not in the ministries or departments of education.

Certainly, there have been specific cases in the field of education in the region. Tilbury (2011) brings together thirteen case studies ESD programs implemented worldwide, two of which are “ESD for Peace: a Program for Community Development” San José (Costa Rica) and “Literature and Education for Sustainable Development : a graduate course “, University of the West Indies (Jamaica). The ESD for Peace program addressed an urban community in the city of San Jose that had high rates of violence. Regarding the case of Jamaica, this consisted of an elective course offered to graduates of the Faculty



of Education at the University of the West Indies. Analysis and constant reflection on the concept of sustainability is highlighted; in order to understand the interrelationship between the physical, social and economic, and critical learning from the ecological point of view or a perspective based on ESD.

However, the mechanisms for monitoring and evaluation of ESD are still budding and performance indicators have not been agreed upon. Accumulating evidence on policies, strategies, programs, projects, and teaching strategies for ESD, and its impact remains a challenge.

As part of the post 2015 agenda in terms of educational policy to implement ESD, existing education programs should be redirected to achieve sustainability. It is essential to rethink and revise education from early childhood education through college, to include knowledge, skills, perspectives and values related to sustainability. Today's students need to be able to solve tomorrow's problems. Unfortunately, these solutions are not frequently included in existing textbooks or practices. Therefore, students also must develop their creativity and their problem solving capacities to create a more sustainable future. Similarly, understanding and public awareness of sustainability needs to improve. Reaching the goals of Sustainable Development requires informed citizenship on sustainability and the necessary actions to reach it. To create such citizenship, great efforts are made in community education and communication media committed to lifelong learning in the heart of an informed and active population.

In short, Education for Sustainable Development:

- It is based on underlying principals and values for Sustainable Development;
- It is concerned about well-being within the four dimensions of sustainability: the environment, society, culture and economy;
- It uses a variety of teaching techniques that promote participative learning and high order thinking;
- It promotes lifelong learning;



- It is relevant locally and culturally appropriate;
- It is based on local needs, perceptions and conditions but it recognizes that satisfying local needs often has international impact and consequences;
- It concerns formal, non formal and informal education;
- It approaches content considering the context, international affairs and local priorities;
- It develops civil decision making capacities as a community, social tolerance, environmental resources management, an adaptable workforce and a good quality of life;
- It is interdisciplinary. No one discipline may take ownership of ESD for itself; all disciplines may contribute to ESD (UNESCO, 2005).

Ultimately, the ESD is not only content, but it seeks to take charge of implementing teaching and learning processes which contribute to sustainable development. It covers levels ranging from the integration of an educational component in national strategies for sustainable development to work strategies in the classroom.

Implementing ESD requires, among other things, educational programs for sustainable development for everyone; education quality assurance adapted to different cultural contexts and learning needs; ensuring the quality of education, especially one that is offered to girls and adults; improving science and technology education at all levels; ensuring the participation of people and communities in decisions that affect them (UNESCO, 2005).

In pedagogical terms, these requirements impose challenges such as making curricular adjustments; redirecting and improving teacher training in sustainable development technologies and knowledge through means available locally; developing study materials; calling for teachers and students to develop materials and curricula in the area; and generating active learning processes.





### ***Bilingual Intercultural Education***

During the last decades Interculturality in education has acquired increasing international relevance within the frame of rights associated to children and youngsters. To integrate these orientations in education in the region has not been easy. Interculturality implies to assume cultural, political, and organizational diversity, and also of specific beliefs of groups that have emerged which influence the individual and collective identifying processes. The construction of interculturality in Latin-America and the Caribbean is not free of conflicts and tensions that emerge from diversity, specifically because of the generalized inequity situations that affect indigenous populations.

Bilingual intercultural education (BIE) is an educational model that has tried to address the formation of indigenous or migrant children, which sustain the cultural, ethnical and linguistic diversity, with the aim of promoting the individual identity, together with contributing to the constitution of national identities in which citizens of varied origins coexist. In Latin-America, historically, there have been proposals tending to assimilate, because the diversity was seen as a difficulty for the independency process, which had an homogenizing tone (López y Sichra, 2008). These approaches determined that the speakers abandoned their languages and adopted Spanish as a daily way of communication.

The advances and positioning of the BIE in countries like Mexico, Guatemala, Paraguay, Peru, Ecuador, Argentina, Colombia, Venezuela, among others, have allowed the launching of laws about linguistic policies, integration of cultural contents to the study programs, promote methodologies to teach languages, creation adequate texts and teaching materials, teacher training and creation of undergraduate and postgraduate degrees in BIE. Programs and curricular updates have been expanded with indigenous contents and legacies, this complements the conceptual and cultural aspects promoted by the school.

In this sense, intercultural education is understood not only as a compensatory practices that allow indigenous population to achieve learning aims related to their cultural, social and linguistic contexts, but it states the need to form generations with dialogue skills,



knowledge and value of others different to them, to their own benefit and to the benefit of the rest, achieving a reflection about culture and identity, as dynamic phenomena, from an approach situated in the new knowledge.

Some examples of advances in BIE in the region are:

- Incidence of the indigenous and farmer movement in the decisions taken in education in the frame of the educational reforms. Since the 70s towards today in Peruvian Amazonia, Bolivia, Brasil, Colombia, Ecuador, Nicaragua where the indigenous have lead their own education or territorially situated movements.
- The project of Community education and the BIE, in the frame of Projects and Life Plans and Indigenous Educational System. This experience started in Colombia since 1971 with the creation of the Regional Indigenous Council of the Cauca, originating the educational movement promoted by the 102 indigenous populations of the country.
- The experiences of education from the “own”, with the associated territorial and educational autonomy, has been extensive in the 90s in indigenous context in Guatemala, Nicaragua and Mexico, with the support of NGOs and researchers of University Research Centers.
- Since the 90s they have started promoting and strengthening the figure of the teaching couple and the cultural indigenous counselors, promoting the conjoint work of teachers and representatives of indigenous populations elected by the community. These projects have generally been promoted and financed by the Ministeries of Education (Argentina, Chile, Colombia).
- The teacher training for the BIE and the postgraduate and specialization programs (Argentina, Bolivia, Brasil, Chile, Colombia, Ecuador, Guatemala, Nicaragua, Mexico, Peru, Venezuela).
- BIE extended to secondary education in the last decade (Peru, Argentina, Colombia, Mexico, Bolivia).
- Interculturality for everyone, which is a proposal that has started in the last years in almost all the countries of the region; promoting the national curriculums



acquisition of cultural and linguistic contents of the indigenous populations, to make them extensive to all the students, indigenous and non-indigenous.

Depending on the linguistic vitality of the contexts in which is implemented, the BIE consider the promotion and teaching of indigenous language, and also the transmission of curricular contents in the original language. One of the more representative cases related to the use of indigenous language as an instructional language is in Paraguay because the Guarani has the status of national and official language, and also there are a high number of speakers, making it an important identity feature of the country.

However, the complexity of its implementation is due to, among other things, to the linguistic and cultural diversity in Latin-America and the Caribbean. Regarding this, the Sociolinguistic atlas created by Unicef (Sichra et.al. 2009), characterizes the region in geo-cultural zones, with an approximate presence of 29.500.000 indigenous people, with a 6,1% of regional representation, with percentages that vary within the 23 countries involved, and with approximately 665 languages in diverse degrees of use and vitality, vulnerability, risk, and displacing.

This multilingual reality gets more complex in the schools of the Amazonia and Orinoquia that have students speaking three native languages. In the region of Vaupes in Colombia, the children can start school speaking 5 or 6 languages, but this richness is not used in the school because of having monolingual teachers, the lack of school books or educational material that is multilingual and because Spanish is still the language that reigns in teaching and school settings (López & Sichra op. cit.).

In the zones of high indigenous population that does not have teachers that speak the native language, like Argentina, some areas in Ecuador, Chile and Colombia; it has been considered the participation of indigenous cultural counselors or traditional authorities, who teach the language through cultural contents. The main difficulties of these experiences are the lack of knowledge of teaching strategies in language, resistance, lack of value of cultures to some teachers and scarce teaching material for languages spoken by few speakers in a country.



In Mexico, from the educational systems, the study programs for indigenous language and culture has been promoted, also creating teaching materials for teachers and students, all this in 9 languages with the bigger representation. In the case of Chile, a course of indigenous language has been created, that could be implemented in the schools voluntarily and compulsory in the case of the schools having more than 20% or more indigenous children. In Peru, from the Education Ministry, 21 languages have been made official and revitalization processes have been promoted in schools and communities, to make the languages functional and that these processes make possible the systematization of knowledge, world vision, and oral tradition, revitalizing the languages from the school, the family, the community and the public spaces (Carbajal 2014).

In summary, some of the main challenges of the BIE in the region are:

- From an equity perspective, to put BIE within the right associated to the indigenous demands: territory, natural resources, political participation, identity and language recuperation.
- To know and consider a proposal of own education, endogenous, autonomous which allow cultural and territorial self-sustainment.
- “Interculturalization” of the superior education and the accompanying and management of indigenous universities, on the base of systematization of ancestral knowledge and professional formation.
- Continuing education, in the frame of the new curricular reform demands, regarding language and interculturality.
- Restructuration of norms, policies and systematization processes of cultural knowledge that influence the national education, to advance in the interculturality for all.

A critical point for these policies is observed in the process of coverage and implementation of BIE: Interculturality for all? To advance in interculturality for all as an identity policy in all the countries, it is suggested to advance in a systematization of the indigenous knowledge and practices that allow an unbiased approach towards the



indigenous population, as the learning objectives and contents of the national curriculum could be complemented by adding the knowledge regarding numerical systems, calendars, space-time conceptions, communicative approaches for learning languages, among other factors.

Regarding the national curriculum, school texts, and teaching materials; and considering the populations with linguistic vitality, it is important to increase the offer, because many times a language that is spoken for more people get standardized in spite of other small linguistic groups, for the ones there is no budget to create adequate learning materials. This challenge has to take into account the high indices of indigenous migration to the cities and the need that the speech and iconography of the studying texts and classroom materials, considers the diversity of urban areas, with the aim of reducing cultural and linguistic displacements, guarding the transmission to the new generations of indigenous children. In this same order, the processes of initial teacher training and the curricular arrangement of tertiary education should explicitly include the concepts of interculturality and teaching and learning strategies referred to the contexts of cultural diversity, characteristics of the nowadays societies in all the countries of the region.

### **5.3. The vision of the non-governmental organizations of the scenario EFA post-2015**

Organizations of the civil society, at a regional and global level, has been developing wide processes of reflection and consultation regarding the agenda of education for all post 2-15 and the compromises of the governments and international cooperation agencies should assume. In this sense, a frame declaration is “The human right to education in the development agenda post 2015: Joint declaration of the civil society” (2013)<sup>12</sup>, that establishes the following:

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<sup>12</sup> The organisations that currently support this declaration are: la Campaña Mundial por la Educación (CME), el Consejo Internacional de Educación de Personas Adultas (ICAE) y la Internacional de la Educación, junto con la Campaña Latinoamericana por el Derecho a la Educación (CLADE), la Asociación



- i. Every human being has the right to education.
- ii. The state guarantees the essential rights and should respect, protect and follow the human rights, including the right to education.
- iii. The right to education starts when the subject is born and last the whole life.
- iv. Education and adults' literacy in a learning frame through life are part of the right to education.
- v. A broad approach towards education quality is necessary.
- vi. Equality and no discrimination are fundamental elements of the right to education.
- vii. Teachers are fundamental for quality education.
- viii. The state should provide enough funding for public education.
- ix. There should be democratic governability in education.
- x. The human rights are integral, indivisible, and interdependent.

In the Region, the Latin-American Campaign for the Right to Education (CLADE), net of civil society organizations present in 15 countries of Latin-America and the Caribbean, has actively participated in the debates about the definition of a new international agenda that would replace the aims EPT and MDG (Millennium Development Goals). For CLADE, it is fundamental that any agenda post 2015 reaffirms, consolidates and advance within the international frames of human rights already ratified by the individual states, guaranteeing the right to education that is universal and free, non-discriminatory and oriented to social and environmental justice.

In this sense, in the frame of the discussions for a post 2015 Agenda, CLADE has stated the worry for the presence of a reductionist and economist vision of education that does not correspond to a conception of education as a fundamental right. It considers inadequate to focus in the measurable results of language and mathematics, reducing

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de Asia y el Pacífico Sur para la Educación Básica y de Adultos (ASPBAE), la Campaña Árabe de Educación para Todos (ACEA), la Red Africana de la Campaña sobre Educación para Todos (ANCEFA), el Consejo de Educación Popular de América Latina y el Caribe (CEAAL), la Asociación Europea para Educación de Adultos (EAEA), Marcha Global contra el Trabajo Infantil, ActionAid, Oxfam, DVV International, Plan International, IBIS, Open Society Foundations, Right to Education Project, VSO, Results, Save the Children, Ayuda en Acción y Red de Educación Popular Entre Mujeres (REPEM).



the essential idea of the right to education, which considers, among others, an adequate infrastructure, equal geographic distribution of schools, free and non discriminatory access, flexible schools that are able to adequately address the contexts and the educational communities in which they operates (CLADE 2013).

In this way, CLADE proposes that education should be available, accessible, acceptable and adaptable, being in itself a space of promotion of the human rights. Recognizing those four axis is the starting point to design indicators to materialize the right to education, considering structural aspects (existence of legal and political frames, adequate financing, democratic management, existence of the right amount of educational centers and with adequate infrastructure, among others); processes (teacher training, good salary and working conditions, teaching materials and processes, curricular development, evaluation of educational systems, among others); results (register, permanence, equity promotion, meaningful learning, among others) (CLADE, 2013).

Concretely, CLADE (2013) emphasizes that:

- i. Education is a fundamental human right and its purpose is to the full development of people, to the exercise of active citizenship, dignifying work, living in the diversity and with nature, freedom, overcoming every kind of discrimination, democracy consolidation and the pacific resolution of conflicts.
- ii. The State guarantees human rights, including the human right to education through life. The public educational systems should be strengthened and their value to be present in the public minds, overcoming common senses built in many occasions by the mass media.
- iii. Boys, girls, young people and adults are subjects of rights.
- iv. The right to education starts when the subject is born and continuous throughout life. It includes preschool, primary, secondary, university literacy and education of young people and adults in formal and community environments.
- v. Public education should be free and universal for everyone, intercultural, anti-patriarchal, transforming, and that promotes critical thinking.



- vi. Education should be available and accessible equal and without discrimination in all the territory, urban or rural, with adequate conditions of infrastructure. It should overcome any obstacle, geographical, economic, or of any other kind.
- vii. Education should be inclusive and non-discriminatory, recognizing and valuing the differences and diversities, promoting the overcoming of the inequalities and the construction of new equalitarian forms of relationships between people. The educational centers should exist as encounter spaces, where democracy is exercised, and human rights are respected, also with a non-violence culture, promoting learning and life experiences that are meaningful for every individual and communities.
- viii. Education should count with teaching and political curriculums and plans built collectively, with teachers well trained and with good salaries and with evaluation systems that are holistic and formative, developed in the frame of national parameters and based on the human rights and with the participation of the subjects of the educational community, respecting the particularities within each country
- ix. Public education should be financed with public resources taking the right amount that allows the full accomplishment of this right.
- x. The management of education should be democratic, counting with a wide participation of the civil society and the subjects of the educational community, from the micro level to the definition to the public policy, and the follow up, together with the accompaniment of the budget execution.

Finally the World Campaign for the Education (world initiative where from the region – besides de CLADE- participates the Council of Adults Education of Latin-America, CAEL, the Net of Popular Education of Women of Latin-America, NPEWL, and organizations that promote Education for All of 14 Latin-American countries) proposed in their document “Equal, inclusive, and free: a collective vision for the quality education beyond 2015” (2014) a goal with three key aims and eight specific purposes. Each purpose counts with a series of indicators, which advances could be followed.





The goal: to assure education and learning through life that is equal, free, inclusive and of quality by 2030.

Aim 1: In 2030 it will be accomplished the right of every child to study the full cycle of education, which will be free, continuous and of quality in the preschool, primary and secondary levels.

Purpose 1: All the children will be registered in the school in 2020 and completing the full cycle in 2030.

Purpose 2: By 2015, all the children will receive quality teaching by qualified teachers that have training in teaching, rights and gender aspects, all within a secure and accessible environment.

Purpose 3: By 2030 all the children will complete the full cycle of a quality education that is also inclusive and sensitive in gender topics, with learning achievements that would be determined through varied measures.

Aim 2: By 2030 all the youngsters and adults will be literate and have knowledge and skills to fully participate in the society and work world.

Purpose 4: All the youngsters (15-24) will be fully literate in 2025 and all the adults (15+) by 2030.

Purpose 5: In 2030 there would be a raise at least of 50% in the participation of disadvantaged groups in continuing quality education (education and technical training, vocational, and tertiary education), and it the distances in the participation rates between advantages and disadvantaged groups will be reduced.

Aim 3: By 2030 there will be governability structures for education together with adequate and sustainable funding that would be transparent and participative.

Purpose 6: The governments will calculate and assign the adequate funding to assure quality education and learning through life, that is also



equal, inclusive and free, distributing at least 20% of the national income in education, half of it (10% of the budget) should be for primary education.

Purpose 7: The donors and the international community will provide and increasing funding that is sustained and sufficient for education through the international assistance for development, assigning at least 10% of the funds of each donor to primary education, and at least 4% of the humanitarian help to education.

Purpose 8: The citizens, represented by the civil formal structures of society will be fully informed and compromised with development and monitoring of policies and programs of education in the schools at a national and local level.



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## Appendix 1

### **Summary of Country EFA Reports: attainment of goals, main policies and future challenges.<sup>13</sup>**

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<sup>13</sup> In this appendix, some indicators provided by the countries were used. These indicators come from national sources which do not necessarily coincide in their definition and calculation methods with UIS indicators or indicators from other international sources. Moreover, indicators from national sources should not be used for any comparisons with other countries.





## ARGENTINA

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>In 2001 the gross enrolment ratio (GER) at the preschool level and other programs of the Early Childhood Care and Education (ECCE), rose to 27.48% in the case of the <i>3 year old Classroom</i>, 53.9% for the <i>4 year old Classroom</i> and 98.6% for the <i>5 year old Classroom</i>. Thanks to the policies of coverage extension, the promulgation of the <i>National Education Act</i> in 2006 that prompted universal the <i>4 year old Classroom</i>, and the mandatory nature of preschool education for the 5 year old population, in 2010 the GER increased in the 3 Classrooms to 38.78%, 77.68% and 105.15% respectively. Furthermore, across sectors, the</p>



	<p><i>National Child Development Program</i> (which trains and accompanies adults who work in ECCE institutions) and the <i>Early Years National Program</i> (which is oriented to create Local Participatory Tables for the management of local projects that promote proper nurturing environments for early childhood development) were developed. Another progress is the increasing percentage of first graders who attend the initial level, which rose in 2012 to 96.61%, compared to 92.04% in 2001. Finally, according to the 2004 Teachers Census, 72.8% of teachers (of the total faculty of the initial level) and 90.4% of the schoolroom teachers were qualified to perform at this level.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>100% of primary schools in Argentina offer complete primary education. The net attendance ratio at this level rose from 98.1% in 2001 to 99.1% in 2012, while the repetition rate decreased from 6.16% to 3.73% between 2001 and 2011. Another important indicator is the increase of the promotion rate, which grew from 91.7% in 2001 to 95.2% in 2011, while the dropout rate decreased from 2.19% to 1.10%. Also, during that time the 5th year survival rate improved (went from 92.10% to 96.02%) as well as the and last year of primary school survival rate (went from 90.07% to 94.58%). On the other hand, the completion rates advanced from 86.71% to 93.34% between 2001 and 2011, while the effective transition rate from</p>



	<p>primary to secondary grew from 94.2% to 99.6% in the same period. Finally, we must mention the implementation of the <i>Project to Improve the Quality of Education of Aboriginal Peoples - Priority Schools</i> (2000-2001), the <b>Comprehensive Program for Educational Equity</b> (2002-2003), the <i>National Program of Intercultural Bilingual Education</i> (2004 to date) and the <i>Digital Primary Project</i>, which involves the deployment and equipment of a mobile digital classroom, providing equipment rotation between the different grades of schools (State level), both in rural and urban areas.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Given the existing educational gaps in the population over 15 years old, the emphasis has been placed on strategies that strengthen the continuing education for youth and adults. Thus, in addition to the <i>National Literacy Programme “Encounter”</i> which has enabled an improvement in the literacy rate of the population between 15 and 24 years, from 98.92% in 2001 to 99.02% in 2010, the <i>Finish Plan</i> (Completion of studies) has been added in order to focus exclusively on the population over 18 who have not completed primary or secondary education. This plan has two areas, first, <i>Finish Subject Debtors</i> (people who completed the senior year but still owe subjects) and <i>Finish Educational Routes</i> (for people who have not started or completed primary or secondary school). The percentage of students graduating</p>



	<p>from Finish Subject Debtors reached 31% in 2008 and 37% in 2013 (though the highest point was in 2010 with 53%). The percentage of students graduating from Finish-Primary Routes was 7% in 2009 and rose to 59% in 2013, and the percentage of students graduating from Finish-Secondary Routes was 0.2% and increased to 17% in the same years, however the highest record was in 2009 with 23% of graduation. In addition, the increase in the total number of graduates from the <b>Secondary School</b> in 2001 adds a total of 47,707 students, reaching 68,736 by 2012.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>In 2004, the <i>National Literacy and Basic Education for Youth and Adults “Encounter”</i> programme was launched, oriented to all people over 15 years old (including the prison population) who could not read and write. This program has two phases, the first, initial or introductory literacy which lasts 7 months and, the second is carried out in coordination with the <i>Education for Youth and Adults System</i> in each jurisdiction, in order for students to complete primary education. <b>The programme, together with political actions implemented by the Ministry of Education, raised the literacy ratio of the population aged 15 and over from 97.19% to 98.00% between 2001 and 2010.</b> In addition, the number of students enrolled in primary and secondary education of the <i>Education for Youth and Adults</i></p>



	<p>increased, in 2001 rose to 602,609 students and in 2012 to 723,841, of whom 204,701 were in the primary and 519,140 in secondary level. Finally, it has been shown that public expenditure on continuing adult literacy and basic education, as part of the percentage of public expenditure on education, rose from 0.01% in 2004 to 0.15% by 2012.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>The <i>National Education Act</i> guarantees gender equality throughout the educational system and ensures the promotion of equality, the respect for people and the no discrimination based on gender. Consequently, in October 2006 the <i>Sexual Education Act No. 26150</i> was enacted, which states that all students “are entitled to receive comprehensive education on sexuality in public and private schools in all jurisdictions” of the country. <b>The act aims for articulating biological, sicological, social, and emotional aspects.</b> At the same time, the <i>Sex Education National Programme</i> is developed across sectors articulating families, health centres, social organizations, educational institutions and ministries. As for the indicators, it is possible to note that in the period 2001 -2012 in the initial education level, 49.6% of students were female; in the primary level this rate decreased slightly from 49.1% to 48.9%, while in the secondary level the rate increased from 50.8% to 51.3% in the same years. According to the 2004 Teachers Census, the percentage of female</p>



	<p>teachers who worked at the initial level reached 95.1%, 87.1% at primary and 68.9% at secondary levels. While the percentage of school directors represented 99.3% at baseline level, 88.3% in primary and 64.2% in secondary levels. Meanwhile, of a total of 58 chief positions in the <i>Ministry of National Education</i> by 2014, 34 positions are held by women and 24 by men.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>The <i>National Direction of Information and Evaluation of Educational Quality</i>, focuses its work on: 1) the assessment of performance through the <i>National Assessment Operatives</i> (NAO) in primary and secondary levels, which are applied every 3 years and are mandatory; 2) the coordination the <i>Federal Educational Information Network</i> composed of 24 statistical jurisdictional areas, promoting informed decision-making processes and the development of relevant training in the needs of each jurisdiction; the implementation of the <i>Improvement of the Secondary Education Index Argentina</i>, which will provide accurate information of graduate rates, the average time to complete each year of study, the average results of NAO, and the gathering (in progress) of the <i>Integrated Digital Information Education</i> system, which will favour the provision of statistics at a regional level; 3) and the development of research and assessments of the policies of the entire educational system. The results</p>



of the 2004 Teachers Census indicate that 96.58% of the initial level teachers had completed higher education, as well as 90.72% of primary level teachers and 86.61% at the secondary levels. Meanwhile, the student-teacher ratio decreased in the period 2001-2012 from 24 to 22 in initial-level students, from 26 to 23 in primary level and from 28-25 in the secondary level. Finally, there was an increase between 2004 and 2012 of the spending of the salaries of teachers, as part of the percentage of current public expenditure by level of education. Thus, at the initial level it rose from 76.70% to 80.70%, from 74.90% to 82.20% in primary, from 72.30% to 78.50% in lower secondary, and from 64.10% to 79.40% in higher secondary level.

### **Most relevant policies for the country**

The National Education Law, approved in 2006 and the National Plan for Compulsory and Teacher Education approved by the Federal Council for Education in 2012.

The *Conectar Igualdad* programme, which is jointly executed with the National Administration for Social Security. The programme hands out personal computers to all secondary education students from public schools in order to improve digital literacy.

The *Primaria Digital* project was purchases informatic and multimedia equipment, in order to built mobile digital classrooms. This permits the moving of computer equipment to any grade of the school. The project is allocated to public



**schools with pupils from low incomes families or schools in rural areas.**

Since 2009, the Federal Government began to give the *Universal Child Allowance*, which provides economic support for children and young people aged 5 to 18 years old, belonging to the most vulnerable sectors, which do not have social coverage and/or have a disability. This support has a character of co-responsibility and involves attendance to a state educational institution, conducting regular health checks and compliance with the mandatory vaccination schedule. In 2012, 29.8% of students were receiving this benefit, has been attributed with the positive effects on, among other things, the increase of the attendance rates, the promotion and school survival and the reduction of repetition and desertion rates, especially at the primary level.

**Future challenges and pending issues**

Specific challenges are identified such as expanding educational coverage for the population aged 0 to 5 years, improving the levels of training and professionalization of adults who perform at this level and the need to strengthen strategies for the inclusion of children with special educational needs. In addition, there are progresses to be made in relation to the strategies for completion of studies (primary and secondary) of young adults, the consolidation of initiatives aimed at training and teacher development, and the consummation of the different systems of recollection of educational statistics.





**BARBADOS**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Despite the fact that universalization hasn’t been achieved yet, there has been important progress towards it. In 2005, the Ministry of Education embarked on a <i>Pre-primary Expansion Programme</i> to provide an additional 1600 places at this level (to the day 50% of this shortage has been covered) as well as including the allocation of additional teaching and learning resources and appropriate training for teachers. Since 2000, there was a steady increase in enrolment Early Childhood Care and Education (ECCE) programmes reaching a peak of 90% in 2006. However, there was evidence of a marginal but consistent decline</p>



	<p>reaching 85% in 2011. Between 2000 and 2011, data show that 100% of new students to the first grade of primary education had attended some form of organised ECCE programme, showing a significant increase over the percentage prior to 2000 which ranged between 70% and 94%. There has also been an increase in the number of day care centres and primary schools that provide this service from 443 to 748 and from 1180 to 1272 respectively between 2000 and 2011. There have been no national studies that examine the quality of ECCE provided in public primary schools. The mere increase in pre-primary schools or expansion in the number of pre-primary classes that are attached to primary schools does not signify a commensurate enhancement in the quality of education provided. Aiming to improve quality in teaching, on 2001 the <i>Basic Skills Assessment Battery</i> (BSAB) was designed to measure the readiness of pupils to begin the curriculum in the first grade of primary school. The <i>Criterion Referenced Test</i> (CRT) was implemented in 2000 to strengthen ECCE through the provision of information available both to parents and teachers to get to know the strengths and weaknesses of pupils and provide teachers with information to target the student's deficiencies.</p>
<b>2. Primary Education</b>	Before the year 2000 Barbados had achieved universalization of primary education, maintaining this through the years equally for boys and girls



<p><i>“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.”</i></p>	<p>(the net enrolment rate was 97.3% in 2001). Thus, during the years that followed the attention was set on quality of teaching and learning outcomes. The effective transition rate reached 100% in the country due to the “flexible transfer” system that allows for children between 10 and 12 years old to transition from primary to secondary education. Also, the pupil teacher ratio decreased from 17.6% during 2000 to 13.1% in 2011, showing a high level of human resources relative to the size of the pupil population. There was evidence of a gradual decline in the percentage of trained teachers, however, a programme was introduced to stop the decline and restore the percentage of trained teachers to a satisfactory level by 2015 by expanding the training offer given by the <i>Erdiston Teachers’ Training College</i>. Finally, public expenditure on primary education remained relatively stable since 2000.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”</i></p>	<p>Barbados has a literacy rate of 99% for young people between 15 and 24 years old, a reflection of the high level of participation in primary and secondary education and its effectiveness in instilling the foundational skills. In the area of highest level of education attainment, between 2000 and 2010 a high percentage of both male and female persons aged 15-24 years had attained up to a secondary level of education as their highest level of education. At the same time there has been an increase of the</p>



	<p>numbers of teenagers that complete post-secondary / tertiary education (it increased from 18.2% in 2000 to 33.5% in 2010), implying the corresponding drop of the percentage of those who declared secondary as the highest level achieved (it goes from 77,6% to 64,8%). Regarding investment, close to one-third of the funds allocated by the Ministry of Finance were spent on secondary education, which remained stable through the 2000/12 period. A similar picture emerged with regard to expenditure on tertiary education, remaining close to 30%.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”</i></p>	<p>Barbados recorded a high basic literacy rate of 99%, suggesting the existence of an effective education system with associated literacy programmes that have enabled the adult population to acquire the necessary skills. Since 2000, there was a marginal but steady decline in the percentage of adults (15+) having attained only to primary education, going from 18,4% to 14% between 2000 and 2010. When disaggregated by sex there was a 3,8% decline among males and a 5% among women. Also, there was an increase from 19% to 26% and of 20% to 30% respectively of cases recording attainment of post-secondary/tertiary education as their highest level. Over the 2000/10 period there was an increase of the number of institutions that offered literacy and continuing primary education programs from 12 in 2000 to 23 in 2013. The number</p>



	<p>of students enrolled also expanded from 2000 to 2006, reaching almost 2,000 students that year. The 2007/10 period remained stable; nevertheless during the 2012/13 period there was a decrease to below 1,400 students, which is explained because of the economic difficulties the country has had to face. Between 2006 and 2010 the participation of females (71%) significantly outnumbered that of males (29%).</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”</i></p>	<p>Towards the year 2000 Barbados showed positive indicators regarding gender parity in the participation of boys and girls in the education system at the pre-primary, primary and secondary education levels, thus, the challenge for Barbados was sustaining the provision of equal and fair access. This is why between 2000 and 2010, gender parity continued in primary and secondary, where women represented approximately 50% of enrolment. Female teachers prevailed in primary (more than 70%) and secondary (it went from 66% to 71% during 2000/11 period). The disparity in the percentage of female to male teachers has implications for the education system which is struggling to provide enough adult male role models. The proportion of school leaders by sex at the different levels of education showed that for the 2000-2013 period there is a significant disparity in pre-primary in favour of women, reaching 100% up to 2008 and descending to 85-90% the following years. At the primary level there</p>



	<p>has been an increase in female participation in leadership positions from 64% to close to 80% in 2012. The situation contrasts in secondary, where there was a gender disparity in favour of males in leadership positions: it decreased from approximately 35% in 2000 to 18% in 2003, after to 13% in 2008/09 and finally raised to 23% in 2013.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”</i></p>	<p>100% of trained teachers at all levels of the education system in Barbados are certified to teach according to the national standards. A high proportion of the teaching force has attained <i>Undergraduate Bachelor Degrees</i>, and since 2001 this percentage has been consistently over 60%. There was also a decrease in the proportion of trained teachers over the total number of teachers possessing a Bachelor Degree, which had reached 94% in 1996 but descended to 47% at the pre-primary level and 55% at the primary level for the 2013/14 period. Nevertheless there are several measures being undertaken, such as promoting training programs taught by the <i>Erdiston Teachers’ Training College</i> (enrolment went from 32 in 2001 to 61 in 2014). The pupil teacher ratio has remained stable during the decade: in pre-primary the ratio is 16:1 while in primary and secondary it is 13:1; nevertheless this has not yet been related to better student outcomes. The school life expectancy has remained stable at 11 years average. The Ministry of Education’s</p>



support programs aimed to make sure there was equity in access to appropriate learning materials in both primary and secondary through programs like the *Text Book Scheme* (2008). The goal was to provide text books in the core subject areas, and by 2011 all public primary schools had been issued with text books to cover language and mathematics. Also, in 2011 the Ministry of Education introduced a programme to provide workbooks to disadvantaged and vulnerable students, reaching 1,029 students at the primary level. At the secondary level there is a subsidized textbook loan scheme where pupils pay a rental fee of \$75 per year. Finally, 100% of schools at all levels have adequate sanitary facilities students.

### **Most relevant policies for the country**

The *Basic Skills Assessment Battery* (BSAB) is a test designed to measure the readiness of pupils to begin the curriculum in first grade of primary school. Since it begun (2001) it has been applied to 60,000 students. While the test has been well administered a limitation has been the effective use of the test results by teachers and school leaders to determine the appropriate developmental programmes for students. The *Criterion Referenced Test* (2000) is also relevant, and aims to assess the students' level of knowledge, skills and competencies in mathematics and language. The profiles produced provide teachers with information to target the student's deficiencies and work on an individual basis. There is evidence of



a decrease in the proportion of the primary students scoring less than 30% in the *Barbados Secondary Schools Entrance Examination* (BSSEE) moving from 27,3% in 2000 to 14,8% in 2010.

The *Schools' Positive Behaviour Management Programme SPBMP* (2006) is a holistic initiative aimed at creating and maintaining a school-wide system which provides quality education. The *SPBMP* has five main pillars: enhancement of the pedagogical skills of teachers; training and professional development; institutionalisation of a behavioural model and enhanced approaches to discipline; increased student participation; and increased parent and community involvement in school. In 2010 the Ministry of Education introduced the *Caribbean Vocational Qualification (CVQ)* into secondary schools, a skill-based certification focused on providing all students with the opportunity to leave secondary school with certification in a skill and allowing students to combine technical and vocational subjects and traditional subjects. In 2011, the *Caribbean Certificate of Secondary Level Competence (CCSLC)* was introduced in secondary schools. It incorporates the skills, abilities, attitudes and values that all secondary school leavers should have. The programme is flexible and once it is finished, students are awarded the CCSLC when completing a minimum of five subjects. The programme can be covered in 3 to 5 years depending on the ability of the each student.

### **Future challenges and pending issues**

Concerning ECCE, there remains the need to broaden the capacity of free public day care centres since there are many children under 3 years old on a waiting list (3,394 during 2013). Barbados also recognized the need to move forward on collecting data from the private sector, specifically about teacher training to develop a new useful quality indicator. Regarding primary education, there is a need to increase the number of trained teachers and determine whether the





current pupil/teacher ratio has brought an increase in the quality of learning outcomes. Maintaining public expenditure on education over 16% of the national Budget or 6% of GDP is also important. In relation to secondary education and lifelong learning, the challenge is to be able to respond to a growing demand for education and vocational / technical training expanding the capacity of current institutions. This is related to the also growing demand for work experience through internships or mentoring programmes that could be offered by training institutions. The challenges for improving literacy have to do with learning outcomes and skills and abilities acquired (quality of programmes), as well as adult functional literacy level, which is why it would be important to apply a national *Literacy Assessment and Monitoring Programme* (LAMP) survey to provide more information about the more complex literacy levels. There is also a need to generate data about *Lifelong Learning Programmes* taught by both public and private institutions, easing future monitoring processes and evaluations and reports. Gender parity raises the challenge of decreasing the gap between the percentage of men and women in primary and secondary schools. Finally, regarding quality of education the focus must be set on teacher training and specialization (particularly in pre-primary and primary), low entry qualifications for the teaching service; teacher shortages in some subjects, particularly mathematics and science; and gross under representation of males in the teaching service, particularly at the primary and pre-primary levels.



## BOLIVIA

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Two main actions are highlighted: the adoption of the new Constitution in 2009 and the enactment of the <i>Avelino Siñani-Elizardo Pérez Act</i> in 2010. The first guarantees the right to free and universal education, i.e. multilingual, intercultural and intracultural education at all levels and to all people. The second establishes compulsory <i>Initial Education in Community Family</i> (IDCF) for all children. This level comprises the <i>Initial Education in Community Family Unschooled</i> (lasting 3 years, based on co-responsibility between the family, the state and the community, and promoting cultural identity and family support to ensure the holistic</p>



	<p>development of children 0 to 3 years old) and <i>Early Childhood Education Community Family Schooled</i> (lasts 2 years and provides the necessary preparation for the next level of education of children aged 4 and 5 years old). Thus, between 2001 and 2012 the net enrolment rate (NER) in this level increased from 36.1% to 62.3%, and disaggregating data by sex, women increased from 36.4% to 60.5% and men from 35.8% to 64.1%. To these advances we must add on one hand, the increase of Early Childhood Care and Education (ECCE) expenditure, which in the period 2006-2012 increased from 169.6 to 585.5 million of ordinary Bolivians and, secondly, the development of a redistributive policy called <i>Bono Juana Azurduy de Padilla</i>, a money transfer aimed at pregnant women and children under 2 years old. Finally, highlights the implementation of the <i>Intercultural Training Programme for Integral Development and Care of Early Childhood</i>.</p>
<p><b>2. Primary Education</b></p> <p><i>“Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete,</i></p>	<p>Between 2001 and 2012 the NER increased in primary education from 93.3% to 99.8%. Also, the promotion rate improved for all primary levels, from 91.8% in 2001 to 94.7% in 2013, and dropout rates fell from 5.3% to 1.7%, respectively. This breakthrough is also reflected geographically, as in rural areas dropouts declined from 6.2% in 2001 to 2.2% in 2013, and in urban areas they fell from 4.7% to 1.4% in the same years. Additionally,</p>



<p><i>free and compulsory primary education of good quality.”</i></p>	<p>the 6<sup>th</sup> grade termination rate rose (in 2001 it accounted for 32.4% and by 2012 it was 55.5%). The distribution of the <i>Bono Juancito Pinto</i> from 2006 largely explains these improvements, as it was conceived to encourage enrolment, attendance and retention in <i>Community Primary Vocational Education</i>. This bonus delivers 200 Bolivians annually to each student enrolled in state institutions, subject to a minimum of 80% of attendance. By 2013, the universe of beneficiaries spread from the first five years of primary school to 4th grade of <i>Secondary Education Productive Community</i>, including students in special education. This means that between 2006 and 2012, beneficiaries increased from 1,085,360 to 1,761,057 students. This is consistent with the increase in public spending on primary education observed between 2006 and 2013, rising from 3,203 to 6,208 million current Bolivians pesos. Finally, is important to include the <i>Frontier School Programme of Ribera of the Lake and Liberadoras (Chaco)</i> through which a group of itinerant teachers serve educational institutions located in places with low student population.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable</i></p>	<p>This goal is addressed by considering two areas, first, the <i>Secondary Education Productive Community</i> (serving youth from 12 to 17 years old) and second, the <i>Alternative Education</i> (including youth population and adults of various ages). Concerning progress of the first, the NER</p>



*access to appropriate learning and life-skills programs”.*

increased from 63.8% in 2001 to 72.2% by 2012, and the transition rate from primary to secondary improved, rising from 88.3% to 94.7% between 2001 and 2013. In this period, the promotion rate also increased at all levels of secondary education (84.5% to 90.1%), while dropout rates decreased from 8.1% to 4.2%. In addition, by 2012 the secondary termination ratio rose to 64.6% nationally and the average years of schooling of the population 15 years and over moved from 7.6 to 9.2 years between 2001 and 2011. Meanwhile, the *Alternative Education* includes two areas, the *Education of Young People and Adults* who need to continue their studies, and *Continuing Education*, which trains people throughout their life. In this regard it is noteworthy to mention the increase in the number of participants in *Alternative Education* programmes (from 81,480 students in 1999 to 140,077 in 2012); the number of training centres grew from 340 to 627 and the number of facilitators at this level increased from 2,722 in the year 2000 to 7,477 by 2012. In addition, the literacy rate of the population aged 15 to 24 years old increased, which in 2001 represented 94.7% in rural areas and 98.6% in urban areas, rising in 2012 to 99.1% and 99.6% respectively. This progress has occurred in the context of the implementation of the *National Literacy Programme “Yes I Can”*. Of the students of the 2006-2008 period, the group of young people aged 15 to 24 accounted for 11.8% of the total literates.



#### 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”.*

According to the 2011 Census, the illiteracy rate stood at 13.3% nationally, affecting 19 out of 100 women and 7 out of 100 men. In addition 26% of the rural population was illiterate compared to 6.4% of the urban population. This changed dramatically in 2006 with the development of the *National Literacy Programme “Yes I Can”* created with the aim of eradicating illiteracy in the population over 15 years old. This programme had national coverage and after 33 months of operation, it reduced illiteracy to 3.7%, and in 2008, Bolivia was declared by UNESCO a territory free of illiteracy. The total of beneficiaries rose to 824,101, of which 30% were men and 70% women, which in geographical terms meant that 47% of students belonged to urban areas and 53% to rural areas. It is important to note that the literacy process was also performed in native languages, that is, 13,599 Quechua students and 24,699 Aymara students participated using their native tongue. To continue this process, under the *General Direction of Post-Literacy*, in 2009 the *Post-Literacy National Programme “Yes I Can Continue”* started, which provides primary education to people over 15 years old newly literate, who dropped out of school or had no access to education in a timely manner. By 2012, 159,572 people had participated in 11,644 training points with the support of 11,757 facilitators. In the same year, 45,536 people had completed the



	<p>3rd grade (67% were women) and 9,461 completed 6th grade (66.5% women). Also, highlights the <i>Bolivia Reads Campaign</i> that based on social mobilization and community organizations, governors and local governments, and the donation of 220,000 books, has managed the creation of almost 500 community libraries.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>One of the four articulating principals of the new <i>Productive Community Partner Educational Model</i> is Gender and Generational Equity, which according to the <i>Institutional Strategic Plan 2010-2014</i> of the Ministry of Education is inspired in the “harmonic order that indigenous and rural people gave to social relations between men and women”. To reinforce this area, the <i>Gender, Generational and Social Justice Team</i> was created, which depends on the <i>Intracultural, Intercultural and Multilingual Policy Unit</i>. This Team develops educational material on topics such as patriarchalization, human rights, violence and human trafficking prevention, comprehensive sexuality, among others. Meanwhile, the Gender Parity Index in relation to the net enrolment ratio for primary level was 1.00 to 0.99 and for the secondary level it was 0.95 to 1.04 between 2001 and 2012 (note that the values of equity, established for the GPR in the Report, fluctuate between 0.97 and 1.03). In terms of percentage, and during the same period, it appears that women show an increase in net</p>



	<p>enrolment ratio for primary, ranging from 93.5% to 99.5% and men from 93.1% to 100.1%. Gender parity in the general educational system reported values ranging from 0.98 to 1.00 between 2001 and 2012. Considering the literacy rate, progress was also seen in all age ranges and in the period 2001-2012, the population aged 15 to 18 rose from 0.98 to 1.00; 19 to 25 years old rose from 0.97 to 0.99; 26 to 44 years old rose from 0.90 to 0.98; 45 to 64 years old rose from 0.71 to 0.91, and 65 years and more progressed from 0.51 to 0.72.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>Under the new Constitution and the <i>Avelino Siñani-Elizardo Pérez Act</i>, the <i>Plurinational Educational Quality Observatory (PEQO)</i> was created and it is responsible for the monitoring, measurement, assessment and accreditation of educational quality. Its <i>Strategic Plan</i> states that the Quality of Education for Well Living implies a holistic and inclusive education based on the cultural recognition, communication and exchange, oriented towards equal opportunities and freedom of choice, encouraging the development of a Plurinational State. Among the results obtained in the period 2000-2013, an important decrease in the pupil/teacher ratio is noted. At initial levels, the proportion decreased from 47.9 to 34.4; at primary level it fell from 25.4 to 17.2 and at secondary level from 23.4 to 22.6 students per teacher. In addition, there was an</p>





increase in the percentage of regular school teachers (from 45% to 83%) between 2001 and 2013, and the reduction of temporary teachers (untrained) from 21% to 3% in the same period. Another important feature is the increasing number of educational institutions, of both elementary and secondary levels, which in rural areas were extended from 11,223 in 2001 to 11,587 in 2013, and in the urban area they grew from 4,270 to 4,396, respectively. Also, the policy to raise the quality of education includes the development of teacher training programmes, provision of infrastructure, access to technology and intercultural, intracultural and multilingual curriculum development. Regarding teacher training, highlights the existence of the *Special Unit for Continuing Education* and post-graduate training provided by the Pedagogical University. Similarly, the creation of the *Programme for Further Education of Teachers and Masters in Exercise* by the Ministry of Education has helped teachers to obtain the Bachelor degree of practicing teachers and the adequate preparation according to the new school curriculum. Finally, in terms of raising the quality of education through professional development, highlights the *Project for Teacher Education* and the *Professionalization for Interim Teachers Programme*.



### Most relevant policies for the country

Especially notable are the progress related to literacy and the development of the *Intracultural, intercultural and Multilingual Policy Unit*. Regarding the first, we mention that thanks to the *National Literacy Programme “Yes I Can”* the illiteracy of the population 15 years old and over reduced from 3.7% by the year 2008. This breakthrough made worthy the declaration by UNESCO of Bolivia a free of illiteracy territory that year. In line with this effort, the *Post-literacy Programme “Yes I Can Continue”* was launched as an alternative for young adults who have been newly literate, who dropped out or have not had the opportunity to be educated to continue their studies. In addition, the Ministry of Education has developed a number of strategies under the *Educational Revolution*, involving the transformation of the colonial structures that led to the exclusion of popular, rural and indigenous people. Through its *Intracultural, intercultural and Multilingual Policy Unit*, the basic curriculum of the entire educational system has been developed, creating eight regional curriculums related to Native Indigenous Peoples and over 15 curriculums are currently under construction. 26 alphabets have been published in indigenous languages, and school notebooks (where student scores are recorded) in 13 indigenous languages have been produced. In addition, progress have been made in: research about knowledge and skills of 26 indigenous groups; the establishment of three Indigenous Universities (Tupac Katari (Aymara), Casimiro Huanca (Quechua) and Apiaguaiki Tupa (Guaraní)), providing scholarships for indigenous groups; the development of publications *Wiñay Pacha* in Aymara, Quechua and Guarani and multimedia material in Aymara and Quechua; and the development of the *Living Cultures Reprints*. Finally, we must include as advances the creation of the *Multinational Institute of Study of Language and Culture*, in conjunction with the *Institutes of National Languages and Cultures of Nation and Indigenous People*.



### Future challenges and pending issues

Among the main challenges are; expanding attention, care and educational services for children under age 4, i.e., strengthening *Early Education at Community Family Nonschooled*, in particular by supporting the educational role of families and communities during the first years of life and improving the levels of training of professionals working in the area. Furthermore, it is still necessary to improve all levels of secondary education, especially related to *Secondary Education Productive Community* oriented towards youth from 12 to 17 years old. Although, for example, the net enrolment ratio at this level has improved since 2001, yet by 2012 it rose to only 72.2%.



## BRAZIL

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Concerns in Brazil about Early Childhood Care and Education (ECCE) begins with pregnancy and includes prenatal care and the provision of specific social support for families below the poverty line, highlighting the <i>Zero Hunger Programme</i> and the <i>Family Assistance Programme</i>. As a result of these concerns, in 2011 infant mortality was reduced to 15.3 deaths per 1000 live births. In addition, from 2009 education became compulsory for the population of 4-17 years old, but the preschool education for children aged 4-5 years old is not compulsory until 2016. Meanwhile, the supply of childcare services for the population of 0-3</p>



	<p>years old increased from 10.6% in 2001 to 21.2% in 2012, and in the population of 4 and 5 years old, the supply increased from 55% to 78.2%. Additionally, the total enrolment in early childhood education - including childcare and preschool - increased by 42.2% between 2000 and 2013. On the other hand, the care of children up to 5 years old increased by 62% in rural areas and 24.9% in urban areas in the period 2004-2012. Finally, it is noted that the attendance rate of children under 5 years old, from the poorest quartile of the population, increased from 24% in 2004 to 32.4% in 2012, while in the richest quartile the rate increased from 51.1% to 58.5% in the same period.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Primary education is compulsory for all children aged 6 to 14 years old, and its free in public institutions that provide it. Thus, the rate of school attendance of this group increased between 2001/12 from 95.3% to 98.2%. If we add the variable race/colour, the results indicate a movement towards equity in relation to access. Between 2004 and 2012, in the group declared as white, there is an increase in access from 97.3% to 98, 7%; in people declared as black or mixed race, access rates rose from 95.2% to 98.0% and that of the indigenous population access increased from 87.1% to 95.0%. On the other hand, highlights the increase in school attendance rates of the population of 6-14 years old in</p>



	<p>rural areas, which progressed from 93.6% in 2004 to 97.7% in 2012, and in urban areas from 96.8% to 98.4% in the same period. This indicator has also improved if we consider the variable per capita household income, i.e. the poorest quartile recorded an advance to 97.5% in 2012 compared to 93.9% in 2004, while the richest quartile of the country progressed from 99.4% in 2004 to 99.7% by 2012. Finally, it's worth noting that the creation of the <i>Fund for the Maintenance and Development of Basic Education and Promotion of Professional Education</i> (Fundeb in Portuguese), has contributed to strengthen and fund the improvements at this level. To them we can add the <i>National Literacy in Appropriate Age Pact</i>, which pursues that all children 8 years of age may read and write by the end of third grade.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”</i></p>	<p>Highlights the increase of the attendance rate at the secondary level of the population 15 to 17 years old (secondary education target group), which rose from 81.1% in 2001 to 84.2% in 2012. In relation to the race/colour variable, in the period 2004-2012, the attendance rate increased from 85.2% to 86.4% among whites and from 78.9% to 82.5% among blacks and mestizos, being the indigenous population the group that presented the most significant variation (from 74.1% to 90.7%). In the period mentioned, the attendance rate in rural areas improved from</p>



	<p>71.8% to 82.6%, and in urban areas from 84.2% to 84.5% (although the best record was in 2008 with 85.4%). The same indicator, but in relation to young people between 15 and 17 years old in the poorest quartile of the country increased from 74% to 81.8%. In turn, enrolment at secondary level rose in absolute terms from 8,192,948 students in 2000 to 8,312,815 in 2013, and enrolment in the federal network of vocational and technological education (part of secondary education that prepares students for work life) rose between 2003 and 2012 from 86.7 to 224.9 (in thousands) of students. Finally, among the prominent initiatives Brazil has the <i>National Programme for Access to Technical Education and Training</i> (Pronatec in Portuguese), the <i>National Programme for the Integration of Basic and Professional Education in the Mode of Education for Youth and Adults</i> (Proeja in Portuguese) and the <i>National Youth Inclusion Programme</i> in the versions <i>Urban Projovem</i>, <i>Rural Projovem</i>, <i>Teen Projovem</i> and <i>Worker Projovem</i>.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and</i></p>	<p>One of the successes related to this goal was the reduction of illiteracy in the population 15 years and over, which fell from 12.4% in 2001 to 8.7% in 2012. The literacy rate of this group in rural areas increased from 74.2% in 2004 to 78.9% in 2012, and in urban areas the rate increased from 91.3% to 93.4% between these years. In turn, the poorest quartile</p>



<p><i>continuing education for all adults”</i></p>	<p>registered an increase of the literacy level from 77.1% in 2004 to 84.4% in 2012, while the years of schooling of this segment increased from 4.3 to 5.8 years. During the same period, the richest quartile also presented a progress –though lower- in the literacy level (97.9% to 98.2%). In absolute terms, enrolment in Youth and Adult Education rose from 3,410,830 students in the year 2000 to 3,906,977 by 2012, and in rural areas it increased from 6.1% to 12.1%. By including the gender variable we can see a clear progress towards equity. In the period 2004-2012, the literacy rate of women aged 15 and older increased from 88.8% to 91.6%, and in the case of men in the same age range, there was an increase from 88.4% to 91.0%. It should be noted, finally, that the main strategy to expand literacy for youth and adults is the Brazil Literate Programme, which covers 3,500 zones in the country and since its creation it has served approximately 14 million people.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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</i></p>	<p>Between 2004 and 2011 the Gender Parity Index indicated that gender parity was fully achieved in relation to the rate of attendance at day care centres or schools as results are equivalent to 1 in the age group from 0 to 14. As for the level of literacy of the population aged 15 or more, values equivalent to 1 are observed over the same period of time. Meanwhile, literacy rates disaggregated by gender indicate that, in the female</p>





<p><i>to and achievement in basic education of good quality”</i></p>	<p>population, this rate accounted for 88.8% in 2004, rising to 91.6% in 2012, and in the male population this rate rose from 88.4% to 91.0% in the same period. Also, during this period gender parity in relation to the registration of professional education was also recorded. In addition, the population 0-5 years of age presented progress in school attendance rates, which rose for women from 31.2% in 2004 to 40.9% in 2012, and for men from 31.1% to 40.6%. In the same period, the attendance rate of the population aged 6 to 14 years old, the progress in the group of women was from 96.5% to 98.2% and for men from 95.7% to 98.2%. Additionally, among people over age 15, an increase of average schooling ranging from 6.7 to 7.7 years among males and 7.0 to 8.1 years among women was observed. Finally, we can see that women accounted for 57.2% of the national enrolment in higher education in 2012.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”</i></p>	<p>The percentage of teachers, who work in primary education and are in possession of a degree, grew in the period of 2000-2012 from 62.5% to 80.1% in the private sector and from 45.9% to 73.9% in the public sector. Also the approval rates improved, which between 1999 and 2011 rose from 78.3% to 87.6% in primary education, and from 76.4% to 77.4% in secondary education. In those same years, the withdraw rate decreased from 11.3% to 2.8% in primary level and from 16.4% to 9.5% in secondary</p>



school. In addition, the repetition rate decreased at primary level from 10.4% to 9.6%. Another important development is the establishment of the *Basic Education Evaluation System*, which includes: 1) the Basic Education National Assessment (Aneb in Portuguese), 2) the Educational Achievement National Assessment (Anresc/Prova Brazil in Portuguese) and 3) the National Literacy Assessment. Among its results we can see the increase of the score performance in the subjects Portuguese and Mathematics of students pursuing early elementary school. In 2001, the Portuguese score was 165.1 and in 2011 it rose to 185.7, and in Mathematics the score rose from 176.3 to 204.6 points in the same period. In addition, the Index of Basic Education Development (Ideb in Portuguese) was created, integrating into one single measurement the results of the school's exams (in time and in average).

### **Most relevant policies for the country**

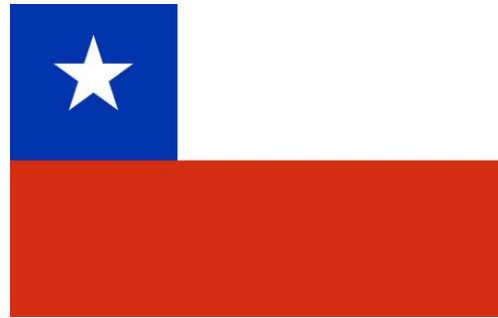
One of the greatest advances in the country is related to adult education. Due to the accession of Brazil to the E-9 initiative (group of 9 countries that contain more than half of the world's population, about half of the children out of school, and two-thirds of illiterate people) and to the *Literate Brazil Programme* (created by law in 2004, covering about 3,500 local governments, serving approximately 14 million people and has an annual average of 1,200 members between



local and state departments of education), Brazil has managed to significantly reduce illiteracy rates among people aged 15 and over. According to the Brazilian Institute of Geography and Statistics, between 2001 and 2012, the national illiteracy declined from 12.4% to 8.7%. In turn, the literacy rate of the population over 15 years living in rural areas increased from 74.2% in 2004 to 78.9% in 2012, and in urban areas from 91.3% to 93.4 %. In terms of gender, literacy increased among women aged 15 years and more, from 88.8% to 91.6%, and among men of the same age, from 88.4% to 91.0%, between 2004 and 2012. In addition, it is reported that in the poorest quartile, literacy rate rose from 77.1% in 2004 to 84.4% in 2012, while years of schooling in this group increased from 4.3 to 5.8 years.

#### **Future challenges and pending issues**

Among the main challenges is the expansion of the Care and Education to Early Childhood Services, especially of children between 0 and 3 years old. In addition, there is the need to professionalize and/or train teachers and caregivers who work at this level. Another challenge is the effective universalization of primary and secondary education as well as the reduction of over-aged students at both levels. Finally, it remains important to further reduce illiteracy, but especially, reduce functional illiteracy among the adult population.



## CHILE

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Preschool education in Chile is voluntary. It receives children between 0 and 6 years old, divided into two segments: 0 to 3 years (nursery, lower middle and higher middle) and 4 to 6 years (first and second transition level). Of the total state education budget for the year 2012, 14% was allocated to care and early childhood education. The foundations that recognize and strengthen Early Childhood Care and Education (ECCE) are based on the 1999 constitutional recognition of this educational level and on the 2001 Organic Law. At a curriculum level, in 2001 the</p>



implementation of the *Curricular Guidelines for Preschool Education* begins, a document resulting from a process of curricular reform that includes new curricular implementations, support materials, and teacher training, monitoring and evaluation. The “*Chile Grows with You*” *Programme* is part of the Intersectional Social Protection System, which aims to find, in coordination with other agencies, better living conditions for vulnerable groups. The program is specifically designed to accompany and conduct a personalized monitoring of the development of children from conception to the entrance to first transition level (4-5 years old). The main indicators show that by 2011, the enrolment rate in preschool education was 43.4%, with coverage of 26% in the segment of 0 and 3 years and 83% for 4-5 years old. In terms of coverage, this has had a significant increase in the last 20 years. For the segment of 0-3 years old it rose by 20% while for those between 4 and 5 years old, the increase was 45%. Also, the enrolment rate for 2013 in the segment of 0-5 years old was 49.1%, with no significant differences observed between sexes. Finally, by 2013 93.7% of students enrolled in first grade had previously attended a pre-school level. Regarding quality, there are still pending issues, however, in regard to educators and caregivers of ECCE, in 2013 100% were fully qualified for the exercise of their functions.



## 2. 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.”*

The country has made significant progress in terms of the objectives of access to primary education. However, the issues of quality and equity are still pending. Initiatives that support advances are the Preferential School Subsidy Act (SEP by its acronym in Spanish), the General Education Act, and the Extension of Compulsory Education Act, approved by parliament in 2003. The latter is a constitutional amendment extending compulsory education from 8 to 12 years old. With this, the state requires and agrees to fund every child and young people of the country in order to finish their secondary education and to have at least 12 years of schooling. This reform also contemplated actions to address the withdraw rate and encourages retention, therefore it directly impacted access indicators. In turn, the SEP of 2008 is related to the progress towards greater equity, and aims to match the learning of students who are in a disadvantaged position due to the socio-economic situation of their homes. This Act is associated with the *Equal Opportunities Convention*, which obliges the establishments favoured by SEP to meet certain conditions aimed at improving the quality of teaching (improvement of SIMCE results, implementation of Educational Improvement Plans, among others). The 2009 *General Education Act* establishes the duty of the State, with its educational institutions, to provide free and quality



	<p>education, based on a public, secular, and pluralistic educational project, allowing access to the entire population and promoting social inclusion and equity. The emphasis of this Act is to pursuit greater educational quality. Despite this, the country is still far from the goal, with an average entrance rate to primary level of 79.8% in 2013. Also, in terms of coverage, in 2013 it reached 90.2%. In relation to the effectiveness of the primary education system, the overall repetition rate for 2012 was 4.7%. In contrast, the percentage of passing students in primary education by 2013 was 96.4%. The withdraw rate for 2013 was 1.1%. Finally, the rate of survival in 2012, i.e., students who were enrolled in first grade and culminating the sixth grade completing the primary education cycle, were 92% of first graders.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Secondary education in Chile is divided into two types: General humanist-scientific education and Professional Technical High School (EMTP by its acronym in Spanish). The 2012 tuition rate for General Education was 65% while for the EMTP it was 30.3%. The EMTP is taught in traditional schools, Technical Training Centres and Professional Institutes. The latter, together with the Universities, are part of the tertiary educational system. From 2010 there is an increase in the enrolment in technical courses, probably as a result of public funding policies. In order to provide</p>



	<p>students with the skills to facilitate both insertion and projection in the labour market, as well as their continuity into higher education, since 1992 a <i>Dual Professional Training</i> programme has been implemented. Currently, one in four establishments teaches Dual mode where students combine, in the last two years, their training at the school with a practice in a company.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>By 2011, the literacy rate of the population aged 15-24 years old was 99.4%. And for the population over 15 years (adults) it was 96.7%. Regarding access and level of formal education of the adult population, by 2011 78.8% achieved at least the first year of secondary education, which disaggregated implies that 27.3% achieved the first and second grades and 38.7% the third or fourth grade. Adult education has made significant progress in recent years, specifically in terms of curricula plans, which have adapted to the requirements of the adult student population, facilitating the hiring, promotion and tenure of different alternatives. By 2013, there were 314 Adult Basic Education Programmes without occupations and 127 with occupations, and 353 teachers for programmes without occupations and 228 for programs with occupations. Of the 2013 participants, 70% participated in programmes without occupations and 30% in programmes with occupations. Of all the</p>





	<p>participants of the programmes of the Adult Education, the completion rate in 2013 was 52.4%. This figure is part of the pending challenges of Adult Education, and is also awaiting the challenge of universal literacy. The main programmes that support the advancement of the objectives at this level are: the Chile Rates Programme, created in 2002 and running for 6 years, which has had the objective to implement a system of training and continuing education, with an emphasis on youth and adults that have not completed their studies; the <i>Adult Fundamental Education</i> programme, which is for elementary education and technical training; and the <i>Fundamental and Technical Adult Education Programme</i>, which provides primary and middle secondary education, and as well as technical training.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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</i></p>	<p>There are various initiatives that underpin the developments in gender equality in the educational system. Since 1991, there is an institution in charge of this issue: the <i>National Women’s Service</i> (SERNAM by its acronym in Spanish) and specifically for the educational system, the <i>Programme for Woman</i> of the Ministry of Education. The latter, together with the <i>Support Unit for Transversalization</i>, aim to advance towards equal opportunities between men and women in the Chilean educational system, and the mainstreaming of gender equality in the plans and</p>



<p><i>good quality”.</i></p>	<p>programmes of the various levels of primary and secondary education. Among the major plans and programmes aimed towards this direction are the <i>Equal Opportunity Plan</i> of SERNAM, in its two versions, that promotes equality policies to advance towards gender equality, improving access and quality of women’s education, among other objectives. In addition, the PEC nurseries (<i>To Study With You</i>) are a programme of the National Board of Student Aid and Scholarships (JUNJI by its acronym in Spanish) that provides free nursery to daughters and sons of teen parents nearby the parents’ high schools. Thus, parenting support is provided to prevent parents to withdraw. In terms of indicators, gender equity in access to education has made progress over the last decade. By 2012, the percentage of women enrolled in pre-school, primary and secondary levels averaged 49%, while in the tertiary level it reached 52%. In terms of literacy, gender parity was reached in 2011.</p>
<p><b>6. Quality Education</b></p> <p><i>“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</i></p>	<p>The main form of measurement of quality used in the country since the 1990s is the Evaluation of Educational Quality System (SIMCE by its acronym in Spanish), which mainly assesses reading and mathematic subjects. According to the indicators of this system and results of the PISA exams, the country has seen a rise in the quality of its education. In this last test, between 2000 and 2009 the increase has been 40 points in</p>



*literacy, numeracy and essential life skills”.*

reading. Regarding teacher quality, measured by the ratio of students per teacher, has also shown a positive development by the year 2012. In addition, by 2013 100% of teachers in the country -for all levels- were qualified and certified to teach. The main policies and programmes implemented to improve the quality of education, in addition to the aforementioned *General Education Act* and the *Preferential Subsidy Act*, are the *Quality and Equity Act* of 2011, pointing to the quality of teaching; the *Quality Assurance Act* of 2011, which regulates the educational system in order to ensure the quality of early childhood, primary and secondary education and the performance of establishments; and the *Professional Teaching Performance Evaluation System*, which aims to strengthen the teaching profession and to help improve the quality of education.

### **Most relevant policies for the country**

The *Extension of Compulsory Education* from 8 to 12 years old, through a constitutional amendment in 2003, was a first step towards improving the Chilean educational system. With this reform, the state requires and simultaneously agrees to fund and enable any child and young people of the country to finish their secondary education, providing all students at



least 12 years of school before the age of 21. The 2009 *General Education Act* is one of the most important initiatives in recent years, as it provides the framework for a new institution of education in the country. This Act establishes the duty of the State to provide in its schools free and quality education, based on a public, pluralistic and secular educational project, allowing access to the entire population and promoting social inclusion and equity. It also strengthens the regulatory role of the State to ensure equal opportunities and inclusive education, safeguarding the rights of parents and students, whatever the dependence of the establishment of their choice. It establishes minimum requirements needed in each of the levels of preschool, primary and secondary education, and assumes the duty to promote preschool education and guarantee free access and tax funding for the first and second transition level (pre kindergarten and kindergarten). On the other hand, being the primary and secondary education compulsory, it requires the State to fund a free system to ensure access for the entire population.

### **Future challenges and pending issues**

The main challenge of the country is to ensure the success of the new Educational Reform that has been raised by the Government. The essential meaning of the Reform is to achieve quality education for all people, regardless of their socioeconomic status, creating a more equitable and inclusive system. In this sense, it presents a paradigm shift in the system as a whole, from a market approach to a rights-based approach. Among the most important pillars of this Reform are:

- To improve and ensure quality education for all, regardless of their socioeconomic status.
- To ensure education as a social right guaranteed by the state.



- To create a more equitable and inclusive system.
- To strengthen Public Education.



## COLOMBIA

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Among the key initiatives that support the improvements on Early Childhood Care and Education (ECCE) are the 2006 Children and Adolescents Code 1098 Act, which consecrates early childhood education for children aged 0-6 years old as a fundamental right; <i>The 2007 National Public Policy of early childhood “Colombia for Early Childhood”</i>; and the 2009 <i>Integral Attention to Early Childhood Act</i>. These initiatives help to focus the attention and public investment on children from 0-6 years old. For an efficient implementation of the developed strategies, they have an Early Childhood Inter-sectorial Committee, created by presidential decree.</p>



	<p>The Commission (and the interagency work in general) fosters advances in other areas that improve the lives of Colombian children. An example of this is the steady decline in infant mortality rate, which reflects the improvements in children’s health care. Regarding schooling, the number of children attending ECCE programmes has seen a steady rise since 2000, with an important increase of 23.5% between 2000 and 2012. Similarly, the public spending on pre-school and early-childhood programmes has increased significantly between 2000 and 2012, as reflected in the percentage of GDP spent on preschool education, which increased from 0.086% in 2000 to 0.261% by 2012.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Regarding primary education coverage, there are no major differences between men and women but there is still a significant gap between areas (rural and urban), regions, social classes and diverse vulnerable populations. The access to primary education at a later age is also identified as a major issue. Regarding school retention, progress has been significant. The figures indicate an improvement in the school life expectancy of primary education, which implies a greater retention of children in the education system, as well as an increase in the years of education. There are several policies and programmes that have helped in the increase of coverage and retention, being the one that stands out</p>



	<p>the most; the implementation of free-of-charge education in the country. This policy began in 2008 for the most vulnerable sectors of society; then in 2011 universal free-of-charge education is implemented for transition and primary levels in addition to the targeted sectors, and in 2012, free education is implemented for all students of state institutions from transition to the eleventh grade. Other relevant policies are the expansion and improvement of educational infrastructure, and the policy guidelines regarding the educational provision to vulnerable populations.</p>
<p><b>3. Lifelong Learning</b> <i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>The data provided indicates that there is some stability in the transition rates between primary and secondary level since 2004. A significant proportion of students completes their last grade of primary education and begins their secondary education without major differences between the genders. Between the years 2000 and 2012 the coverage of secondary education increased by 23.5%. There is also a steady trend of increase in tertiary education, enabling young people and adults to have a better training before their entry into the labour market. A relevant feature is the increase in the population with technical and technological studies. Withdraw rates at these levels have declined significantly, especially after</p>





	<p>the implementation of the free education policy on secondary schools (2012). This is a relevant issue, especially if we consider that the education in the country is only compulsory until the ninth grade, which means that the implemented policies have favoured the continuity and permanence in studies of young people to a higher level (upper secondary). A relevant improvement in the quality of education has been the interest on teachers' training at secondary level, where there is a significant increase in teachers with graduate and post-graduate degrees.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>Since 2002, the country has a <i>National Literacy and Primary Education Programme</i>, aimed at illiterate adults (15 years and older) that receive basic training in language, mathematics, natural sciences, and social and civic competences. The illiteracy rate reached 7.2% in 2003, falling to 6.1% in 2013. There are no significant differences between men and women.</p>
<p><b>5. Gender Parity</b></p> <p><i>“Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a</i></p>	<p>The main strategy behind the improvements towards gender equality (including the Ten-Year Education Plan 1996-2005) is the <i>“Promoting Equity in the education system”</i> programme, which aims at correcting the gender inequalities and discriminations in terms of access and retention. The strategy includes a specific programme for Gender Equality.</p>



<p><i>focus on ensuring girls' full and equal access to and achievement in basic education of good quality".</i></p>	<p>According to this programme and the Parity Index, gender parity in terms of primary education access has been achieved in the country. Also, parity has been achieved in permanence, having women the same likelihood to reach the last grade of primary or secondary education as men. Regarding teachers, by the year 2004 women accounted for 76.5% of teachers in primary education; figure that rose to 77.1% by the year 2012. At the secondary level, the difference is smaller, although women make the majority of the teachers.</p>
<p><b>6. Quality Education</b></p> <p><i>"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".</i></p>	<p>On the road towards quality education, the country has implemented two major initiatives: the <i>Transformation Quality Education to Learn All Programme</i> (PTA by its acronym in Spanish), which seeks to improve the learning conditions of educational institutions in difficult scenarios; and the National Evaluation System, which aims at improving the outcomes on the students', educators' and institutions' assessments for quality assurance of the educational system. The results of both national and international assessments are good and continue to improve over the last decade. At the same time, there is an ongoing work on improving the quality of teacher training, which is shown on the important increase in the number of those with postgraduate studies.</p>



### **Most relevant policies for the country**

Among the policies and programmes with the greatest impact are: the *Act on Integrated Care for Early Childhood* with its *National Strategy from Zero to always* aimed at promoting and ensuring the overall development of children under the age of 6, through a unified and inter-sectorial work. Also, the implementation of free education since 2008, regulated by Decree in the year 2012, programme that has had a positive impact on the access and equity rates in education. The Transformation Educational Quality “All to Learn” Programme and the National Evaluation System have also had an important impact on improving the quality of the education system, contributing to advance in the evaluation results of students and teachers, favouring the development of a quality policy that ensures equal opportunities to acquire knowledge and develop permanent skills and abilities for all students.

### **Future challenges and pending issues**

Among the main challenges that the country has for the coming years are those related to the development of differential strategies by area, ethnicity and/or socioeconomic group, so as to integrate the entire population in the achievements and progress of the education system. Similarly, an important issue for the country is to ensure the continuity between early childhood education and primary education, as a way of guaranteeing the retention of students in the education system. In this sense, it is necessary to strengthen the planning and management capacities of the Secretaries of Education as a way to optimize the strategies of development and improvement of the system. Other specific challenges are related to the declaration of Colombia as a free of illiteracy country and to continue with the task of improving the quality of education in a post-conflict scenario, building what is called “Time for Peace School”. It is also relevant the need to



improve the quality standards of education at all levels, strengthening the basic skills, reducing learning gaps, and promoting excellence in teaching, and to improve competitiveness indexes by building English programmes, good use of leisure time programmes and pedagogical use of the technologies of information and communications.



## COSTA RICA

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>One of the most remarkable progresses has been the increase in the gross enrolment ratio in the Interactive Cycle II (which serves the population of 4 years-old) and the <i>Transition Cycle</i> (which caters for 5 year-olds), which rose from 45.5% in 2000 to 74.5% by the year 2013. At the same time, the coverage rate for the 4 year-old population has grown steadily, reaching its highest point in 2012 with 62%, while the population of 5 year-olds has had a stable 89% coverage rate throughout an 11 year period (from 2002 to 2013). Along with these results, the attendance rates of first grade enrolled students who had enrolled in the <i>Transition Cycle</i></p>



	<p>rose from 81.5% in 2002 to 90.3% by the year 2013. These results have been strengthened by the reduction in the number of preschool students per teacher, which fell from 19.6 in 2000 to 16.2 students in 2011. Finally, another distinct feature is the rise on the percentage of pre-school teachers with a professional degree, from 83.4% in 2000 to 92.9% in 2010.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>The existence of a compulsory and free-of-charge primary education alongside with the development of support programmes and the expansion of schools nationwide have allowed the net enrolment ratio in primary education to stay at 95% for the period 2000-2013, while the repetition rate decreased gradually to its lowest point in 2012 with a 5%. There was also a sharp decline in the withdraw rate by sex, where in 2000 4.3% of men and 3.9% of women defected from school, these rates declined significantly by 2013 to 1.8% and 1.6% respectively. Another notable increase can be seen in the survival rate without repetition in the last primary grade, which rose from 56.5% in 2000 to 65.4% in 2012. To these results we can add the increase in teachers with an appropriate academic training to work in the primary level, which amounted to 96% in 2011 compared to the 89.4% in the year 2000. This is complemented by the decrease in the number of students per teacher, which by the year</p>



	<p>2011 recorded an average of 17.9 on elementary level. In the same year, the Legislative Assembly passed an amendment to the Constitution that forces the state to spend at least 8% of its GDP on education, expenditure that by the year 2013 amounted to 7.6%. Finally, regarding the attention of indigenous population, there is a notable increase in the number of schools incorporated to the intercultural education programme called "Language and Culture": from 120 schools on 2003, to 263 in by the year 2013.</p>
<p><b>3. Lifelong Learning</b> <i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>The main improvements are linked, first, to the increase in the enrolment in Formal Secondary Education: while by the year 2000 the net coverage rate was 54.1% by the year 2013 the rate grew up to 74.67%. Secondly, there was an increase in the offer of third cycle and special education, which was 79% in 2013, while the offer of Technical Education amounted to 21% in the same year. Additionally different initiatives were conducted that strengthened the secondary education such as: 1) the <i>Educational Innovation Schools</i>, which pursue the development of skills in the use of information technology and has benefited approximately 54,370 students from 93 secondary schools; 2) the <i>Rural High Schools</i> which serve young people between 13 and 18 years-old from rural and/or remote areas of the country. To date, they have helped around 6,600 students from 110</p>



	<p>high schools; 3) the <i>Virtual National College Marco Tulio Salazar</i>, school that hosts young people from 15 to 18 years-old, which for various reasons left the regular day school system. In 2013 they served 15,574 students in 83 national quarters; and 4) the <i>International Baccalaureate</i>, implemented in conjunction with The International Baccalaureate Organization which has benefited 570 young people aged 16 to 19 years.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>The various processes of literacy and basic education that has been developing continuously in the country since 1950 have allowed the percentage of people between 15 and 24 years old, who do not complete primary education, to fall to 1.4% by 2005 and the existence - as upheld by the Household Survey 2010- of a literacy rate of 96.1% among people over 15 years-old, while the illiteracy rate decreased to 3.9%. Among the factors that have contributed to these results, one of the most relevant is the expanding national coverage, creating various forms of adult education, and the implementation of study programmes that serve populations with special educational needs. Another relevant feature is the reorganization of the <i>Adult Education Curriculum</i> and the incorporation of ICT in the educational process, with the promotion of teacher training and the allocation of computer equipment in remote, rural or coastal areas, low socio-economic development. Finally, it is also</p>





	<p>relevant the implementation of the <i>National Training Plan for Teachers</i>, especially for those who work in adult education, and the development of <i>Corporate Open Education</i>, which focuses on adult education (literacy, primary or secondary) within companies where they are working.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>A series of laws, policies and programmes have been developed around gender equality and the promotion of non-discrimination. Among the positive results, there is an almost equal percentage of education enrolment by level between women and men: in 2003 pre-school education enrolled 49% women, by the year 2013 there was a 48.6%; for primary education, in 2003 there was a 48.3% of women enrolled, while in 2013 there was a 48.5%, in secondary education, in the year 2003 there was 50.2%, while in the year 2013 there was a 50.4%. Regarding the female teaching staff by level, in Cycles I and II, 80.2% of the staff were women in the year 2000, while by the year 2013 it was 79.6%. In the case of Cycle III and Diversified Education, there was a 52.6% of female teachers in 2000 and 55% by the year 2013. One of the most effective strategies was the amendment of the <i>Organization and Function of the Student Government Regulation</i>, which ensures the gender equality of representatives of the student body, with the goal of stimulating the political and electoral participation of women and thus safeguarding the</p>



	representation of men and women alike.
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>By the year 2008, the Superior Council of Education issued a document called <i>Quality Education Centre as Costa Rican Education Hub</i>, which stands as the main policy tool for defining the quality education that the country pursues. This adds to the efforts that the <i>Bureau of Management and Assessment</i> has been doing since 2007 regarding the implementation of a Quality Assessment in Education System comprising a total of 28 Quality Criteria grouped in the areas of Management and Curriculum, which considers the Teachers, Students and the Educational Community. At the same time, the schools use the <i>High Performance Information System</i>, which is a tool that allows managing and storing institutional and academic information. On the other hand, one of the most obvious improvements was the increase of qualified/certified teachers in each of the educational levels. Thus, in the year 2000 there was a total of 86% qualified teachers, by the year 2011 this proportion grew to a 95.6%. Finally, on the continuous search for quality, different strategic alliances have materialized with various institutions aiming at providing education textbooks for schools and there has been an increase in the government spending to transform school libraries into <i>Resource Learning Centres</i> that include technology and computer equipment.</p>



### **Most relevant policies for the country**

One of the most notable advancements took place on May 26th, 2011, when the Legislative Assembly of Costa Rica approved a constitutional reform, which forced the state to ensure the availability of 8% of its GDP to be fully invested in the education system. While this increase will be mandatory in 2014, by the year 2013 the Ministry of Finance approved a budget allocation for education of 7.6%. Another important achievement was the increase in the percentage of properly qualified teachers in all levels of education. Thus, at the preschool level there was an increase that went from 83.4% in the year 2000 to 92.5% by the year 2011, while in the Cycles I and II in the same period, there was an observed increase from 89.4% to 96%. Meanwhile, the Night Schools have 100% qualified staff with only a slight decline in 2003 and 2005. Cycle III and Diversified Education, on the other hand, have a 95.6% of graduated teachers by the year 2011, a much higher proportion than in 2000, with an 82.3%. Finally, the Special Education is the one that has the most salient improvement in terms of qualified staff, since the year 2000 there was a 77.7% of qualified teachers, and by the year 2013 this figure increased to 97.4%.

### **Future challenges and pending issues**

The priority challenges for the country are: 1) to strengthen the educational management and accountability process; 2) To achieve the universality of secondary education and to strengthen technical and vocational education; 3) to increase coverage of care and education services for the population aged from 0 to 5 years-old; 4) To consolidate the curricular innovations in order to ensure quality and comprehensive education for all students; 5) To ensure mechanisms of teachers' training and recertification; 6) To promote strategies improvement in the infrastructure and upgrade schools'



equipment; and 7) To strengthen and promote good education practice with a gender perspective, and to generate (quantitative and qualitative) information to enable an assessment of progress in this regard.



**CUBA**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>In Cuba education is a right enshrined in the Constitution and is one of the fundamental pillars of the state. For this reason, there is a constant coordination between policies and programmes that are conducted towards the educational development of the country. The Ministry of Education promotes a process of continuous improvement of the National Educational System through initiatives that are not necessarily exclusive to one level or another, but correspond to the whole system. Specifically, pre-school (0-6 years old) has a general coverage of 99.5%, which includes the two modes in which the system is organized: Institutional</p>



	<p>(infant Circles and pre-school classrooms in primary schools) and the Non Institutional (<i>Educate Your Child Programme</i>). Pre-school education aims to achieve the maximum possible integral development of every child, so there are different programs and modalities of education. These include the <i>Audiovisual Programme</i> for children aged 4-5 years old and the <i>Introduction to Computers Programme</i> for children 5-6 years old. Currently they are working in the introduction of a new curriculum in early childhood education that incorporates new pedagogical needs and requirements. 97% of graduates from preschool level reach the basic skills to enter primary school.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Primary education is compulsory and universal for all Cuban children. It includes children aged between 6 and 12 years old, and has two cycles: from first to fourth grade, and fifth and sixth grade. It is oriented, theoretically and methodologically, by the <i>Primary School Model</i>. The enrolment reached 99.4% in 2012, including urban and rural areas. There are no major differences in terms of gender. In relation to the number of schools, it is higher in rural areas. However, the largest numbers of students in primary school are in urban areas. This shows an interest on extending the state education system to the most remote areas. The level of children entering first grade and graduating from sixth grade reached</p>



	<p>96.7% in 2012, showing gender parity in the percentage. Having achieved the goal of schooling, the country's challenges are in improving the quality of the educational process. For this they have implemented several initiatives, among which are: reduction of the pupil/teacher ratio (with a maximum of 25 children/teachers), the improvement in the level of teacher training, the investment in educational and methodological resources and the reorganization of class schedules depending on the efficiency of learning, among others. At this level, retention reaches 98.7%, figure that has been increasing over the last decade.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Secondary education includes children between 12 and 14 years old, organized in seventh, eighth and ninth grade, including urban and boarding mode. The level of schooling reached 100% in 2012, and this figure has remained stable for more than a decade. Similarly, the level of students ending the 9 grades of schooling reached 93%. No gender gaps in assistance or completion of studies are evidenced. School retention reached 97% in the years 2011-2012. To achieve the objectives of this level several changes have been implemented aiming at strengthening the teaching and improving the curriculum for certification, for example introducing improvements in the learning of science. There is also a constant concern for the development of consciousness and national and</p>



cultural identity of adolescents. Additionally, students between 0 and 20 years old with special educational needs are attended by the Special Education Model, which has a large number of educational centres throughout the country. The *Special School Model* of Cuba is part of the educational system of the country and therefore part of the Ministry of Education's school network. Continuing Education guarantees a 100% quota for all students that wish to continue their studies. The Pre-University Education hosts 40 to 44% of the graduates of ninth grade, and is intended to form graduates who then enter higher education. At this level the retention rate reached 74% in the period 2011-2012. 7 out of 10 students who enrol in this degree graduate after three years, even though compulsory education reaches the ninth grade. The continuity of studies in higher education is guaranteed for graduates of pre-university centres. The Technical and Professional Education hosts between 56 and 60% of ninth-grade graduates and aims to train workers. Attends the training of 48 specialties in technical level and 25 specialities for skilled workers. Since 2009, in order to meet the workforce needs of the country, there have been several amendments to this education. Both in the Pre-University and Technical and Professional Education disabled youth are incorporated. Retention in these educations reached 88% in 2012, remaining stable over the years. In relation to teachers, Cuba has





	<p>prioritized the preparation of teachers in technical subjects, encouraging improvement of practical skills and the knowledge of new technological resources.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>According to the 2012 Census, the illiteracy rate in the country reached 0.2%. In 1961, universal literacy was reached and it remains up until today, so the attention policy towards adults remains in order to avoid the effects of functional illiteracy. In view of the levels achieved, adult education has the function to ensure the continuing education of workers, peasants, housewives, and under schooled adults. In the period 2011-12 more than 53,000 students, of which 47% were women, graduated. The enrolment has decreased over the last decade, which shows that the under schooled population has been declining. Additionally, adult education, through a Labour Agreement between the Ministry of Education and the Department of Corrections, is working on the education of inmates, including those with special educational needs.</p>
<p><b>5. Gender Parity</b></p> <p><i>“Eliminating gender disparities in primary and secondary education by 2005, and achieving</i></p>	<p>All indicators suggest that there is gender parity in the whole educational system, especially in relation to access, retention and completion levels. The gender perspective is included in the curriculum and is gradually being included in textbooks. The Ministry of Education carried out an</p>



<p><i>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".</i></p>	<p>agreement with the Cuban Women Federation through which different research and gender promotion initiatives are developed in schools.</p>
<p><b>6. Quality Education</b></p> <p><i>"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".</i></p>	<p>The work towards constantly improving the quality of education focuses primarily on teacher training. Through the <i>Department of Teaching of Pedagogic Staff</i>, dependant of the Ministry of Education, programmes to ensure efficiency in the initial and continuing training of educators are developed. These programmes are structured into two levels, first the <i>Pedagogical Schools</i> for middle high school level, in operation since 2011, whose aim is to train educators in kindergartens, primary and special education. To these schools attend 9th grade graduates who are trained with curricula that will enable them, as workers, to enter higher education and access teaching careers. It has three specialization areas (nursery, primary and special) and focuses on the comprehensive training of teachers to direct the educational process of children under 6 years and between 6 to 11 years old, together with their families, making the educational process a comprehensive one. On the other hand, the Higher Education Pedagogy, present in all regions of the country, is oriented from an Initial Training Teaching Model based on principles of State</p>



Responsibility in initial and continuous formation, and on free education and secured employment. The Bachelor of Education degrees have new curricula, which have greater flexibility to shape their own curriculum articulated with the needs of each region. Additionally, the national educational system enables educators and pre-school teachers and practicing teachers of other levels of education to access various forms of postgraduate studies in order to ensure the improvement and updating of their knowledge and access to higher educational categories. Regarding students, since 2009 a *System of School Assessment* is applied and it has detected problems and strengths of study programmes in order to work on restructuring the programmes, textbooks and workbooks.

### **Most relevant policies for the country**

The main strategies of the country are focused on improving education through structural and methodological changes to the National Educational System. These initiatives can be applied thanks to a series of programmes developed by the Ministry of Education and other partner institutions. The main programmes are:

- The Directors Programmes which work on the curriculum regarding values, education and promotion of health and native language. An example of this is the Director of Education Programme on the Cuban Revolution value system.



- Curricular programmes, highlighting Computer Programmes.
- Strategies, including the National Environmental Education Strategy, developed in coordination with the Ministry of Science, Technology and Environment.
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### **Future challenges and pending issues**

The main challenge for the country is to improve the National Educational System. For this, the Ministry of Education has established the National Commission for Planning and Curriculum Studies and subcommittees by subjects, with the aim of reviewing curricula, plans and programmes that make up the system, as well as textbooks, teaching materials and modes of teaching. The main strategy is conceived as the transformation of the Cuban educational institution by giving leadership and active participation to teachers, administrators, parents, students and socializing agents, in order to make schools the most important cultural centres of the community. Specifically, short, medium and long term targets have been proposed, among which are:

- To improve community actions related to preventive work and attention to schoolchildren, always from the basic idea of strengthening schools as the most important cultural centres.
- To modify the curriculum, proposing one that is built from a basic core curriculum, with greater involvement of the educational group, families and students.
- To improve the comprehensive diagnostic process in order to ensure the efficient movement of students of each grade of the educational level based on an education that boosts development and gives attention to diversity.
- To remodel the forms of improvement of teachers and continue to refine their initial training, particularly of primary



teachers.

Additionally, in September of 2014 it is expected to start an experiment in selected schools, seeking to produce some changes in the direction and ways of functioning of the schools, the curriculum and ways of teaching, leading towards diversity and the creativity of students. This is expected to allow the design of an educational school project that meets their characteristics, needs and interests.



## CURACAO

UNESCO EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b> <i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The government of Curaçao has placed special emphasis on the implementation of the Early Childhood Policy dating back to 2012 and includes all children aged from 0-4. Of the 9,401 children born in 2011, 35% attend one of the 107 early childhood centers distributed nationwide, which are served by a total of 431 teachers. Of the latter, 2.8% have a bachelor's degree, 22.1% have a certificate of secondary vocational education degree, 53.8% have a lower professional education degree and for 21.3%, the certification level is unknown. For this reason, improving skill levels and training of professionals working in the education field is a priority. The country also intended that obtaining licenses to establish services for early childhood, and subsidies to which families may have access must be consistent with minimum quality criteria to operate properly. Additionally, after two years of operation, the results obtained by the Coordination Center for the Child Care and Youth, and the pilot project concerning Support Centers for Parent of Children aged 0-4 are under assessment.</p>



<p><b>2. Primary Education Access and Conclusion</b></p> <p><i>"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."</i></p>	<p>In Curaçao all children, youth and adults have the right to education without discrimination. Furthermore, education is compulsory for all aged between 4 and 18 (equivalent to pursuing the primary and secondary levels), with specific support for students who cannot meet their needs for food, clothing or transportation. The primary level is constructed on the basis of Foundation Based Education, made up of two cycles: one covering the ages of 4-8 and the second covering of 8-12 years. This teaching-learning platform creates in children the training ground for personal and community development. The period 2013-2014 a total of 16,840 students are enrolled in this level.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>"Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs".</i></p>	<p>According to the results of the Final Test Based Education Foundation for the period 2013-2014, 23% of the students attended general secondary education, 73% attended vocational education and 4% repeated 8th grade (last year of primary education). These results indicate a slight improvement over those obtained in 2012-2013, when 22% of students were promoted to general secondary education, since the government's goal is for at least 25% of the students to progress toward that level.</p>
<p><b>4. Adult Education</b></p> <p><i>"Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and</i></p>	<p>While the report does not include indicators on this goal, we emphasize that the Pro Alfa Foundation offers courses in functional literacy especially for adults, in addition to providing training in mathematics, computing, social skills and work skills.</p>



<p><i>continuing education for all adults”.</i></p>	
<p><b>5. Gender Parity</b>  <i>“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”.</i></p>	<p>Although it is emphasized that all people are entitled to access to education regardless of religion, socioeconomic background, gender, etc., it is stated that the country does not have a specific policy instrument for pursuing gender equality. However, it is recognized that there is concern about the situation of children and young men who do not seem to be taking advantage of the opportunities offered by the education system. For example, the report indicates that in the period 2013-2014, 211 men were enrolled HAVO (General Secondary Education) versus 236 women; 668 men went to VSBO (Preparatory Vocational Education) for 741 women; 73 men were enrolled AGO (Labor Market Oriented Education) versus 40 women and among repeaters, 59 were men and 28 were women. Additionally, during period 2011-2012 period, 70% of higher level students were women, and in the next period, from 2013 to 2014, it rose to 71%.</p>
<p><b>6. Quality Education</b>  <i>“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.”</i></p>	<p>The element highlighted in this area corresponds to the drafting of an Information Management System (IMS) of the Ministry of Education, Science, Culture and Sports. The main objective is to develop an integrated and interconnected system of recording, analysis and exchange of educational information between different actors constituting the educational system. It is expected for this platform to produce</p>





	educational statistical information later this year.
<b>Most relevant policies for the country</b>	
<p>One of the most important achievements is the enactment of the Federal Compulsory Education Ordinance which, as its name suggests, provides compulsory education for all children and young people who are aged between 4 and 18. This Protocol signed with the Netherlands includes providing financing for students who choose to continue their university studies in or near Curaçao, i.e. in South America, Central America and the Caribbean, and North America. This is to ensure higher rates of completion of such studies, given the high failure rates obtained by the students during the first year of university completed in the Netherlands.</p>	
<b>Future challenges and pending issues</b>	
<p>According to the national report, the main challenge is the provision of quantitative information on the objectives comprising EFA. While some progress indicators are present, they are insufficient to measure the degree of real progress of each of the objectives.</p>	



## ECUADOR

UNESCO EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b>  <i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Since 2010, the <i>System for Growth and Nutritional State Control for Boys and Girls in Early Education Public Early Education Centers (SICENEI for its name in Spanish)</i>, has been implemented based on parameters established by the WHO. In this process, 1,276 anthropometric sets of equipment were delivered to the EE centres. Coverage of this level has also increased, from 29,813 boys and girls under 5 years of age enrolled in 2006 to 278,654 in the 2013-2014 period. Additionally, it is important to mention the <i>Early Childhood Education with Quality and Warmth</i> that seeks to improve this stage of education through a decentralized management model that enables expanding its coverage and increases the educational offer inclusively. Consequently, in 2006, only 5.5% of 3 to 4 year old boys and girls were cared for in the EE programs, while in 2014, coverage increased to 40.2%. Other results of this project were the elaboration and execution of EE’s own curriculum, defining strategies enabling transformation of preschools into EE centers, establishing education standards with regard to infrastructure, supplying teaching material and furniture for EE establishments, training for 4,216 teachers in</p>



	<p>the Early Education module and including 7,379 Fiscal establishments in the service, among other strategies such as dissemination of educational television programs for families, delivering teaching and recreational material for children, etc.</p>
<p><b>2. Primary Education Access and Conclusion</b> <i>"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."</i></p>	<p>The <i>Net Rate of Primary Education Attendance</i>, which in 2003 reached 88.6%, increasing to 95.6% in 2012, is a noteworthy achievement. In urban areas, this rate increased from 93.2% to 96.6% between 2006 and 2012, while during the same time, in rural areas it increased from 87.9% to 94%. Meanwhile, the attendance rates by age also show important increases, especially for children over 12 years of age, for example, between 2003 and 2012, this age group showed an increase from 87.2% to 96.5%, while the 17 year old population showed an increase from 58.9% to 77.3%. This progress has been related to programs to <i>reduce access barriers</i>, fostered by the Ministry of Education, of which the following are foremost: 1) <i>Hilando el Desarrollo</i>, which delivers free school uniforms manufactured under an economic inclusion model of the small-scale sector. The total number of beneficiaries in 2013 was 1,242,000 students; 2) <i>School Food Program</i>, which delivers food rations for breakfast or snacks for Early Education students up to 7<sup>th</sup> grade of primary education in rural and marginal urban zones throughout the school year. In 2013, 2,172,975 were benefitted; 3) <i>School Textbook</i></p>



	<p><i>Program</i> which distributes textbooks and workbooks for students and teachers. In 2013 there were 3,860,944 beneficiaries (including students and teachers); 4) <i>Elimination of Enrollment Fee</i>. As of 2010, in Ecuador it is forbidden to charge enrollment fees in public education, therefore, each State school receives a specific budget from the Ministry of Education to guarantee free education.</p>
<p><b>3. Lifelong Learning</b>  <i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Although the goal of the <i>Decennial Education Plan 2006-2015</i> is to reach 75% of net enrollment in secondary school, no indicators are supplied for this educational level. However, some specific strategies such as the delivery of Language, Physics and Chemistry textbooks and workbooks to first and second year secondary school students in 2012. Additionally, English textbooks, workbooks, teaching workbooks and audio material was given to 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students of primary education, and first to third year secondary school students. This is in addition to the guarantee of access to education by the Constitution of the Republic of Ecuador, which is compulsory in its early education levels, as well as primary education and secondary education levels.</p>
<p><b>4. Adult Education</b>  <i>“Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and</i></p>	<p>Policy #4 of the <i>Decennial Education Plan of Ecuador 2006-2015</i> is called Eradicating Illiteracy and Strengthening Lifelong Learning for Adults, and <i>guarantees access, permanence, continuity and conclusion of studies for populations lagging behind in education, under the National System of</i></p>



<p><i>continuing education for all adults”.</i></p>	<p><i>Primary Education for adults, through national primary education programs for adults (...)</i> According to the 2010 Census, Ecuador had an illiterate population of 676,946 people. Thanks to the Primary Education Program for Youth and Adults (EBJA for its name in Spanish), by December 2013, 324,894 people over 15 years of age became literate, including people whom had never attended school, people whom had attended, but had forgotten to read and write due to lack of practice and people with some type of physical challenge (auditory, visual, motor). Additionally, 44,021 people of Ecuadorian indigenous origin learned to read and write in their mother tongue, kichwa. It is important to add that once these students completed one of the modalities offered by the EBJA Project, they may continue to medium primary and higher primary studies, which enable them to receive a baccalaureate certificate in science, or in technical/handicraft formation. Finally, the increase in years of schooling for the population of 24 years of age and over from 9.1 years to 9.5 years, is noteworthy.</p>
<p><b>5. Gender Parity</b>  <i>“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</i></p>	<p>It is significant that Attendance Rates by Gender of Primary Education register a positive evolution in the 2006-2012 period, moving from 91% to 95.4% in men and from 91.3% to 95.9% in women. This adds to the fact that 68% of the people over 15 years of age receiving literacy training within the EBJA Project were women. Parallel to this, in order to reduce</p>



<p><i>to and achievement in basic education of good quality”.</i></p>	<p>acts of violence in school premises, strategies such as the <i>National Plan to Eradicate Sexual Offences</i> in school have been developed, Conflict Resolution Boards have been formed within the 140 education districts in the country to stipulate protective measures and care in cases of violence; <i>an Inter-institutional Memorandum of Understanding</i> between the National Public Prosecutor, the Ministry of Education and the Judiciary Council to prioritize research on sexual offences occurring within the education system; a campaign called "<i>Never again, education without sexual violence</i>" to raise awareness among the population of this type of situation was launched, and a document "<i>Routes and Protocols for Action in Acts of Violence and or Sexual Offence Occurring or Detected within the Ecuadorian Education System.</i>" The latter, together with the workshops conducted in relation to this document, is considered a fundamental tool to increase awareness on gender violence in education.</p>
<p><b>6. Quality Education</b>  <i>“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.”</i></p>	<p>This area does not include specific indicators in the report, however, some strategies led by the Ministry of Education that seek everyday practices in educational institutions are mentioned. The projects developed jointly with the National Directorate of Education for Democracy are notable, including: 1) <i>Department of Student Counseling</i>, based on a comprehensive attention model centered on rights, interculturality, gender parity and psycho-affective wellbeing; 2)</p>



*Institutional Coexistence Codes*, a normative tool that enables conflict resolution and agreement in different school situations; 3) *Well Being Schools*, establishments that practice principles of healthy school coexistence enshrined in the *National Well Being Plan*.

### **Most relevant policies for the country**

The major achievements include the progress made in terms of attention to diversity, namely, timely care and education of children and youth with special educational needs. Thus, the legislation was established to create the *Inclusion Support Unit*, consisting of a specialized educational and technical service that provide care for students of all educational levels with any type of special educational needs. These units depend directly on the District Directorate of Education. To date 30,708 SEN students have been assigned to 6,753 regular and 159 specialized educational institutions, including state and private institutions; 72 *Units of Support for Inclusion* have been implemented nationwide and a number of cooperation agreements with NGOs and Foundations specialists of attention to diversity have been signed. The Ministry of Education has endorsed the *Ecuadorian Sign Language Dictionary* and books for transcription in large print and Braille literacy system 3,500 textbooks for 1st through 10th year of primary education, and has also promoted the formation of 20,000 teachers of regular educational institutions in "*Inclusive Education*" and "*Strategies to address the special educational needs in regular education.*"

### **Future Challenges and Pending Issues**

One of the main challenges that remain is the provision of detailed information regarding the goals 3 and 6, specifically, *Secondary Education and Youth* and *The Challenge of Quality Education* (although some strategies for achieving them have been reported).







## EL SALVADOR

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Since 2000, El Salvador has experienced a steady increase in the gross enrolment ratio of preschool children (4-6 years-old), reaching a 64.61% in 2013. One of the strategies for this achievement was the implementation of the <i>Education with Community Involvement</i> (established especially in rural and remote areas) through which 300 new vacancies were created for pre-school children, so the same year, 95.88% of students who entered the first grade of primary school had participated in some of Early Childhood Care and Education (ECCE) programme. Alongside this is the modification of the Education Act in</p>



	<p>2005 which validated the pre-school education from conception-such as guaranteed by the Constitution- which had a direct impact on the fact that by the year 2013, 1.6% of children aged from 0 to 3 had access to attention of some sort of ECCE programme compared to the 0.59% registered in 2009. It should be added that by the year 2010, the <i>National Policy of Education and Integrated Early Childhood Development</i> was established, which designed a specific curriculum for early education and also a re-design of the pre-school education. Finally, another salient feature is that by the year 2011, 54.93% of teachers who worked in preschool or ECCE were specialists in the area, which meant an improvement of the observed figure in 2007 that came to 51.85%.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>The establishment of free and compulsory primary education to the ninth grade, the delivery of school supports for the families, and the implementation of several specific programmes coordinated by the Ministry of Education favoured that: between 2011 and 2012 the dropout rate for primary education was reduced to 3.32%; there was an increase in the survival rate to sixth grade up to 83.80%; and an improvement of the percentage of students completing primary education to 76.54%. Other prominent breakthrough was the increase in the primary net enrolment rate, which increased from 85.93% in 2000 to 91.17% by 2013.</p>



	<p>This is added to the impetus given to the <i>Inclusive Education Policy</i> which is not limited to the integration of people with disabilities, but also to all those who for various reasons do not have access to the educational system (migrants, vulnerable children and youth, indigenous people, etc.) The flagship programme of this initiative is the <i>Inclusive Full Time School</i>, which is supported by an educational model that promotes the development of skills through innovative methodologies and curriculum adjustments according to the needs of the students.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Although secondary education is free since 2008, it is still not compulsory, for which there have been efforts towards improving the coverage and quality of this education. One of these initiatives was the actualization of the Technical Baccalaureate curriculum, and the development of experiences that link science and technology with the demands of the workplace. Among them, the most salient ones are: the <i>Scholarships on Technical Secondary Education Advanced Technological, Lets be Productive</i> and the programme of vocational and professional guidance <i>Lets keep on studying</i>. As a result of these processes the adjusted net enrolment rate increased from 40.76% by the year 2000 to 60.32% in 2013, while the literacy rate of young people aged 15 to 24 increased from 92.41% in 2000 to 97.14% two years later. It should be mentioned,</p>



	<p>finally, the specific training programmes for youth and adults that have been developed by the <i>National Institute of Vocational Training</i>, among which is the <i>Company Centre Programme</i>, <i>Skilful Technical Permanent Programme</i>, <i>GOES Cooperation Programme</i>, and other projects in collaboration with various institutions around the country.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>In 1993 the <i>National Programme of Literacy and Primary Education for Adults</i> was started and was confirmed in 2006 with the <i>Triennium of Literacy</i> promoted by the Ministry of Education. One of the notable experiences in this field was the literacy programme called <i>Learning to Live Better</i> and the implementation of the <i>National Literacy Plan</i> (PNA in Spanish) that provides basic education to youth and adults from first to sixth grade, under the flexible modes (blended, distance, virtual, proficiency testing, among others) from seventh to ninth grade. The literacy rate has increased since 2000 from 80.83% to 85.90% by the year 2012. Similarly, the completion rates of the literacy programmes have seen an increase from 79.48% in year 2000 to 81.83% by 2013. The same situation was repeated in the completion rates of the continuous primary education (levels II and III from 3° to 6°), which increased from 85.34% in 2000 to 91.27% in 2013. Finally it is worth noting that to date, 21 municipalities and a one-land area have been declared free of</p>



	illiteracy.
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>One of the first actions towards gender equality was the development of educational sex-disaggregated statistics and the development of gender-sensitive training for teachers and technicians to progressively raise the educational community. In the period between 2000 and 2004, gender and value education was established as transversal keystones for the entire education system, and in the year 2011 the <i>Law on Protection of Children and Young</i> came into force, giving full warranty in terms of gender fairness, and other key issues. Among the most salient achievements are the equal enrolment levels between men in recent years, for example, by 2013, a 49.45% of women enrolled was recorded in the pre-school level, a 47.80% in primary education, 48.86% in lower secondary and 50.67% in upper secondary. Meanwhile the percentage of women directors in the education system (excluding higher education) increased from 55.35% in the year 2000 to 60.18% in 2013. Finally, another salient result was the reduction in illiteracy by sex, while by 2012 there were 88.87% of literate men with ages 15 or older, and 83.37% of women placed in the same age range; the latter figure is considerably higher than that the one recorded in 2000 which reached 78.11%.</p>



## 6. Quality 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”.*

Among the achievements, the most salient are: the increase in the average schooling, elevated from 5.4 grades in 2000 to 6.1 in 2010, and the growth on public expenditure on education that rose from 3.44% in 2005 to 3.93% in 2010. Alongside this, the improvement in the delivery of technology to schools, especially in secondary schools, decreases the average number of students per computer available (29 students in 2009 was lowered to 6 in 2014). There has also been a development of 4 *Digital Certificates Degree* for the training of teachers and students in the use of ICTs, and there is also an *Educational Robotics* programme in 385 schools with the consequent development and delivery of training materials on this topic. Also, an *Interactive Learning in Centre for Science*, the *Teachers Network for Mathematical Problem Solving* and the *National Institute of GeoGebra for Teaching of Mathematics* were also created. Finally, another relevant issue is the decrease in the number of students per teacher in almost every level: in preschool education the average number of students went from 23 in 2007 to 22 in 2011, while in primary the average shows a fall from 30 to 27, and lower secondary from 32 to 31 during the same period.



### **Most relevant policies for the country**

Among the most relevant advances is the increase in the coverage of preschool education in the period between 2000 and 2013, reaching a 64.61%, this results are due to the changes in the curricula and the implementation of a specific policy for the education and care in early childhood, led by the Ministry of Education. This Ministry has driven an inter-sectorial approach to preschool and early education, so that various civil society organizations participate on its promotion, including the families and the educational communities. Another achievement was the increase experienced by the literacy rate among young people aged 15 to 24 years-old, from the 92.41% registered in the year 2000 to 97.14% in the year 2012. This means that according to UNESCO definitions, El Salvador would be free of illiteracy for this age range.

### **Future challenges and pending issues**

It is necessary to move towards universal education and care of children aged 0 to 6 years old, promoting the formation of specialist teachers in the level, and further strengthening collaborative and inter-sectorial work. In addition, further improvements in coverage rates and retention in primary and secondary education (especially upper secondary) and completion rates of study are required. Additionally, it becomes necessary to establish a more coordinated assessment process regarding projects and programmes implemented in this area, in order to capitalize on the experience and innovations of successful programmes. Along these lines, it is necessary to stress the importance of promoting gender equality in education at all levels, not only in access to education but also adequate assurance to remain in the system in situations such as teen pregnancy or the need for work. Finally, it is essential to continue with initiatives that promote



literacy and school completion of young people and adults, with the aim of reducing illiteracy and improving the basic reading skills, writing and mathematical problem solving that allow better social and work performance.





## GUATEMALA

EFA Goal	Level of achievement/most relevant indicators, policies and programmes
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The initiatives developed around this goal are based on the public policy of <i>Comprehensive Early Childhood Development</i>. Under this framework, the most relevant actions are the implementation of the <i>Foundational National Curriculum for Pre-primary Education</i> of 2005 and for the <i>Early Education Level</i> of 2011 as well. Accordingly, during 2006 and 2007, the programme <i>Levelling of Teachers Training</i> was developed, which allowed primary school teachers to obtain the title of Pre-Primary Education School Teacher. Finally, other relevant improvement include the increase in retention rates for pre-school students (96.4% in 2013), the increase in</p>



	<p>public expenditure on preschool education (11% in 2012), the decline in the average pupil/teacher ratio (18 students per teacher) and the improvements in the Gender Parity Index (0.96 approx. for 2013).</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>In 2005, the <i>National Foundation Curriculum</i> was implemented for primary education as an answer to the challenge of expanding the coverage and quality of its services for this level. Then in 2007, the Primary Education Programme for Mature Students was launched, which allowed students with school mismatch to reach the level of schooling established for their age group. Later on, the <i>Educational Plan of Strategic Implementation 2012-2016</i> gave priority to the primary level in rural areas by strengthening their classrooms, the creation of multi-grade schools, and the programme <i>I like math</i>. The progressive increase of the initial enrolment at the primary level and thus the percentage of coverage are also relevant, especially between 2000 and 2010. The decrease in the average number of students per teacher is also an important improvement, which fell from 31 to 25 students per teacher at the primary level. Finally, the emphasizes on the promotion of a national strategy for poverty reduction, which aims to improve family conditions in order to ensure the retention of students in the educational system until at least 15 years of age is also a salient feature of the country’s policy.</p>



### 3. Lifelong Learning

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

Between 2009 and 2011, the *Foundation National Curriculum for the first Cycle of Middle level* and the *National Foundation Curriculum for Diversified Cycle* were implemented. Furthermore the *Institutes of Tele-secondary* (Telesecundaria) and the *Family Cores of Education for the Development* were expanded. Also, the *National Institutes of Diversified Education* was created. On the other hand, as part of the extra-school education subsystem, the programmes of *Adult Education by Correspondence*, *the Family Educational Cores for Development*, *the Flexible Modalities for Secondary Education*, *the Municipal Centres of Training and Human Formation*, together with other programmes that were executed by the General Directorate of School Education (DIGEEX by its acronym in Spanish) in collaboration with various institutions were developed. Thus, the net rate of coverage of the basic cycle of the medium level rose from 30% to 43% and the diversified cycle grew from 18% to 24% between 2003 and 2012. The rates of graduation and retention from the basic cycle between 2007 and 2011 increased by 9% and 2% respectively; while the diversified cycle, the repetition rate decreased by 0.6% and the withdraw by 2.8%. It is emphasized, finally, that the promotion rate of this cycle was higher than the basic cycle and rose by 6.3%.



<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>The <i>Integral National Literacy Strategy</i> of 1990-2000, the <i>National Integral Literacy Strategy</i> of 2004-2008 and the <i>2009-2015 Institutional Strategic Plan</i> have supported actions on adult literacy. Including the BI-ALFA programme launched by ECLAC, which is characterized by an intercultural and gender equality approach. The results obtained indicate that the illiteracy index declined from 31.67% in 2000 to 15.38% in 2013. Also, in terms of gender, the Literacy Rate increased to 84.65% for men, and 84.59% for women, while the completion rate of literacy programmes amounted to 61% between 2002 and 2013. To this date, 20 municipalities of the country were declared free of illiteracy and, thanks to the 2013 annual operative plan, the coverage of the National Literacy Committee (CONALFA by its acronym in Spanish) was improved in 166 municipalities covered by the Zero Hunger Plan. Finally, the most successful experience in this field was the <i>Project of Occupational Guidance</i>, which taught the basic elements of literacy by integrating them with tools suited for the job market.</p>
<p><b>5. Gender Parity</b></p> <p><i>“Eliminating gender disparities in primary and</i></p>	<p>The two most relevant initiatives are the Girls Scholarship Programme for the Rural Areas (1994-2008) and the incorporation of gender, ethnic and social equality as a transversal axis inside the National Foundation</p>



<p><i>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”.</i></p>	<p>Curriculum, valid for all levels of education. It is noted both that the percentage of girls enrolled compared with the total enrolment of each level reached nearly 50%, and that the Gender Parity Index has been quite close to 1 in almost all levels between 2005 and 2013. Another relevant element is the reduction of inequality on the combined enrolment -which includes pre-primary to diversified cycle-, which went from 89 to 93 girls per every 100 boys, between 2000 and 2013. Women also showed similar results as men in terms of school success, except in the diversified cycle where the first have a greater weight than men. The data also indicates that girls in urban and rural areas complete primary at a greater rate than boys, even considering the ethnic variable, women have a level of participation in the educational system similar with men.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>The implementation of the <i>Foundational National Curriculum</i> at all educational levels and the impetus given to the <i>Strategy for Quality Education for Guatemalan Children and Youth</i> fostered the development of a number of schemes focused in the <i>National Reading Programme</i> and in the <i>National Mathematics Programme</i>. Also, supporting activities such as the issuance of textbooks and bilingual materials, the School Feeding Programme, the School Supplies Programme, the Programme of Endowment of Teaching Materials and Resources, the Free Education</p>



Programme, and the Programme of Repairs and Maintenance for Public Schools and School Libraries were conducted. Additionally, the design and implementation of the 2001 *Teacher Professional Development* and the *Academic Teacher Professional Development Programme* of 2008 are also relevant features. Since 2006, the Educational Research and Assessment General Directorate is responsible for managing the national educational assessments, and to provide information and inputs to the strategic decision-making in the area.

### **Most relevant policies for the country**

One of the most outstanding achievements is the increase of coverage at primary school level. Between 2000 and 2010 the initial enrolment showed a gradual increase in the net coverage rates for the period; the peak was recorded in 2009 with 98.68%. This situation varies considerably between 2012 and 2013 (data for 2011 is not included on this report). Another important achievement is the *Occupational Guidance Project*. This method, on the one hand, integrated the issuance of knowledge about literacy, granting a diploma approved as a sixth grade of primary school, on the other hand, it also helped to acquire the level of skills and abilities necessary to face the job market. To date 27,334 people have participated from the departments of Verapaz, Baja Verapaz and Izabal. In addition, the initiative won second prize in the contest called "Literacy Programmes for Youth and Adults in Latin America and the Caribbean", promoted by the Council for Adult Education in Latin America (CEAAL by its acronyms in Spanish), the Regional Cooperation Centre for Adult



Education in Latin America and the Caribbean (CREFAL by its acronym in Spanish) and the Regional Bureau of Education from UNESCO.

### **Future challenges and pending issues**

Among the pending challenges is the quality improvement of professional and academic stakeholders involved in early childhood, also to strengthen the inter-sectorial work and the expansion of educational coverage, especially for children from 0 to 3 years old. Another major challenge is to achieve universal coverage in primary education, to reduce the withdrawal and repetition rates in the first grade, to reduce the number of over-age students across levels, and to improve the outcomes in the area of literacy and maths, all of which has gender and cultural relevance. Regarding the medium level, the coverage rates are expected to increase by the promotion of the participation of the public sector, especially in the diversified cycle, and by the reduction of the withdrawal rates and non-promotion. The challenge of reducing the illiteracy rate in the country continues, but this has to be carried considering the safeguard of bilingualism and multiculturalism, and the integration of a greater number of persons with disabilities or special educational needs. Thus, a greater number of qualified professionals and specialists are needed.



**HONDURAS**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The commitments that Honduras signed in terms of Early Childhood Care and Education (ECCE) are incorporated in the <i>Vision of the Country Act</i> (2010-2034), which commits all governments to create educational opportunities with verifiable targets every four years. Also, the <i>Fundamental Education Act</i> and the <i>Community Participation on Quality of Education Act</i> both guide the achievement of these goals. Regarding early childhood, it appears that the main problem of the education system is not coverage but entrance because, in general, there is a late entry to schools, implying a lag in learning and putting in danger the permanence</p>





	of children inside the system.
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Considering the 6 year-old and older population, nearly 75% are enrolled in first grade. However, as age and grade progresses, the lag gap and dropouts increase. Out of 100 children who entered first grade, only 22 reach the ninth grade. From age 14 onwards, school withdraw becomes a serious problem. In this regard, the timely entry is a major challenge for the system. So is the first grade approval, mainly because the first three grades are considered key to the social and emotional learning and development of the child, which contributes to confront desertion.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>The school failure in the third cycle is also a difficulty. There is a population that drops out of school product of this failure and does not re-enter the system, thus the challenges in this regard are not only related with school retention but also to overcome failure. Another relevant issue has to do with students entering the third cycle after passing sixth grade. By 2010, out of 100 students that graduated from the sixth grade, only 87 were enrolled in the next cycle. This figure drops to 83 by 2013.</p>
<p><b>4. Adult Literacy</b></p>	<p>In the report there are no explicit references to adult education as a goal</p>



<p><i>“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”.</i></p>	<p>to be achieved. The literacy rate is 85.5%. In order to end with the remaining 14.5% by 2015, programmes at the municipal level and through community participation will be carried out in the future.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>In the report there are no explicit references to gender equality as a goal to achieve.</p>
<p><b>6. Quality Education</b></p> <p><i>“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</i></p>	<p>Among the main challenges for the coming years is the comprehensive and progressive implementation of the Fundamental Education Act, both to extend the coverage as to improve the quality, especially regarding preschool education. It aims at promoting a plan from the state that incorporates all children of appropriate age to a mandatory year of preschool education. Furthermore, it is also necessary to address the</p>



<i>literacy, numeracy and essential life skills”.</i>	comprehensive training of teachers.
<b>Most relevant policies for the country</b>	
<p>The <i>Community Education Programme</i> is a management model that has contributed much to the advancement of EPT goals. Also the management model being developed in rural areas, called <i>Educational Networks</i> has contributed to increase the coverage from the compulsory preparatory year of preschool education to the ninth grade. This programme incorporates community participation, local municipal mayors and other local stakeholders.</p>	
<b>Future challenges and pending issues</b>	
<p>The most relevant challenges for the future include the development of an intensive care programme for the first cycle (1st, 2nd and 3<sup>rd</sup> grades) so that children can enter at a suitable age and achieve success in the early grades. This is directly related to the challenge of bringing withdraw, repetition and failure as closest to zero as possible. As for quality, the aim is to improve the basic skills of literacy, math, science and technology through a programme of in-service teacher training and learning resources for students with the development of a comprehensive ICT programme in education through various ways; one PC per child, technological classrooms, and smart classrooms. For these purposes, it is expected that by 2018, there will be at least 15,000 schools with Internet connectivity.</p>	



**JAMAICA**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>In Jamaica Early Childhood Care and Education (ECCE) actions are based on the <i>Child Care and Protection Act</i> (2004) (establishing that it is compulsory to enrol in an educational establishment between 4 and 16 years old) and the <i>Charter of Fundamental Rights and Freedoms (Constitutional Amendment) Act</i> (2011) that provides for the provision of free education for children at the early childhood and primary levels. In 2002 the <i>Early Childhood Commission</i> (ECC) was established, resulting in new regulations that detail the basic health, safety and nutritional requirements to be followed by service-providers. The ECC is mandated</p>



to execute the functions outlined in the *Early Childhood Act and Regulations* of 2005 as well as outlining the expectations of the sector such as teacher qualification and requirements of employees. Additionally, the *National Parenting Support Policy* of 2010 provides information to parents on best practices regarding parenting and the needs that children have at this age. Standards have been established for the operations of early childhood institutions, establishing sanctions for operators that do not adhere to legal requirements and supporting those that are not fully compliant with the regulations. Early childhood education is offered in public and private institutions. In 2000 there were 127 publicly funded schools and departments and in 2013, the number increased to 191 (the government provides feedings grants and salary subsidies to most institutions which are run by the communities). Of the total 9,558 teachers and practitioners at the early childhood level, around 23% are trained as teachers, either at the degree or diploma level. The standard pupil teacher ratio at this level is 30 pupils to one teacher. Among the efforts to ensure quality of the programmes the following are highlighted: internal and external audits are conducted regularly in these institutions; partnerships with other institutions to allow for an interchange of technical knowledge which facilitates the effective management of the programme; and *Development Officers* inside the institutions to ensure that



	developmental plans are implemented and teachers are trained.
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>In Jamaica there is universal coverage of primary education, with an enrolment rate for the primary age cohort of approximately 97%. Some 96% of teachers at this level are professionally trained with female accounting for 88% of the staff. Most students transition from primary to secondary level education. Free access to primary education is established in the <i>Charter of Rights</i> and the <i>Child Care and Protection Act (2004)</i>. The challenge at this level is the quality of the output as demonstrated in the readiness of some students to access secondary education. In this sense, the <i>Competence-based Transition Policy</i> provides the framework which allows students more than one opportunity to demonstrate readiness to transition to secondary education. Primary education is offered in both private and public institutions, this last one being the main provider. Although education is free at this level, there are factors impacting regular attendance, the main one being the socio-economic condition of the household. In terms of improving access the following programs are highlighted: <i>The Textbook Policy</i> which provides textbooks free of cost to all children, the <i>Special Education Units</i>, attached to strategically located primary level schools across the country to cater to students with difficulties and finally a draft Special Education</p>



	<p>Policy with the main goals being to promote equity and access for children and youth with special needs at all levels of the education system. Lastly, the <i>National Assessment Programme</i> monitors how well students from grade 1 to grade 6 are managing the curriculum.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”</i></p>	<p>Enrolment at secondary level can be considered to be universal, with an adjusted net enrolment rate of 92%. Some 85% of the teachers are trained. At the secondary level, students are prepared to access further education or the world of work, emphasizing the acquisition of skills and competencies. The strategies that are being employed include: each student should be exposed to at least one technical vocational subject and be exposed to work and volunteerism through the <i>Work Experience Programme</i> in some secondary schools and the <i>Community Service Programme</i>; the introduction of the <i>Junior Achievement Programme</i> in schools, which fosters entrepreneurship; and the introduction of the <i>Career Advancement Programme</i> (CAP) which provides a second chance for students who did not acquire the skills and competencies to access further education or the world of work. The integration of TVET (<i>Technical and Vocational Education and Training</i>) into the curricula at all levels of the formal system is also relevant, where the Ministry of Education has mandated that by the end of 2016, all students exiting the system at the</p>



	<p>secondary level should have a marketable skill, regardless of their academic inclination. There was also progress made by the national training agency <i>HEART Trust/NTA</i>: increasing the number of individuals engaged in training in higher level programmes; improving the gender balance; and developing and implementing the TVET Integration Programme. There are currently 265 <i>TVET</i> institutions, 125 funded directly by <i>HEART</i>. An example of these institutions is the <i>Community Training Interventions</i>, which provide training through partnerships with churches, trade groups and others. These interventions are aimed at equipping individuals within the community with the knowledge and skill to make them employable. There are currently more than 70,000 people enrolled in some <i>TVET</i> institution.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”</i></p>	<p>The <i>Jamaican Foundation for Lifelong Learning (JFLL)</i> is an agency of the Ministry of Education that has been mandated to provide access to quality basic and continuing education that are relevant and adult-centred. According to the <i>Vision 2030, Jamaica National Development Plan</i>, the organization expanded its strategic focus from just providing learning opportunities and certification in literacy and numeracy at the basic level to include the secondary level, being now is now aligned to the <i>Lifelong Learner Policy</i>. In an effort to improve the literacy outcomes among the</p>





	<p>adult population, the JFLL will be implementing the <i>High School Diploma Equivalency Programme</i>, starting September 2014, an alternate pathway to individuals who have exited the formal education system and require a “second chance” to access learning opportunities. Adult literacy rate was estimated at 91,7% in 2010 compared with 86,8% estimated in 2009. In 2013, enrolment in JFLL’s Literacy and Numeracy Programme was 5.424 learners with 55% being females.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”</i></p>	<p>All children, regardless of sex, have equal access to public education from pre-primary to tertiary levels. From early childhood to lower secondary levels, there is hardly any difference in enrolment for males and females. However, as you progress to the upper secondary level and beyond, the disparity in enrolment becomes evident. In the 2012-2013 period at the tertiary level the enrolment rate for females was 40,2%, more than twice the rate for males, which was 17,9%. The education sector is staffed predominantly by females (96% at the early childhood level, 88% at primary and 70 % at secondary. Among the strategies that are engaged to encourage the attendance and participation of both sexes in the education process are: ensuring that there is no gender bias in the development of the curricula; allowing students at the secondary level to choose vocational areas without stereotyping; and training of educators to</p>



	recognize and deal with behavioural differences between the sexes.
<p><b>6. Quality Education</b></p> <p><i>“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”</i></p>	<p>The Ministry of Education has implemented several strategies to improve quality at all system levels, highlighting the following. Delivering teaching and learning materials to ECCE institutions through subsidies, handing over free textbooks for the primary level and low cost text books for secondary; focus on teacher quality (focus on the quality of the training programmes, the professional development of teachers through a system for registering and licensing by the <i>Jamaica Teaching Council (JTC)</i>, the provision of scholarships in particular areas, the provision of in-service training and the establishment of <i>Quality Education Circles (QECs)</i> which allows for the sharing of best practices in teaching and the sharing of solutions to challenges); the establishment of institutions to provide oversight and improve the quality of the different aspects of the system such as <i>The Jamaica Teaching Council</i> (established in September 2008, is responsible for maintaining and enhancing professional standards, regulating and providing quality training); the <i>National Education Inspectorate</i> (in charge of inspecting all primary and secondary schools in an effort to identify the needs of each school); and the <i>National College for Educational Leadership</i> (provides leadership training through the design of a professional development programme that will provide</p>



exposure to the Ministry's policies and programmes); and infrastructure (establishment of infant schools and infant departments various primary institutions with excess capacity; the number of such institutions increased from 127 in 2000 to 191 in 2013).

### **Most relevant policies for the country**

The *Programme for Advancement through Health and Education (PATH)* is a social safety net that provides support to parents so that children of school age have the resources to attend school and that they are fed while at school for a number of days per week. It is focused on vulnerable homes through economic support in exchange for an obligation of child school attendance. All children are given free access to health care and this allows for their optimal health and development. The provision of the *Child Health and Development Passport* since 2010, has allowed for health practitioners, parents and ECCE practitioners to track the health and development of all children in the cohort. Lastly, there is the *School Feeding Programme* that is being implemented by the Ministry of Education which ensures that breakfast and/or lunch are provided particularly to needy children in order to facilitate regular attendance and to increase the likelihood of better educational outcomes.



### Future challenges and pending issues

As a general challenge there appears the need to adapt the educational system so that it is capable of forming flexible individuals with the necessary skills to face a changing world based in technology. Concerning ECCE, there is an acknowledgement on how expensive its good quality is, this is why for many years the development of this area was coming from the private sector or through community work or religious organizations. Despite efforts by the government and private entities, some of the community run institutions are below the required standards but in some instances there are no alternatives for parents to access quality ECCE programmes.

Another challenge has to do with the risk of children with learning and developmental delays or disabilities. The limited number of appropriate institutions and personnel for screening, diagnosis and intervention, makes it difficult to adequately address the needs of these children. Attempt is being made to address this issue through the creation and implementation of a service delivery model for early screening, diagnosis and intervention for at risk children and households (the *Early Stimulation Programme* implemented by the Ministry of Labour and Social Security, in parts of the country, assist families with children who have these issues).

The challenge at the primary level is the quality of the output as demonstrated in the readiness of some students to access secondary level education based on the performance on the *Grade Four Literacy and Numeracy Tests*. The 2012-2013 results had 76,4% of the student obtaining mastery in Literacy and 58% in Numeracy.



## MEXICO

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The efforts associated with the 0-3 age group are relatively new and developing actions. They are part of the National Development Plan 2013-2018, which is considered as an action within the Mexico National Goal promoting inclusive Early Childhood Care and Education (ECCE) activities. The agency in charge is the Ministry of Education, which promotes the “Care Model with Integral Approach to Early Childhood Education”. It is acknowledged that progressive efforts have been made to reduce infant mortality and provide comprehensive health, nutrition, healthy development and education of children under three years old. The big challenge is presented in the most vulnerable groups, where care is hampered by the</p>



remoteness and scattered settlements, including economic, social and cultural factors. The final diagnosis of attention to this part of the population (2013) reports that there is a net coverage rate of about 12% from a population of 9 million children (in 2013, 1,018,038 children were treated in 13,553 service centres, according to statistics provided by the main public institutions focused on children between 0 and 3 years old through different modalities). To address equity issues the indigenous population have become an explicit focus through the General Direction of Indigenous Education, who currently serves 61,341 children, at the level of early education, in addition to supporting 52,814 mothers and 8,429 fathers in the care and development of their children. Regarding the group of 3-6 year olds, in 2001 a total of 3,465,916 students were served, number that rose in the 2012-2013 school year to 4,761,466 students. The enrolment of indigenous children in pre-school sums 407,533 students. Pre-school is part of compulsory primary education (between 3 and 6 years old). Some challenges are: to create universal compulsory coverage, to ensure the learning in indigenous languages with simultaneous bilingual with Spanish, to provide professional teacher education at the undergraduate level and the continuous updating, and to have a curriculum development including the knowledge of indigenous people.



## 2. 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.”*

In 2013, coverage ratios and the net enrolment ratio for the age group of 6-11 years old showed that primary education is universal. There have been important advances in indigenous education, where a total of 1,242,105 students attended schools with indigenous education. Beginning the 2013-2014 school year, there was a record of 834,572 students in elementary school, and as part of the implementation of support actions for the inclusion and retention, the number of students benefiting from migrant education services was 9,914. At the end of the 2012-2013 school year, the withdraw rate was 1.31% and 2.21% of reprobation, while the completion rate had increased compared to previous school years, reaching 89.78%. In this case the differences are reduced from the general schools with respectively 0.58%, 0.79% and 96.67%. Overall, for every 100 children who entered first grade in 2013, almost 3 students repeated, representing a reduction of 7.1 percentage points compared to 2000, a result that was influenced by the policies of automatic grade promotion. The failure and withdraw rates in 2013 reached 2.1% and 0.6%, respectively, representing a reduction of 3.9 and 1.3 percentage points in both indicators in comparison with the year 2000. With the decline of these indicators, the completion rate was 96%.



<p><b>3. Lifelong Learning</b> <i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>In the report there are no explicit references to secondary education and youth as a goal to achieve, except for a few scattered references on secondary education. The completion rate of primary education is low, where for every 100 children who enter primary school, only 76 complete secondary. Despite this situation, there have been advances in completion rates at the secondary level, going from 74.9% in 2000 to 84.2% in 2011. The school attendance rate of children aged 13 to 15 years old, increased from 77.7% to 85.3% for boys and from 75.4 to 86.4% for girls. In 2001 repetition and dropout rates in secondary school were 20.4% and 7.9% respectively.</p>
<p><b>4. Adult Literacy</b> <i>“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”.</i></p>	<p>In the report there are no explicit references to adult education as a goal to achieve.</p>
<p><b>5. Gender Parity</b></p>	<p>The country has made significant progress both in the legal and regulatory framework and the institutionalization and budget allocation to meet the</p>





*“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”.*

goals of gender parity. The National Development Plan (NDP) 2013-2018 is the first to include gender as a core principle, which means the performance of specific and concrete measures to ensure the rights of women and to avoid actions where gender differences are a source of inequality, exclusion or discrimination. In terms of progresses made, two aspects allow to visualize the path towards greater gender equity: access to education and school attendance. Regarding the former, the increase of gender equity is associated with educational coverage (access). Thus, in 2011, the percentage of school attendance of girls (98.4%) and boys (98.2%) from 6 to 11 years old, is practically the same and reaches the highest proportion. For the next age group (12-14 years old), the percentage of women (94%) and men (92.8%) decreases but remains above 90%. The greater presence of girls can be associated with the impact of policies and programmes such as the *Human Development Opportunities Programme*, through which affirmative actions are taken for girls to assist school. Between 6 and 17 years old, the attendance of women is relatively higher compared to men; situation that is reversed in the case of 18 years and older. Moreover, the school attendance rate of children aged 6 to 12 years old in the same period changed from 93.9% to 96.1% for boys and from 93.8% to 96.4% for girls. The school attendance rate of children aged 13-15 years old increased from 77.7% to 85.3% for



boys and from 75.4% to 86.4% for girls. In relation to previous developments, the Ministry of Education received for the first time in 2008 a budget for the educational agenda to incorporate a gender perspective in the activities and in educational programmes. Since 2008, the Secretariat for Planning and Evaluation of Educational Policy has implemented a programme of action. Actions included are: research (in 2009 the National Report on violence against women in primary education in Mexico was published, a valuable tool for public policy decision makers on prevention programmes that focus on children and adolescents); actions aimed at teachers (books on gender equality and violence prevention education in preschool, elementary and secondary level were produced); and the intervention in secondary schools (consisting of two actions: opening schools on Saturdays for the educational community to carry out activities with contents of nonviolence and gender equality. The project started in 2008 in 119 schools and currently operates 900 schools in seven states (*Opening Schools for Equity* project). Furthermore, the *Equity Project: Respect is the Route* seeks to consolidate the process of formation of promoters in equality and prevention of gender violence. During 2010, skills and capabilities were expanded to 4,883 promoters that replicated the knowledge acquired in 1,262 workshops in 9 participating states, where psychosocial skills in 35,650 adolescents increased); and finally the review



	<p>and analysis of textbooks (detecting contents and elements that promote and justify discrimination and violence against women and girls and to propose modifications from a gender perspective in free of charge textbooks. Since 2008, 102 primary level books have been analysed).</p>
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>The Mexico PISA results have not shown significant changes since the year 2000. It has been implied that the reasons for these poor results are associated with quality factors such as training and teaching style; curriculum development in classrooms, educational materials and other resources, the management and organization of schools, the compliance with minimum standards to conserve time and ensure adequate teaching and learning in schools, among other. To achieve the purposes of quality improvement, the country developed a deep reform that allowed to give constitutional status to the quality of education; to reform teacher professional service; to create the conditions to give schools autonomy in management; and to take the necessary actions to constitute the National Institute for the Evaluation of Education: an autonomous, decision making and citizen-based body.</p>



### **Most relevant policies for the country**

Associated with the goal of educational quality:

- Strategic Axis 3 of the Government of the Republic: to achieve a Mexico with quality education for all. In the current administration 2013-2018, a basic system with three main priorities is proposed: quality, improvement of learning and the stop of high school withdraw.

Associated with advances in gender equity (Opening Schools Project):

- 2011: The Opening Schools for Equity project received special recognition as an outstanding experience of Gender Mainstreaming in Latin America and the Caribbean by the Gender Practice Area of the Regional Centre of UNDP.
- 2012: Opening Schools for Equity project gained recognition as good practice in the 2nd Award for Best Practices in Crime Prevention in Latin America and the Caribbean.
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### **Future challenges and pending issues**

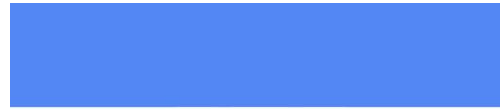
Quality is in the centre of future challenges, recognizing that there is a lack of progress in this direction. This is why quality was positioned at the constitutional level as instructed (period 2013-2018), initiating legal, conceptual and practical transformations aimed at schools becoming the centre of interest and action to boost the autonomy, management and quality of educational processes. More specific, some challenges are:

- To strengthen state education areas which have the ability to offer support and guidance to schools, which requires securing their own autonomy and their capacity of management, to encourage parent involvement, to evaluate and



to make accountable for their responsibilities and the consequences of the management processes of schools and leadership.

- To achieve universal coverage of basic and primary education, which includes pre-school, primary and secondary, levels required in the country; which will lead to focus the skills in the vulnerable population. This aspect that will solve the education gap and have all children and young people in some mode of education.
- Although access to primary school no longer seems to be a major problem, there are still inequalities in terms of academic achievement of students. School performance is low in most of the states and it's a real threat in pursuing quality education for all. Hiring properly certified teachers, having better teacher training, and implementing more flexible study programmes that are learner-centred, become issues directly related to this problem.



## NICARAGUA

EFA Goal	Level of achievement/most relevant indicators, policies and programmes
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The goal of Early Childhood Care and Education (ECCE) is linked to the second objective of the <i>Education Strategic Plan</i> of 2011-2015 (PEE by its acronym in Spanish), which is "to increase the integration of children to early education, with the participation of the educational community and family in Early Education to allow adequate child development". Among the most relevant advances is the increase in the net enrolment rate in preschool education from 56% in 2010 to 59.2% by 2013, while the retention rate increased from 86% to 90.4% during the same period. Furthermore, enrolment in preschool community -which receives children</p>



	<p>from 3 to 5 years-old, mainly from rural and marginal-urban areas, and are attended by community teachers- was of 120,639 on year 2013, which accounted for 54% of the total enrolment on the initial level. The number of primary schools with some kind of preschool service also grew; in 2009 these schools accounted for 58.5%, which went to 63.2% by 2013. Another important development is the increase in the percentage of days in which school meals were served; this percentage went from 63.8% in 2009 to 92% in 2013.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>This goal would comprise the first objective of the ESP involving <i>"advancing on quality Universal Primary Education and Secondary School for children and adolescents by ensuring the gradual increase in the percentage that enters, stays and reaches the ninth grade"</i>. Amongst the most notable achievements are the increase in the retention rate for primary school, which rose from 90.5% registered in 2009 to 92.8% in 2013, and the completion rate for sixth grade, which grew from 74.8% to 92.2% for the same years. Thus the net enrolment ratio from 1st to 9th grade (including lower secondary) increased from 89.5% to 90.2% between the years 2009 and 2013. During the latter year, the number of students who received backpacks and school supplies grew to 36%, and the percentage of days with school meals reached 92%. Furthermore for</p>



	<p>the 2007-2013 cycle there was a decrease in the numbers of over-age students in the first grade of primary school from 59.54% to 48.44% and of 64.85% to 54.25% for the second grade. Finally between the years 2009 and 2013, there was a notable increase of more than ten percentage points on the number of public schools with complete primary level -from 69.33% to 79.88%-; this is known as Battle for the Sixth Grade.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes”.</i></p>	<p>The third objective of PEE plan deals with a secondary education goal, in terms that it points to <i>"reduce illiteracy to a minimum and increase the level of schooling"</i>. It is noted that in the first secondary cycle, the total enrolment increased from 314,045 students in 2009 to 322,193 by 2013, which corresponds to an increase of 3.47%. Meanwhile in the second cycle, enrolment grew from 131,698 students in the year 2009 to 144,040 by 2013, equivalent to a variation of 3.93%. The net enrolment rate of cycle I of the secondary level, on the other hand, increased from 87.8% to 89.4% between 2009 and 2013. In the same period and at the same level, the retention rate grew from 83.7% to 84% and the termination rate from 57.7% to 63.8% in the ninth grade. Regarding retention rates for the Cycle II of secondary, an improvement is observed in both rural and urban areas, equivalent to 90.3% and 90.7% respectively. Passing rates</p>





	<p>are also improved in both areas, reaching 93.2% in 2013 and 94.8% for each area. Finally, the percentage of schools offering full first cycle of secondary level grew from 38.3% in 2009 to 42.6% in 2013, this effort has been dubbed as the <i>Battle for the Ninth Grade</i>.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>Similarly to the previous one, this goal would be considered in the third objective of the PEE, which refers to the illiteracy reduction and the improvement on schooling. While initial literacy enrolment has declined significantly since 2009 (from 208,275 to 75,018 students in 2013) promotion rates have gone up: in 2009 57.3% of students were promoted while by 2013 71%, although the peak was in 2011 with 75.2%. In this sense, there was an increase in the percentage of newly literate students who continue to study, which grew from 40% in 2009 to 76.4% by 2013 (although it is recognized that this path is not entirely clear, considering that in 2010 and 2011 there was an increase of 113.4% and 103.1%). It is also noted that in the period of 2009-2013, 62.2% of students managed to finish the literacy programme, from which 66.9% continued studying in the Primary mode for Youth and Adults. Finally, it is important to note that the education of youth and adults has a relevant curriculum and strategies for the population it serves, and includes literacy programmes, Levelling programmes (<i>I already can read and write</i>), Primary level with Basic Adult</p>



	<p>Education modes (EBA by its acronym in Spanish), Adult Primary Education-Bilingual Intercultural Education (EBA-EIB by its acronym in Spanish), Centres for Adult Education (CEDA), Radio Education and <i>Can Go-on</i> (which allows adult students to achieve the primary level in two years).</p>
<p><b>5. Gender Parity</b>  <i>“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”.</i></p>	<p>Throughout the report, no specific data is presented regarding the progress in gender equity in education, although it is stated as a crosscutting objective of the <i>Strategic Plan of Education 2011-2015</i>. However, it is necessary to mention that in the second cycle of secondary, enrolment rates between men and women do not present a significant gap. Thus in 2009 women represented a 49.6% of the total enrolment compared to 50.4% of men, while in 2013, 49% of the total enrolment were women and 51% men. Regarding retention rates at the same level for 2009, women have 92.9% and men 86.8%. For the year 2013, retention rates were 92% for women and 89% for men. Finally, it is noted that approval levels were exactly the same for both groups in 2009 and 2013, 51% for women and 49% for men.</p>
<p><b>6. Quality Education</b></p>	<p>This goal would be related to targets 5 and 6 of the PEE, which are to <i>“improve the level of learning achievement of students to successfully</i></p>



*"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".*

*deal with personal, family and community development, and the strengthening of national identity" and "Ensuring human and institutional development that enables an efficient and effective management of education".* The results presented indicate that the percentage of students from primary and basic secondary with advanced and excellent levels of achievement in the learning of language, literature and mathematics between 2009 and 2010 increased from 13.2% to 15.1% (the next assessment of these areas will be carried out in 2015). Also noteworthy is the increase in qualified teachers for primary and secondary level, which grew from the 71% in 2009 to 75.2% by the year 2013. The number of teachers involved in *Bilingual Education Programmes* rose from 1,171 to 1,525 between the years 2009 and 2013, and in the same period, there was an increase in the total number of teachers 47,583 to 55,385. The percentage of teachers who completed training programmes, on the other hand, increased from 36% in 2009 to 71.8% in 2013. To this date, 11 educational methods (out of 19) already have relevance focus curricula, and it is also noted that the percentage of strengthened capacities for educational management of the MINED (Ministry of Education) increased to 40% by 2013, compared to 20% in 2011.



### Most relevant policies for the country

The most notable advances have been made in specific areas of pre-school, primary and secondary education.

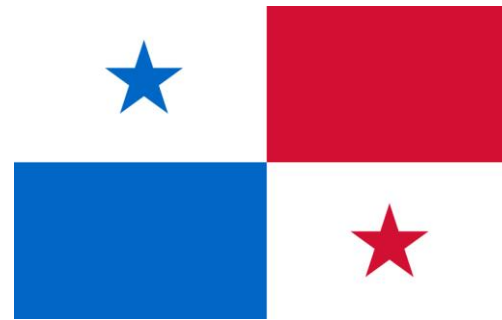
Regarding the primary education, the increase in the net enrolment rate for children aged 3 to 5 years is one of the most relevant results, growing from 56% in the year 2010 to 59.2% by 2013, and improving the retention rate from 86% to 90.4% between 2009 and 2013, the peak was achieved in 2012 with a 91.7%. Another relevant improvement is the percentage of primary schools with preschool, which grew from 58.5% in 2009 to 63.2% in 2013. Meanwhile for primary school, the sixth grade-finishing rate increased from 74.8% reported in 2009 to 92.2% in 2013. On the other hand, the cases of over-age students registered in the first grade decreased from 59.54% to 48.44% between 2007 and 2013, and from 64.85% to 54.25% in the case of the second grade. Adding to this is the increase in public schools that have comprehensive primary education, which rose from 69.33% to 79.88% between 2009 and 2013; this effort was named the *Battle for the Sixth Grade*.

Similarly it is important to underline the efforts made regarding the issuance of school meals in preschool and primary school, as the percentage of days on which this support is distributed rose from 63.8% in 2009 to 92% by 2013. During the same period, the rate of termination of the ninth grade increased from 57.7% to 63.8%, although the peak occurred in 2012 with 64.3%. Meanwhile the rate of basic schools, which means schools that play a role in educational management in a given territory and offer first full secondary (7th, 8th and 9th grades), grew from 38.3% in 2009 to 42.6% in 2013; this is known as the *Battle for the Ninth Grade*.



### Future challenges and pending issues

Among the most pressing challenges is the establishment of a system to generate quality information about education, accurate and reliable enough to support the strategies to improve the country's education in terms of planning and decision-making. Although a system of monitoring and evaluation for the *Strategic Plan of Education 2011-2015*, and also for the *National Integrated Management Information System (SNIGI by its acronym in Spanish)* is mentioned, there is little clarity on what exactly are these systems, nor how are they going to be implemented. Another pending challenge is the effective evaluation of strategies that promote gender equality in education, because although it is mentioned as a transverse axis for the Strategic Plan of Education, those strategies are not specified, nor the progress around them.



**PANAMA**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The <i>Organic Education Act of 1946</i> provides the legal foundations to the actions regarding early childhood. Among the most relevant is the existence of a group of institutions working together to meet the diverse needs of this population group: the Early Education Directory under the Ministry of Education, the Centres for Children and Family Orientation, the Ministry of Social Development and the Red Cross. Other important actions are the approval (not yet implemented) of a <i>Comprehensive Care for Early Childhood Route</i> and the establishment of the <i>National Council for Early Childhood</i>. Additional to this is the creation-by MEDUCA</p>



	<p>(Ministry of Education) - of the first education curriculum for children from 0 to 3 years-old, and the implementation of non-formal education programmes such as the <i>Early Education Family and Community Centres</i>, the <i>Early Education Community Centres</i>, and the <i>Early Education from Home Programme</i>, out of which 628 non-formal programmes serve the early childhood from indigenous county regions of the country. Lastly, Panama would be close to achieving 70% coverage in pre-schools before the end of 2015.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Although the net primary enrolment rate was over 95% between 2009 and 2010, it decreased in the period 2011 and 2013 reaching 91.7%, for which there is prioritization of actions aimed at expanding coverage, especially in rural areas, with difficult access and/or urban-fringe. The establishment of <i>Schools with multigrade teachers</i> and the development of the <i>Accelerated Elementary School</i> hosting over-age students who have dropped out or have belatedly entered the regular system are both relevant aspects of the policy. The <i>Direct Action Programme</i> of the <i>Child Labour Elimination Programme</i>, the <i>Telebásica Programme</i>, the <i>Multilevel Pre-Secondary Education</i>, and the universal awarding of scholarships to students from primary and secondary level are also highlighted. All this has favoured the decline in the dropout rate from 2.4% observed in 2009</p>



	<p>to 1.2% in 2012. Similarly, with the momentum of the <i>Policy on Attention of the Special Educational Needs</i>, the <i>Educational Support Service</i> was established composed of professional specialists in <i>Special Educational Needs</i> and different training sessions were developed for teachers and families. The <i>Inclusion Index</i> was developed, which allows schools to identify their strengths and weaknesses as an inclusion centre, and the <i>Learning Resources Centre</i> was created with the goal of designing teaching materials with an inclusive approach.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>In the last decade there was abundant legislation enacted around the institutionalization and recognition of education for youth and adults, through which a flexible secondary education was established offering content relevant to the needs of the labour market. Among the relevant improvements is the increase in the coverage levels for the secondary education, going from 44% in 2009 to 69% by 2014. <i>The Post-Literacy programme</i> (aimed at the urban-marginal and indigenous population with school-lag and extreme poverty) serves about 1,700 people each trimester in 124 centres nationwide, while primary-school completion programmes promote 2,500 students from one grade to another per trimester. For those wishing to complete the pre-secondary and secondary education and cannot attend regular forms, there are the</p>





	<p><i>Official and Independent Night Schools, the TECNOEDUCAME Programme, the TELE EDUCACIÓN Programme and others, which are taught through interagency agreements. Meanwhile the Popular Culture Programme provides job training in various areas and serves approximately 1,200 students each trimester.</i></p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>The <i>Organic Education Law</i> guarantees that in the field of adult education, literacy and primary level education are given preference. The institution responsible for carrying out the monitoring and evaluation of literacy programmes is the Social Development Ministry, while the Youth and Adult Directorate of the Ministry of Education contributes to this task with a team of teachers since 2009. Thus between 2000 and 2008, MEDUCA served a total of 59,000 illiterate people nationwide with programmes such as the <i>Generating Word</i>, the <i>PANALFALIT Method</i>, the <i>Spanish ABCD and Math Instructions</i>, and the <i>Yes I Can programme</i>. Similarly, from 2008, MEDUCA and MIDES (Ministry of Social Development) through the <i>Educational Development Project (PRODE)</i> have been giving post-literacy education to youth and adults in educational underachievement situations and/or requiring continuing primary education, which equated to 4,500 people served annually by 126 facilitators distributed in 124 centres nationwide. Finally it is noteworthy</p>



	<p>that one of the most relevant advances in this area took place in 2011 when Panama had the highest literacy rate in Central America, reaching 95.8%.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>The Office of Women’ Affairs (dependent of MEDUCA) promotes equal opportunities for men and women through a gender-sensitive perspective on education. This work was strengthened in 1996 with the agreement signed between the European Community and Panama that established the <i>Promotion of Equal Opportunities Programme</i> (PROIGUALDAD in Spanish). Thanks to this, it was possible to carry out improvements in in the Office in terms of human and material resources; training and awareness workshops on gender-sensitive educational practices were carried out; it became possible to spread the No. 6 Act of March 4<sup>th</sup> 2000 which establishes the mandatory use of gender neutral language; contents and illustrations on textbooks and curriculum changes were pushed, from kindergarten to ninth grade. Furthermore the <i>Action Research Methodology</i> on sexism was validated in schools, research relevant to gender was collected and a technical assistance called <i>“Treatment of pregnancy of the students in the educational system”</i> was hired. The Resource Centre for Non-Sexist Learning was also equipped, an educational guide called <i>Me sexist?</i> was developed, and a gender-</p>



	<p>sensitive bilingual literacy model was designed. To date 425 schools work with the <i>To teach in Equality Programme</i> and the Gender Parity Index in primary level has not decreased from 0.95 since 2009.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>The secondary school curriculum reform reduced the number of high schools from 34 to 12 and favoured the creation of industry, technology, trade, tourism, accounting and corporate governance pilots. Consequently MEDUCA signed agreements with various institutions and companies to train teachers in these areas. A national programme called <i>Let us do Science</i> was also implemented, which includes primary and secondary levels and seeks to improve the learning of science through inquiry. Also noteworthy is the programme <i>Between Panama Couple</i> that trained teachers of all levels in educational computing; the project <i>Leaders Leaving Traces</i> managed by the General Directorate of Education which is impacting youth leaders in their communities, and <i>Destination Math</i> and <i>Destination Reading</i> project which potentiates both areas in an interactive and technological environment. Moreover, the construction and equipment (in process) of 7 Higher Technical Institutes that will allow an improvement of vocational and technical education is also highlighted. Finally, the establishment of a School Evaluation System whose objective is to assess, formulate and validate the improvement plans, and review</p>



compliance and progress thereof is also relevant.

### **Most relevant policies for the country**

It is priority for the Ministry of Education that the educational policy is carried out without discrimination, which explains that one of the best results achieved was the one registered by the Gender Parity Index on the levels of care for early childhood and primary education, this indicator has fluctuated between 0.95 and 1.0 since 2009. According to the above, five would be the concrete actions led MEDUCA to impact positively in this area: 1) updating the curriculum and lesson plans in order to eliminate all sexist and androcentric content, 2) expanding the coverage of the *Educating in Equality Network of Schools*, 3) the promotion of non-sexist educational practices among teachers, 4) the promotion of non-sexist language and content in works, materials and textbooks and 5) the prevention and awareness campaigns regarding manifestations of gender violence in schools.

### **Future challenges and pending issues**

While considerable efforts have been made to improve ECCE, it is still necessary to increase their levels of coverage and improve the quality of interventions. It is also necessary to train a greater number of professionals and technicians, and to improve coordination of interagency work, so that the task of integration demanded by the attention of children, in particular, of those most vulnerable is achieved. Another relevant issue is the need to reduce the over-age rates that are present, to varying degrees, in all educational levels and to reduce failure and dropout rates that are particularly concentrated in the first three primary levels. Finally, regarding the education of youngsters and adults, it urges that these



programmes and projects are evaluated and improved continuously, and also for these programmes to be made available in border and/or difficult access areas, so that they can effectively reduce failure and dropout rates.



## PARAGUAY

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Overall, the progress in access to Early Childhood Care and Education (ECCE) and the coverage of Early Childhood Programmes (0-4 years) has been moderate. In rural areas the coverage is very low and almost non-existent; the same applies to indigenous communities. The gross enrolment ratio at the national level is still low (5.5% in 2012). Still, the country is less than two percentage points from the target set by EFA for the gross enrolment ratio by 2015. As for the age of entry to pre-school, it is observed that a significant number of children enter this level with the appropriate age to start primary school, which can delay adequate</p>



	<p>content management. Regarding human resources in pre-school and early education, there is a breakthrough in terms of availability, however about 50% do not have the minimum qualifications required by the educational system. Some of the initiatives developed include the National Improvement <i>Plan of Early and Preschool Education (2003-2009)</i> and the <i>National Plan of Integrated Early Childhood Development (2011-2020)</i>.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Despite the existent progress in a few areas, the goal of universal primary education has not yet been achieved due to the strong contrasts between areas and populations of the country. Though this goal was achieved at the beginning of the decade, enrolment has declined over the last period, plus a significant gap persists between urban and rural areas regarding access, specifically for rural and indigenous communities. A fall in the net entry rate is also identified, reaching 63% in 2012. As for the repetition rate, it has dropped significantly in all grades, similar to the survival rate in the last grade, which was 84% in 2011. The proportion of teachers with the minimum qualifications required to teach at primary level increased, reaching 92% in 2012. Several plans and programmes were developed under the scope of the objective. Those programmes that had higher impact in terms of enrolment and retention of children in the education</p>



	<p>system were the <i>Live School Programmes “Hekokatúva”</i> in two versions (2001-2007 and 2009 to present).</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Important initiatives include the Act declaring free and compulsory Primary and Secondary Education (2010). Along with this Act, the <i>Redefinition of Secondary</i> programme (2008-2012) led to a profound reflection on the educational supply. The results of the initiatives deployed showed an increase in the literacy rate of people aged 15 to 24 years old, reaching 98%. The educational levels of the population also increased (in 2012 one in three young people completed upper secondary education). General indicators for this level have improved significantly, showing that the majority of young people aged 15 to 24 assist general secondary programmes. Despite this progress, there are still differences between urban, rural and indigenous communities, in favour of urban areas (in 2012, enrolment in high school in urban areas was 94%, against 35% in rural areas 5% in indigenous communities).</p>
<p><b>4. Adult Literacy</b></p> <p><i>“Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for</i></p>	<p>In 2000 the country already had a high literacy rate, a figure that has been increasing, reaching 94% in 2012. A gap between rural and urban areas is observed, however this has been declining over the last decade. The gap is still important in the young and adult indigenous population. There</p>





<p><i>women, and equitable access to basic and continuing education for all adults”.</i></p>	<p>has also been a significant increase (almost ten percentage points) in the proportion of young people and adults who have completed secondary education. In both programmes (literacy and completion of studies) highlights the high participation of women. Despite the percentages achieved in literacy, still a quarter of the Paraguayan population older than 15 years old is in the lowest level of competence in reading comprehension and numeracy. The programme <i>Paraguay Reads and Writes: Literacy for young people and adults</i> (2010 - 2020) has been of great importance in achieving the objective, as well as a public education policy for youth and adults (<i>Ñamyendy Tata</i> (Kindle Fire) from 2011 to 2024) which was the result of a participatory process with different sectors involved in the education of young people and adults.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>From 1997 until today, the <i>National Programme for Equal Opportunities and Outcomes for Women in Education</i> (PRIOME in Spanish) has been implemented, coordinating activities to incorporate effective gender development in education. Overall, there is gender parity in literacy and access to formal education. However, for the indigenous population 15 years and over disparity is extreme (for women). The faculty Staff is mainly women, especially in urban areas. However, only 30% work in management positions. The rest hold faculty positions, mainly in the initial</p>



	levels of education.
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>Despite the gains in coverage, the lack of progress in the development of public policies aimed at improving the quality of education is evident. The debate about the concept of educational quality is still very incipient. Skills indicators show that only 50% of pre-school teachers are trained to teach at this level. For the primary level this figure reaches 90%, with disparities between urban and rural areas.</p>
<p><b>Most relevant policies for the country</b></p>	
<p>The greatest advances in coverage and permanence occur in young adults (15-24 years old) in the high and low levels of secondary education. Among the policies that have underpinned these developments and, in general, the development of the country's objectives, is the 2010 <i>Free and Compulsory Secondary Education Act</i>, which aims to promote education at all levels, based on the right of every person to a complete, permanent and equal opportunity education. Also, the <i>Resignification of Secondary programme (2008-2012)</i> proposes a modification of the educational provision based on the increase in coverage as the centre of the discussion, and proposes interventions founded on quality, relevance and equity in education, where the development of pedagogical autonomy is one of the main objectives for designing a critical and open school, relevant to enable equal opportunities in their results. In the area of literacy, where there has been considerable progress in the last decade, highlighting the <i>Public Policy for Youth and Adults Education (Ñamyendy Tata</i></p>	



(Kindle fire) from 2011 to 2024), not only because of its results but also because of how it was conceived since it is a Comprehensive Policy built upon participatory processes.

### **Future challenges and pending issues**

Among the main challenges for the 2015 goals is the development of state policies aimed at improving the quality of education. While recognizing a progress in the coverage and the reduction in access and completion gaps within the country, these progresses have not made significant impact in the learning outcomes. The shortage of teaching plans and policies related to the teaching profession is also considered a problem. Therefore, an important challenge is the development of programs to improve the initial and in-service teacher training. Finally, the institutionalization of the National Evaluation System is still pending, system that would expand the set of indicators of educational quality.



PERU

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The most important actions associated with achieving this goal are intersectoral in nature and aim to reduce poverty and child malnutrition, anaemia and morbidity, situations that violate the rights of children, especially in the development opportunities of the first 5 years. In this regard, the increase (10 percentage points) of children who were exclusively breastfed in the last decade is significant (67.6% in 2012). Child malnutrition was also reduced in children 0-5 years old, from 31.3% in 2000 to 18.1% in 2012, however rural-urban gaps still persist. Regarding the educational care of children under 6 years old, in 2012</p>



	<p>90% of first graders had at least one year of previous schooling. No gender gaps are seen, however disadvantages for students in rural settings persist. Attendance problems are observed in the group of 3 year olds, mainly because parents feel they are not yet old enough to assist school, so the country has started to give information to families on the benefits of early education. Regarding quality, it's recognized as a challenge to improve the quality of the entire system and specifically at this level. Between 2000 and 2012 public expenditure per pre-school pupil multiplied by 3.4 times. Highlights initiatives such as the <i>National Education Project</i>, which although it is a long-term general plan for education, early childhood is considered a priority. The Project includes a number of policy instruments and commitments to the coverage and quality of early childhood education. These include: the <i>National Plan of Action for Children and Adolescents</i>, <i>Guidelines for the Articulated, Intersectoral and Intergovernmental Management</i>, designed to promote early childhood development "<i>Childhood First</i>", and the institutional regulations to expand coverage in primary education.</p>
<p><b>2. Primary Education</b></p> <p><i>"Ensuring that by 2015 all children,</i></p>	<p>The institutional initiative that guides the progress is the General Education Act (2004). Other highlights are the following programmes: <i>2007 Learning Achievement</i> (PELA in Spanish), which aims to raise the</p>



*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.”*

low level of learning achievements of students in regular primary education; the *Solidarity Routes*, which provides bicycles to transport students to their educational institutions; and the *Equalization of Educational Lag*, which seeks to contribute to reducing school lag of children three years old or more. The state has also enacted a few rules to ensure free public education and to prevent discrimination on socio-economic grounds. Gross enrolment rate in primary education has increased significantly since 2001, when it reached 79%. By 2011 this figure was 92.7%. According to the net income rate, we can note that in 2012 three out of four children enrolled in first grade of primary education, without significant differences between urban and rural areas. In addition, no significant gender differences are recorded. Regarding the completion of primary education in the appropriate age (12-13 years) also shows an increase from 2001 to 2011 from 67.6% to 80.7%. However, there are still 19.3% of children who do not complete primary school at the expected age. Also, there is a significant gap between rural children who complete primary education (68.6%) and those from urban areas (86.4%). The same applies to the transition rate from primary to secondary education: in rural areas it is 7 percentage points lower than in urban areas. About 10% of rural students completing primary education do not enrol in secondary school. This can be explained by the repetition rate, which



	<p>although it is not too high, it is higher in rural areas. In relation to the quality of primary education, an annual census evaluation performed since 2008 and applied in 2nd and 4th year, yields satisfactory results in terms of learning and basic skills in language and mathematics. Another important action is ensuring free primary education, however, in 2005 was reported that there are families co-funding in public schools.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Enrolment in secondary education in 2012 reached 93.3%, with no significant gender differences but with a significant gap between urban and rural areas (96.5% and 86.6% respectively). Even greater is the gap between the extremely poor (70.5%) compared to the non-poor (98.3%). Regarding the timely completion of secondary school (17-18 years), it increased significantly nationwide, from 43.2% in 2001 to 64.5% in 2012; in rural areas rose from 17.4% to 42.9% in the same period, and in urban areas from 55% to 73%. Although indicators are positive, the challenge of bridging the gap between rural and urban areas, which is 30 percentage points, is still pending. As for withdraws, in 2012 the rate reached 8.2%, specially affecting areas of extreme poverty. Finally, with regard to the transition rate from secondary to higher education, it reached 34.9% in 2012, showing a considerable advantage of females (40.6%) compared to males (28.6%). Moreover, the results of the 2012 PISA test reflect</p>



	<p>disappointing outcomes, quite distant from the target. This test, along with other international assessments, reveals that the country has significant inequalities between students from urban and rural schools, as well as having the highest percentage of variance explained by socioeconomic factors. One of the main initiatives available for secondary education and for young population is the <i>Alternative Primary Education mode (2005)</i>. This programme is for young people and adults who for various reasons have not completed their studies. It includes literacy programmes for both primary and secondary education levels. Since its creation, and added to the growth in coverage in primary and secondary education, a positive evolution is observed in the level of education of young people and adults in the country.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”.</i></p>	<p>The illiteracy rate has been reduced by approximately 50% between 2000 and 2012. This decrease is more significant in rural areas (from 25.9% to 15.9%) than in urban areas (from 5.3% to 3.3%). According to the indicators, there is a large gender gap, as three out of four illiterate people are women. This gap is also generational: 48% of the illiterate have 60 years or more. In addition, there is poverty and maternal language gaps that indicate that in 2012, the illiteracy rate of the non-poor was 3.9% while the rate of the extremely poor population reached 21.9%. That</p>





	<p>same year the illiteracy rate of the population whose first language is Spanish was 3.5% while the rate of the population with another native mother tongue reached 17.9%. One of the initiatives that have contributed to the achievement of literacy is the <i>Master Plan of Literacy (2002 - 2012)</i>, which conceives literacy as a constitutive aspect of Adult Primary Education. From 2012, the literacy activities are performed by <i>the Department of Literacy</i>, under the <i>General Direction of Alternative Primary Education of the Ministry of Education</i>. Its main objectives are to go beyond the minimum literacy learning, ensuring enrolment and certifying up to the intermediate cycle of the alternative primary education through the <i>Alternative Primary Education Centre</i>.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>According to enrolment indicators, the situation tends to be favourable in terms of gender equality in access to the different educational levels. At the level of higher education, there is a greater percentage of female students over total enrolment, a percentage that has remained stable since 2000. Overall, indicators of enrolment, tuition, survival, completion and transition rates at different educational levels show that in most cases gender parity has been achieved, showing minor differences between men and women. Since 2000, different laws, norms and policy documents are being approved. Their intention is to reinforce the concept of equality</p>



	<p>between men and women in the realization of their rights and access to opportunities in all fields, including education. Among them are: <i>Promotion of the Education of Rural Girls and Adolescents Act (2001)</i> which recognizes a number of rights in favour of gender equity in education; and the <i>National Plan of Education for All 2005-2015</i> which has a specific goal on removing gender disparity from the educational system.</p>
<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>In the country the right of all children and adolescents to a quality education is considered a constitutional right. Teachers are considered fundamental to the delivery of quality education. In that sense, in the last three years there has been a development of processes for revalidation and accreditation of pedagogical educational institutions to complete and improve teacher training. Also, in 2007 the <i>National Programme for Continuing Education and Training</i> was created, which aims to improve the professional skills of teachers in primary education in relation to their command of basic knowledge in the areas of reading comprehension and mathematics as well as the domain of teaching strategies and curricular knowledge. The salaries, allowances and fringe benefits for teachers have also improved. In terms of infrastructure, equipment and educational materials, there has been a significant investment. This has allowed,</p>



among other things, to increase school premises, therefore promoting access to educational services for students of different levels.

Unfortunately, this infrastructure progress has not been accompanied by an improvement in the quality of educational spaces. An outstanding initiative is the creation, in 2014, of the *National Programme for Educational Infrastructure*, oriented to expand coverage and to improve educational infrastructure nationwide. Efforts to incorporate new technologies for learning have been made, highlighting the international program *One Laptop Per Child* that was brought to the country in 2007 in order to improve the quality of public primary education through the integration of ICTs, primarily in single-teacher multigrade schools in places of more poverty, and to contribute to educational equity in rural areas. With regard to student outcomes, according to indicators delivered by national (ECE) and international assessments (PISA, SERCE), these are still far from achieving satisfactory results, although in recent years they have increased significantly by achieving good standards in reading and mathematics, probably due to the initiatives implemented to strengthen the quality of education.



### **Most relevant policies for the country**

Key initiatives that support progresses are:

- The *General Education Act*, which establishes education as a right and compulsory, universal and free when provided by the state.
- *The National Education Project 2021*, which includes all policies that are implemented in education.
- The *Multi-Year Strategic Sector Plan* (PESEM in Spanish) of the Education Sector 2007-2011, an instrument of medium-term management of the Ministry of Education.
- The *National Plan of Education for All 2005*, prepared by the Ministry of Education, which aims to make a diagnosis and plan of action on the six 2000 EFA goals.

Additionally, as a result of the diagnosis and identification of challenges in the context of the EFA goals of Dakar, the country approved a set of specific policies; all of them directly associated with the EFA goals.

### **Future challenges and pending issues**

One of the main challenges of the educational system in the country is overcoming equity gaps. Both in coverage issues and completion of studies, the inequality between regions and by socio-economic reasons is a common factor.



**SAINT LUCIA**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The overall management of the Early Childhood Care and Education (ECCE) sector has improved as both day care and pre-school services are under the Ministry of Education and managed by the Education Officer for ECCE. The gross enrolment at pre-schools has increased from 60% in 1999/00 to 75% in 2012/13. The net enrolment rate for both day care and pre-school combined has increased from 19% to 22% for 0-2 year olds in the periods 2008/09 - 2012/13 and remained about 70% for 3-4 year olds in the same years. Through the <i>Roving Care Givers Programme</i> considerable progress was made to ensure that</p>



	<p>disadvantaged children had access to ECCE through home care services for children aged 0-3 in 33 small communities of the island. It reached 3,588 families but it was discontinued in 2014 due to financial constraints. Other relevant achievements are the establishment of <i>The National Minimum Standards</i>, regulations for operating ECCE centres resulting in a 10% increase in adherence to these regulations; creation of a <i>National Early Childhood Policy</i>, teacher training (during the years 2011 to 2013 the Ministry of Education provided training in early childhood to at least one teacher from almost every early childhood centre with objective of assisting the Ministry of Education in early screening and diagnosis towards the detection of learning difficulties, <i>Early Childhood Administrators</i> training in data management, and finally training is currently ongoing to promote a play-based curriculum (High Scope Curriculum) within the sector.</p>
<p><b>2. Primary Education</b></p> <p><i>“Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete,</i></p>	<p>(secondary school is included in this item)</p> <p>St. Lucia attained universal access to secondary education in 2006 after the construction and upgrading of five secondary schools since 2000 (the transition rate from primary to secondary went from 69% in 2000/01 to 92% in 2012/13). Having already attained universal access to primary education decades ago, the country now has universal access to basic</p>



<p><i>free and compulsory primary education of good quality.”</i></p>	<p>education, eliminating the disparities in access for males and females (before there was a higher proportion of women who continued to secondary education). In addition to the <i>School Feeding Programme</i> and <i>Book Bursaries Programme</i> (the first one present in 90% of schools and benefiting 42% of students and the second one reaching 8%), there are additional support services to children in difficult circumstances, such as <i>The Textbook Rental Programme</i>, <i>Transportation Subsidy Programme</i> (established in 2007, it benefits close to 18% of students), <i>One Laptop Per Child Programme</i> and <i>Counselling Programme</i>. Special education is also summons up a commitment to providing quality education. There are 4 special education centres on the island. Some highlighted actions are: a draft policy on the rights of persons with disabilities has been prepared which seeks to ensure equal opportunities for students with disabilities and training has been provided to teachers in areas such as speech therapy, audiology and special needs assessment.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills</i></p>	<p>The main Post-secondary institution on the island remains the SALCC (<i>Sir Arthur Lewis Community College</i>). The number of locally based private universities has increased from 1 to 4 and the availability of distance education programmes have also increased. The establishment of the <i>National Skills Development Centre</i>, with a central headquarter</p>



<p><i>programs”</i></p>	<p>and two main offices on the south and east of the island, has brought about increased training in technical vocational areas with a focus on life skills, especially to youth at risk. Since 2001 about 3,725 young persons have graduated from various disciplines. Some of these students receive scholarships from the Ministry of Education to continue their studies at the SALCC. The <i>Centre for Adolescent Renewal and Education (CARE)</i>, established in 1993, continues to provide training to students who have dropped out of primary and secondary schools, in TVET, Life Skills and in the <i>Adolescent Development Programme (ADP)</i>, which provides opportunities for growth. Also, many strides have been made in the provision of competency-based certificates such as NVQs (<i>National Vocational Qualification</i>) and CVQs (<i>Caribbean Vocational Qualification</i>).</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”</i></p>	<p>The <i>National Enrichment and Learning Programme (NELP)</i> is the main formal coordinating unit of adult literacy, with a large number of public and private partners. Since its commencement in 2001, there has been an influx in the number learners by almost 104%, where in addition to the basic literacy classes where they learn to read and write they can enrol in a certified skill programme. Also, the more advanced learners or those who never completed basic education can get a chance to be enrolled in either mathematics or English language classes at the Pre-CSEC or</p>





CSEC level (*Caribbean Secondary Education Certificate*). Between 2002 and 2013 about 5,600 students have graduated from the programme. Although the country has not conducted a national literacy survey since 1990, it is believed that St. Lucia has achieved a 50% improvement in levels of adult literacy. Attainment levels were measured for the two census years 2001 and 2010, showing that there was an increase of 38% in the percentage of the population with secondary education as the highest level, as well as an increase of 43% in the percentage of the population with post-secondary/tertiary education as the highest level. The percentages when examined by major communities also showed increases of over 50%. A Multiple Indicator Cluster Survey funded by UNICEF was conducted in 2012 and revealed that the literacy levels for young females 15-24 years was 99.3% and that the literacy levels did not vary by geographic location, education, age, wealth index or ethnicity of household head. The *Family Learning Program* was applied as a pilot in 2008 in the community of Babonneau and involved 30 families with children 0-5 years old that were not attending ECCE. The overall goal of the programme was to enhance the literacy skills of both the children and the adults through a home and community based family programme. The pilot phase of the programme came to an end in 2010 but the programme could not be continued due to lack to funds.



<p><b>5. Gender Parity</b></p> <p><i>“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”</i></p>	<p>There is almost a 1:1 ratio of males to females in the population and enrolment for every school age group. The problem in St. Lucia is the inequality in access at the post-secondary and tertiary levels. The highest enrolment at the post-secondary institutions is females, as well as in adult literacy and continuing education programmes, private universities and <i>National Skills Development Centre (NSDC)</i>, where most students are women. There is also a problem of girls outperforming boys in learning outcomes, situation that is further highlighted when we consider dropouts and repeaters from basic education. Male dropout rate increased from 0,8% in 2000/01 to 2,6% in 2011/12 while female dropout rate increased from 1% to 1,1% in that same period. Additionally, the male repetition rate is higher at the primary level (despite the policy of automatic promotion to the secondary school level, sometimes parents choose for their children to repeat based on their academic performance). All care givers at the ECCE centres are females, 80% in primary school and 60-70% in secondary school. <i>The Division of Gender Relations</i> promotes programmes to empower women but need to implement programmes for young men as well.</p>
<p><b>6. Quality Education</b></p>	<p>St. Lucia has made improvements in many aspects of the quality of</p>



*“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”*

education, highlighting the following. Increasing partnerships with funding agencies for support towards education development, development of a *Building Maintenance Policy and Plan* to establish a systematic programme of on-going school maintenance (it was finished in 2014 and handed over to the Ministry of Infrastructure), increase in the number of computer labs in primary and secondary schools (81% of schools have computer labs), establishment of the One Laptop per Child initiative for secondary level, increase in the percentage of trained and graduate teachers at primary and secondary schools, increased professional development for teachers and reduced pupil/teacher ratios at both primary and secondary schools. Also relevant is the implementation of remedial programmes in schools and remedial teachers, revised curriculum at the primary level and new curriculum at the lower secondary level and increased support programmes for disadvantaged children. Specifically concerning primary education, the attention has been set on improving quality in aspects such as the learning needs of students, teacher training (the percentage of trained primary teachers increased from 72% in 2000/01 to 90% in 2012/13), 10, leadership training (2010-2013), curriculum review (a new curriculum was developed for 5 learning areas), the provision of instructional materials and equipment and remedial strategies (most schools have remedial programmes in schools



and remedial teachers). For the secondary level, after achieving universal access the focus has been on implementing a broad-based curriculum and varied certification programmes such as CCSLC (*Caribbean Certificate of Secondary Level Competence*), CVQ (*Caribbean Vocational Qualification*) and NVQ (*National Vocational Qualification*), as well as generating a new and revised curricula in seven areas, developing a framework for inclusive education, promoting participatory and student-centred learning and strengthening instructional leadership and management of schools.

### **Most relevant policies for the country**

The *Education Sector Development Plans* (ESDP) is the frameworks that guide the country's actions concerning education. During the period two were made: 2000/05 and 2009/14.

In St. Lucia approximately 76% of education's recurrent budget is spent on paying salaries and wages, therefore, the remaining 24% is not sufficient to implement the Ministry's programmes. This is why successive governments usually seek financial aid from various donors and funding agencies for education development. During the period 2000-2014, four main projects were funded: *The Economic Reconstruction Project* (ERP) (this project involved the rehabilitation of schools and provision of furniture, equipment and instructional materials); the Organization of Eastern Caribbean States ,OECS, *Education Development Project* (OEDP) (two new schools were built and one other rehabilitated to create



universal secondary education, textbooks were purchased to begin the textbook rental programme, curricula were reviewed, an *Education Management Information System* was implemented in all secondary schools, and supplying schools with instructional materials and equipment and furniture); *The Basic Education Enhancement Project* (BEEP) (it involved the rehabilitation of schools, training to teachers and principals and procurement of instructional materials, equipment and furniture); and *The EU Information Technology Project* (the *Education Enhancement through Information and Communication Technology Project* (EEICTP) involved the development of a national Information and technology policy, the provision of computer labs to rural primary schools and the development of information and communication centres in deprived communities).

### **Future challenges and pending issues**

Regarding ECCE the challenge is expanding services; during 2012 discussions were carried out in a number of communities on the use of extra space at the primary schools to be used for pre-kindergarten programmes, thereby increasing access but never materialized. In the primary and secondary levels there remains the problem of low achievement by boys compared to girls as a higher percentage repeats and drops out. There is also a financing issue since basic education continues to take the largest allocation of education's budget and about 76% of the amount allocated is spent in salaries and wages, limiting the amount available to spend on instructional materials and programmes to enhance the quality of education at that level. Concerning the learning needs of youths and adults, one of the main remaining challenges is that females dominate males in accessing post-secondary education and *Technical Vocational Education and Training* (TVET) programmes. Another major challenge is the cost of pursuing post-



secondary/tertiary education where usually the cost is bore totally by the student unless he/she obtains a scholarship or grant. Post-secondary, non-tertiary education is less expensive than tertiary (university degree) education. Hence only a small percentage of graduates from the SALCC can afford to continue their education. One of the challenges still facing TVET is the absence of written policies. While there are some guidelines governing adult education programmes, there remains the need to develop labour market research to provide information on the needs an industry that can respond, for example, to the rapid change in the information and communication technologies. The challenges for literacy are the lack of finances to conduct a national literacy survey to assess the levels of illiteracy in the island, shortage of finances to implement more programmes to reach adults who are unable to physically attend *National Enrichment and Learning Programme* (NELP) classes, and absence of clear national guidelines and policies to address illiteracy. Some of the challenges regarding gender parity are catering to the learning needs of male students and getting them more involved in reading, attracting more male teachers to the school system and encouraging more males to pursue higher education. Finally the challenge of improving quality of education is associated with lack of financial resources to continue to purchase textbooks for the rental and scholarship programmes and lack of financial resources for the maintenance of the laptops provided to students. Last, there is concern about the levels of achievement of students in basic competencies in mathematics and English language at the primary level since just over 50% of students attain basic competencies.



## SAINT VINCENT AND THE GRENADINES

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b>  <i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Until the year 2000 the advances generated with regards to childcare and early childhood education were lead by a combination of non-governmental institutions, churches, communities and private groups. Among the achievements, it is important to mention the service of 4,010 boys and girls between 3 months and 5 years-old in childcare and preschool centres. Approximately 120 centres were distributed in urban and sub-urban areas. Up to 345 teachers were working in these centres, and 80% of them received some type of training in preschool education with only one fifth gaining an appropriate certification. That same year, the government opened 9 free access centres in specific areas situated without preschool services. Consequently, between 2012-2013 the enrollment rate increased to 23.1% for the 0 to 2 year old cohort (over a population of 6,019 infants) and to 45.3% for the 3 to 4 year old cohort (over a population of 6,342 children). Overall, it is stated that all the population between 3 and 5 years old is enrolled in some institution that provides childcare education. In addition a “Frame of national policy, regulations, and standards” was created specifically for childcare and</p>



	<p>education in the early years. Thanks to that, the quality of private service has improved and new preschool centres have been created in the areas that were most affected by the recent decline of the banana industry.</p>
<p><b>2. Primary Education</b> <i>“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.”</i></p>	<p>In the 90’s the country achieved universality in primary education, yet it is still stated that education is universal. Whereby the enrollment rate has decreased in relation to the distribution of the birth rate. Thus, in the period between 2000-2001 the net enrollment was 78.2% and between 2012-2013 it was 73.9%. In addition, there is a rise in the quantity of teachers with professional training, which was 51% in the period between 1995-1996 growing to 83% in 2012-2013. Besides, Saint Vincent and the Grenadines being one of the countries that have implemented the initiative <i>one laptop per child</i>, and by 2011, 15.000 computers were given to students and teachers from 2nd to 6th grade in primary school, also the internet connection was available in all the educational institutions. Another point to notice is that all the primary schools have a feeding program for students of lower incomes, and together with the Social Development Ministry, they are given books and school uniforms. It is important to mention that new standards of teaching performance have been defined for teachers and also for headteachers of primary schools, and the latter have been trained in educational leadership and management. Finally, the construction guidelines to build primary and</p>





	secondary schools were improved and the schools that did not meet those requirements were refurbished.
<b>3. Lifelong Learning</b> <i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i>	Universal Access in secondary school for students from 12 to 16 years old was achieved in 2005, so in the period of 2012-2013 the net register was up to 74.5%, showing an important increase compared to the 57.4% achieved in 1995-1996. In this same period there was a total of 36% more teachers graduating, increasing to 45% between 2012-2013. It is important to state that despite initially the results achieved by the secondary students in the <i>Caribbean Secondary Education Certificate</i> were low, they have been recovering since 2011. One may also note the expansion of tertiary education based on <i>Community College</i> , which offers training in arts, science, and general studies; technical and vocational education; teacher training and nurse studies. Between 2000 and 2001, the enrollment at this level registered 851 students in total, a number that increased to 1,169 in the period between 2012-2013. In parallel, the government of Saint Vincent and the Grenadines has signed cooperation agreements with the <i>University of the West Indies</i> and the <i>University of Technology</i> of Jamaica, and has increased the number of scholarships to promote among the population university training mainly in the form of a bachelor’s degree. This initiative was undertaken towards the overall purpose that each home has at least one graduate by 2025.



	<p>Finally the headteachers of secondary schools have received training into educational leadership and management, and the students of this level have received computers and also internet connection available in the schools.</p>
<p><b>4. Adult Literacy</b> <i>“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”.</i></p>	<p>The adults and continuing education unit (ACE) leads the educational initiatives for the adult population and provides support to the organizations that offer this type of education. Besides offering math and literacy training, ACE offers other types of programs like, basic computing, cooking, tailoring, etc., and also prepares the students to sit the <i>Caribbean Certificate of Secondary Level Competence (CCSLC)</i> generally obtaining good results, which allow them to sit the <i>Caribbean Secondary Education Certificate</i>. Thus, between 2008 and 2011 a number going from 438 to 1,839 people per year enrolled in these programs. It is important to mention the <i>Literacy Crusade</i> that has allowed the increase in literacy levels of people older than 15 in 88%, making the cohort between 15 to 29 more literate. In parallel a Literacy Policy and Plan has been established that is a guide to any initiative oriented to strengthen Reading and writing skills of the adult population. Additionally, a strategy to promote the <i>Technical and Vocational Training strategy (TVET)</i> has been developed, a series of <i>Training Standards based in Competences</i> have been determined for 90 jobs related to STATVET</p>



	Project, and the private sector has been involved in these efforts.
<p><b>5. Gender Parity</b></p> <p><i>“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”.</i></p>	<p>Within the commitments assumed by the government of Saint Vincent and the Grenadines is the elimination of any kind of discrimination that would impede equal access to education. Among them, the gender barriers, specifically in the case of children and youngsters that nowadays experience some disadvantages in the current educational system. Despite that, it is important to highlight that between 2012 and 2013 the net enrollment of children in childcare and preschool centres increased from 22.2% to 23.7% respectively in the cohort of 0 to 2 years old; and from 44.6% to 46% respectively in the cohort of 3 to 4 and more. Thus, the <i>Gender Parity Index</i> in the population of 0 to 1 year old is 0.94, showing some gender disparity in this age group. In the case of children of 2 years old, the index is 1.00, showing parity among genders. In the population of 3 years old, the GPI is 1.04, equivalent to gender equality. In primary schools the more equitable GPI is in first grade (0.98), and in 4<sup>th</sup> grade (0.99). In the periods of 1995-1996, from grades 1 to 5, 60% of girls were registered, a number that decreased to 48% in the years between 2012-2013; This happened despite the number of enrolled girls increasing (from 7,689 registered in 1995-1996, to 10,394 girls in the period between 2012-2013). Finally, it is important to mention that only in 5<sup>th</sup> grade there is a GIP close to equity with a value of 1.05.</p>



<p><b>6. Quality Education</b></p> <p><i>“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”.</i></p>	<p>Among the achievements, there is the training in educational supervision received by the <i>Education Officers</i> and the emphasis given by the government on the teachers training, which is shown in the increasing number of teachers that have achieved their bachelor’s degree in different universities of the world. In addition, most of the headteachers of primary schools have received some type of training in the area of educational leadership and management. Meanwhile, within the frame of the initiative <i>One Laptop per Child</i>, the government has highlighted the use of Information and Communication Technologies, as a resource to improve the learning results of students and the teachers’ training. In fact, currently, all the primary and secondary teachers have a personal computer given by the government, implying a reduction of the training costs by providing online courses, and also integrating the ICT’s in the school curriculums. Finally, it is important to note that during the last decade, the government has assigned around 18% to 21% of the national budget to education.</p>
<p><b>Most relevant policies for the country</b></p>	
<p>In the frame of the so called <i>Educational Revolution</i>, the government of Saint Vincent and the Grenadines has significantly increased the percentages of the national budget given to education. To date \$1.9 million dollars has been invested, allowing mainly the improvement of infrastructure, and also the construction of new educational centres in places like Barrouallie, Fairhall, West St. George, Edinboro and the Grenadines islands of Bequia and Union Island. In</p>	



addition, the access to educational services has been improved from the early education to the tertiary and post-secondary. Also, of note is that around 85% of primary teachers is properly trained, one of the highest percentages of the OCDE according to the National Report.

### **Future challenges and pending issues**

The national report offers a long list of pending challenges that could be grouped into five points: 1) It is necessary to strengthen the levels of access to childcare centres for early childhood, especially for children younger than 3 and for those coming from low-income families; 2) There is need to have information regarding the reasons that impede students of primary and secondary to finish the school. There is a concern about the low levels of reading and writing skills, communication, math and science, and also the students' skills for study and concentration; 3) It is important to strengthen the educational and professional courses on offer, specifically for youngsters and adults; 4) It is necessary to establish (or promote, in the case it exist) a system of data collection and information that allow to take informed and pertinent decisions according to the educational needs of every zone of the country; 5) Finally, it is relevant to be concerned about the feminization of teaching work, as most of the teachers from preschool to secondary are women, bringing erroneous ideas, like teaching is a feminine issue. This is added to the concern about the number of children and young men not enrolled in the educational system.



## SURINAME

EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>In Suriname Early Childhood Care and Education (ECCE) is subdivided I three sections: 0-4, 4-5 y 6-9. There is no comprehensive evaluation of children 0 to 4 years. Both the <i>Ministry of Health</i> and the <i>Ministry of Social Affairs and Housing</i>, the first ones monitoring their development and the second ones through public and private day care centres, through the <i>Committee Control on Child Care Institutions (CTK)</i>. The government is currently working on a new <i>Child and Youth Policy</i> document, ECCE Legislation and standards are submitted to Parliament waiting for</p>



discussion and approval. In Suriname only 38.5% of children 3-5 years old are attending pre-school, and less than half of that percentage between the ages 3-4 years. Overall, 88.4% of children who attended pre-school who are currently in the first grade of primary school were attending pre-school previous year. This is due to the fact that the age group from 4 up to 5 is covered in the regular primary schools as the kindergarten or pre-school is part of primary education and begins at 4 years old (is lasts 2 years). Even though the attendance of kindergarten is not compulsory yet, enrolment is high (approximately 85%). The average pupil/teacher ratio is 30:1. The 2-year programme that prepares them for elementary school is the national *“Play and Work Plan”* which was implemented in October 2011. The Ministry of Education is currently preparing a policy document for special education at all levels to apply in all educational curriculums. To gain more access to the communities, the *District Focal Points Programme* was developed to have selected and trained persons in the communities raise awareness and carry out ECCE programs in their own communities. Finally, starting 2012 the *Early Childhood Development Commission* launched a national ECD database, which will provide necessary information to generate policies based on evidence.



## 2. 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.”*

Surinam has maintained a stable net enrolment ratio in primary since 2010, remaining stable at 98% for women and decreasing from 98% to 96% in the case on men. The drop-out rate has decreased from 10% in 2010 to 7,5% en 2013. In collaboration with UNICEF Suriname, The ministry of Education has undertaken activities which support this goal. The *Child Friendly Schools – In-Service Teacher Training* was implemented, an in-service teacher training program was developed and implemented to strengthen the capacity of teachers in conducting child friendly education practices. During the years 2010, 2011, and 2012 Ministry and UNICEF trained 90% of all teachers in the interior (more than 800 teachers at 90 schools). In 2013, an additional training programme has been developed, to address the specific training needs of 800 teachers covering subjects on activating didactics and the creation of effective learning environments. There was also an increase of school performance through the application of the *Computer Aided Learning Programme*, aiming to strengthen the school performance of 700 children in the interior of Suriname. Currently there are 135 laptops installed at 5 pilot schools with a free-of-charge provision of educational software on mathematics and language to be used for the pilot project. Finally, there are various actions being carried out to increase access to primary





	<p>education, such as curriculum revision and piloting of grades 4 to 8 and national expansion of the revised curriculum in grades 3 to 6, development of diagnostic tests and a manual for the diagnostic examination system, train all teachers at the primary level (approximately 5,000), revision of the draft education legislation for the new basic education system, development and delivery of textbooks, teaching and learning materials, and supplementary reading materials for approximately 44,000 students in grades 4 to 8 and improvement of infrastructure.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”</i></p>	<p>In the period 2010 -2013 the Ministry of Education started a number of activities which will result in a comprehensive improvement of the quality of education. These activities are: innovation of our education system, including widening of the primary education level (8 year basic education), provision of schools on junior and senior high school level, of new up-to-date books/learning materials and set up a quality management department/unit, which will have the task of monitoring activities that will lead to quality improvement in education. This plan aims to decrease the repetition rate (effective promotion rate from junior to senior high school decreased significantly between 2010 and 2011, going from 78% to 45% in the case of men and from 67% to 55% for women), improve teacher</p>



	<p>training, improve the evaluation instruments in the learning process and make sure the transitional standards are evaluated and improved</p> <p>The <i>National Adolescent Strategic Plan</i> was finalized and priority areas have been identified, as well as producing a draft of a <i>National Adolescent/Youth Health Plan</i>.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”</i></p>	<p>According to the last census (2005) 33.054 people in Suriname are illiterate. In the <i>Multiple Indicator Cluster Survey 2010</i> of UNICEF (only data on female illiteracy between 15 and 24 years old), 92% is literate. Literacy rates in urban areas are higher than those in rural areas being 96% and 80% respectively, and have been observed to be lower in the rural interior (54%) than in the rural coastal areas (93%). The <i>Department of Literacy and Adult Education</i> of the Ministry of Education offers literacy courses to elderly people who are not yet able to read and write. The program is divided of 6 phases that last 1 year each. Annual enrolment to those courses has been as follows: 2010/11: 960 students, 2011/12: 597 students, 2012/13: 860 students. In all cases the proportion of women was higher than that of men (81%, 88% y 83% respectively). Finally besides the Ministry of Education, the Ministry of Labour, Technological Development and Environment and several NGOs carry out activities in the field of adult education and second chance education for young</p>



	people.
<p><b>5. Gender Parity</b></p> <p><i>“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”</i></p>	<p>An active <i>Working Group on Gender Equality and Empowerment of Women</i> promoted United Nations policies and programmes on gender equality, and regular exchange of information and expertise on gender during 2013. UNFPA helped to raise public awareness of gender issues at the national and local levels through advocacy campaigns. The <i>United Nations Population Fund</i> (UNFPA) helped to raise public awareness of gender issues at the national and local levels through advocacy campaigns. Other relevant institutions are UN WOMEN, UNFPA and UNICEF, which have projects on gender-based violence, which encompass capacity building, awareness-raising, and policy development. The <i>Gender Working Group</i> will take an active role in the implementation, coordination and monitoring of the <i>United Nations Development Assistance Framework</i> (UNDAF) to ensure that these criteria are met and that the UNDAF adequately addresses national gender concerns. The Ministry of Education emphasizes the importance of gender equality. Within the development of the new curriculum for primary and junior secondary education, gender issues received increased attention. Teachers in senior secondary education are trained in gender related issues.</p>



## 6. Quality 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”*

To increase the quality of education, the government carried out a number of policies and activities, highlighting the following: establishing a pupil-teacher ratio of primary and secondary education, in-service training for all teachers in primary and secondary education, extension of effective hours of class, have more qualified teachers at secondary education and professionalization of teachers to compile reliable tests. A permanent part of the policy programme of the Ministry of Education is professionalization of teachers (a task of the *Professionalization Training Institute (CENASU)*). The activities related to the capacity building of teachers should have their impact on improving the quality of education. In the 2010/13 period there have been conducted 130 training programs in the country. In cooperation with UNICEF, the Ministry of Education has initiated and implemented a number of projects between 2010 and 2013, highlighting the following: *School Mapping* (in 2013 support was provided to implement the collection of the School Mapping data and translation of findings into a School Mapping report), *Situation Analysis on Indigenous and Maroon Education* (a study on language issues and general education impediments in the interior of Suriname was completed and used for internal discussions), *Computer aided Learning for Education* (besides the introduction of Computer Aided Learning in five pilot schools, a



qualitative study is being conducted to measure impact of the programme and to provide “lessons-learned), and continued professional support of capacity strengthening of teachers in the interior of Suriname.

### **Most relevant policies for the country**

*Project Ouderparticipatie Stimulerende Unit (OSU)*: with this project the ministry wants to make policy that makes it compulsory that schools establish Parent Teachers Associations (PTA’s) in order to increase the involvement of parent’s in schools because until now the involvement of parent’s is very limited nationally and needs to be promoted. Currently parenting manuals have been finalized for the age group 0-5 years, 6-12 years and 13-16 years, and are meant to be an integral part of the envisioned National Parenting Program.

*Basic Education Improvement Project (BEIP)*: this program focuses on three main aspects: management at the Ministry and school levels, strengthening the *Education Management Information System (EMIS)*, and monitoring and evaluation (M&E) and social marketing. Initiatives will target key staff within the ministry’s departments, school principals in all public and private primary schools and other key stakeholders, building their capacity in leadership, management, M&E, and their ability to support students. Also the planning and policy-making capabilities will be strengthened. The EMIS will contribute towards continuous monitoring and evaluation of the education system, the collection, analysis and evaluation of relevant student data to track student progress throughout the basic education system

Activities created by the *VVOB (Flemish Association for Development Aid and Technical Assistance)*. Between 2010 and 2013 there have been several projects developed, highlighting: training of teachers, construction of a building to be used



as a centre for in-service teacher training (CENASU) that has been operational since the end of 2012 and offered in the year 2013 over 150 training courses for teachers of primary, junior and senior high schools, and strengthening the *Nucleus Centres* (post-graduate centres in the interior of Suriname)

### **Future challenges and pending issues**

The following challenges are identified regarding ECCE and primary education: increase the budget to guarantee and improve quality at the primary level, guarantee appropriate infrastructure, learning materials, educational tools and achieve a 100% enrolment in preschool for the 3-year-old cohort. Regarding equity and quality, there is the challenge of employing the right number of professional teachers for all educational levels, promoting the use of modern technologies inside the educational system (which can also be functional to decreasing illiteracy and reaching more vulnerable groups of society), and finally adjust the curriculum to the rapidly changing technological, economic, social and political development, emphasizing cultural diversity and local languages. In terms of increasing the number of people that complete primary education, there is a need to establish measures that allow tracking the number of students that repeat and the drop-outs, besides redefining more accurately what will be understood by “drop-out”. Finally, there is the challenge of improving data quality and availability to be able to produce evidence-based policies, a student monitoring system, comparative data and other relevant information about private primary schools.



**URUGUAY**

<b>EFA Goal</b>	<b>Level of achievement/most relevant indicators, policies and programs</b>
<p><b>1. Early Childhood Care and Education</b></p> <p><i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>Early childhood care and education (cycle between birth and 3 years) is considered to be a fundamental right and since 2008 it is assigned as part of the educational system through the General Education Act. Level 4 of <i>inicial</i> (4 years) belongs to the compulsory education cycle. There has been progress in terms of enrolment, with an important participation of three-year-olds (63.8%, 3.4 points over 2011) and is beginning to be relevant among two-year-olds (44.6%). To the year 2013 there are 429 Private Centres of Childhood Education (CEIP in Spanish), 99% of which are supervised and 75% authorized. The educational mechanisms</p>



	<p>focusing on attending children 0-3 years old reached coverage of 49,586 enrolled in 2012. Regarding quality, there have been several initiatives such as in-service training for the technical teams responsible for CEIP Centres (reaching 816 students) and the making and purchase of reading material. An example of this last idea is the <i>“Promotion of Reading” programme</i> (2010-2011) where each CEIP that presented a project was given a box with 50 copies of story books and training books for educators. Handbooks <i>“Reading is a right”</i> were also distributed for the families. Lastly, seeking to improve teacher quality in this, a tertiary level degree of Early Childhood Technical Assistant was designed and implemented, at the same time there is progress towards an Early Childhood Teacher university degree.</p>
<p><b>2. Primary Education</b></p> <p><i>“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.”</i></p>	<p>Primary education is considered universal, reaching 100% coverage. Since 2005 there is a decrease of annual enrolment that remains up to now, at the same time that private enrolment increases while public enrolment decreases (between 2003 y 2012, the ratio between public and private enrolment went from 7.1 students in public schools for each private school student to 5.0 in 2012). The decrease of generational cohorts and school system efficiency satisfactorily explain the lowering of enrolment with 100% coverage (according to the 2012 Statistical</p>





	<p>Yearbook, between the ages of 6-11 education coverage is universal and it increases for previous and following ages: 97.7 % for 5 year olds and 97.6 % y 96.6 % for 12 and 13 year olds). As for the amount of repeating students, for both first grade and first to sixth grade the percentages have lowered from 2000 to 2012, reaching historical minimums (it went from 20.4% to 13.7% in first grade and from 10.3% to 5.6% in first to sixth grade). There has also been a progressive increase in enrolment (21,800 in 2007 and 30,200 in 2012) and number of <i>Full Time Schools</i> (77 in 2000 and 170 in 2012), which function during extended hours and provide feeding services. Other relevant information shows that in 2012 urban schools belonging to the first quintile of the Sociocultural Context Index (CSC in Spanish) registered a hold-back level of 6.1% over the values registered for the highest quintile, reaffirming the 2011 value and being the lowest gap since 2004. Regarding the pupil-teacher ratio, there has been a decrease of the amount of students per teacher between 2000 and 2012 both in primary and lower secondary.</p>
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable</i></p>	<p>With respect to secondary education, there has been a continued expansion of technical-professional high school education enrolment (it makes up for almost a fifth of general education enrolment with 18.6%) and had a growth rate of 9.2% between 2011 and 2012, continuing the</p>



*access to appropriate learning and life-skills programs”*

trend observed since 2002. Repetition has decreased when comparing 2012 with 2011 (it went from 21.1% in 2011 to 19.6% in 2012), while in lower secondary technical-professional education 6 out of 10 young students are successfully promoted to the next grade, 2 fail and 2 drop out (61.4 %, 18.1 % and 20.5%, respectively). Finally, the increase in attendance during the past years between children 12 to 14 years old is highlighted (it went from 70.6% in 2009 to 73.8% in 2012), while there still remains a 4.4% that declared they were not attending any educational establishment (in 2011 the percentage was 4.7%). The General Education Act (2008) is the framework over which innovative actions regarding the promotion young and adult education, formal and non-formal are carried out. These are mainly legislative initiatives, highlighting the following. Creation of the *Non-formal Education National Council*, whose role is to promote and coordinate educational actions towards young people and adults and contribute to reinstate to formal education those people who have abandoned it. Creation of the *National Employment and Professional Training Institute* (2008) where job training programmes are carried out to support the unemployed job placements, as well as a permanent promotion of continuing education and regularization of labour skills, thus stimulating reinsertion and lifelong learning. Participation and support to the *Uruguay Studies Programme*,



	<p>which promotes reinsertion and continuing education with the purpose of achieving that teenagers and adults complete compulsory high school. The Technological University (UTEC in Spanish) was created in 2012 and is in charge of tertiary and university public degrees. Last, there is a tax exemption mechanism for educational private institutions that request it, encouraging education in general and specifically education of teenagers and adults in this case.</p>
<p><b>4. Adult Literacy</b></p> <p><i>“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”</i></p>	<p>The decrease of illiteracy is continuous in the country (it has gone from 2.2% in 2006 to 1.6% in 2012) and nowadays it is more associated to age (1% of people between 15 and 49 years old declared not knowing how to read and write, while in the 65 + group the percentage was over 3%). One of the efforts made in this area begins with the understanding of the need to strengthen mechanisms that allow for citizens to finish their primary and secondary studies. In this sense the <i>Youth and Adult National Programme</i> is highlighted, whose actions lie on accrediting several educational levels, making the programme an educational entrepreneurship that goes beyond literacy. In 2012 the programme assisted 8,154 students. Also important are the MEC Centres (Ministry of Education and Culture), educational and cultural spaces that aim to ease access to education, scientific and technological innovation and products</p>



	<p>and services that serve as a literacy platform, for example through the <i>National Digital Literacy Plan</i> (PNAD in Spanish), registered among the country's efforts to universalize access and use of information and communication technologies. Since it was implemented, more than 50,000 adults from the country's interior area enrolled in digital literacy courses; in Montevideo the figure reaches 5,000 people.</p>
<p><b>5. Gender Parity</b></p> <p><i>“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”</i></p>	<p>Uruguay has managed to diminish the gender gap in access to education between men and women. Thus, there is no significant gender gap regarding attendance to primary schools. At 3 and 4 years old and at 13 and 14, (ages of entry and exit of primary education) women attend approximately 3% more than men; and from 15 years on the participation of women is noticeably greater. Another relevant figure shows that over 6 of 10 students enrolled in universities or institutes are women (62.8%). Following this tendency, secondary education appeared as the space with more participation of women (53.8 % in lower secondary and 54.9 % in higher secondary). The participation of men was higher in primary education (51.8%).</p>
<p><b>6. Quality Education</b></p>	<p>During the past years the country has emphasized the importance of the effectiveness of educational centres and their pedagogical processes,</p>



*“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”*

thus focusing educational policy on concrete learning outcomes, levels of achievement and pertinence and distribution of skills and cognitive abilities that students achieve. Accordingly, the *National Institute of Educational Evaluation* was created, in charge both of national evaluations and conducting research that serves for generating knowledge about those aspects that prevent all students from achieving the expected outcomes. Statistics gathered during the past decade are highlighted as they have allowed to observe relevant changes, deliver feedback to education actors and account of relevant transformations, such as: improvement of learning conditions in primary and a still insufficient progress in secondary; there is currently a legislation process on the foundation of *University Training Institute / University of Education*; emphasize the relevance of establishing teacher teams through the *Practice Communities* that allow for permanent exchange among teachers; there has been a process of discussion about graduate profiles for primary and secondary cycles and forms of evaluation; and lastly, the country is searching for alternatives that can be more effective than repeating courses, that could consider each student’s different working rhythm, among other elements. There have also been relevant efforts regarding quality assurance of tertiary education programs, highlighting milestones such as: approval of the 104/014 Decree (2014) where new



aspects are incorporated in relation to post graduate degrees, long distance education and blended learning; and the establishment of the *National Quality Assurance System for Higher Education*.

### Most relevant policies for the country

A key aspect has been the increase of public expenditure on education, going from 3.2% of the GDP in 2004 to 4.6% in 2012. The *Equity Plan* is highlighted, beginning its social intervention phase starting January 2008 and including, among other components, reforming the educational system. Also important are the scholarships for high school delivered by the Ministry of Education and Culture and the *Solidarity Fund*, which have been very stable over time and in 2009 are also backed up by the *Uruguay Studies* programme. They received another strong drive in 2011 through the *Educational Commitment Programme*, moving from handing over 4,723 scholarships in 2005 to 19,331 in 2012.

Also important is the *Ceibal Plan* that aims to decrease the digital gap promoting access to computers and internet by matching internet access between homes from different socioeconomic backgrounds. In 2012 *Ceibal Plan* reached 2,392 centres all over the country, providing equipment and internet to 527,312 students and 39,240 teachers, thus 566,552 people in total. Also, internet access has been increasing over the years: in 2012, half of the inhabitants had internet access in their homes (50.8%) while in 2006 only 13.5% of people were in this situation.

Other relevant programmes include: *Community Teachers Programme*, focused on reducing school drop outs by strengthening the relationship between schools and the community and providing pedagogical support to children with low learning outcomes from 1<sup>st</sup> and 2<sup>nd</sup> grade (in 2012 the programme operated in 327 schools through 539 teachers,



assisting 15.608 children); *Community Classrooms Programme*, that aims to reintegrate into the formal educational system of those students that have dropped out of high school; *Path Programme*, designed so teenagers and adults that completed primary can finish secondary school and continue to higher education; *National Work and Education Programme*, a flexible education plan focused on young people between 15 and 20 years old that are out of the formal education system, don't work and are in a vulnerable social condition.

### **Future challenges and pending issues**

There is agreement among political sectors about the most relevant challenges. These are related to: emphasizing early childhood care and education (from 0 to 3 years old) increasing enrolment (nowadays the country has a 45% coverage of 2 year olds and 60% of 3 year olds, nevertheless it is unequally distributed to the detriment of lower socioeconomic groups) and training teachers; increasing pedagogical time in primary and secondary education through a policy of time extension that for the time has reached 15% of total enrolment; improving completion rates for lower and higher secondary; improving learning quality and reducing gaps, especially those related to national and international tests (SERCE, PISA) in reading, mathematics and science; improving tertiary education enrolment and its extension to the whole national territory (even though enrolment and completion rates have been increasing over the past years, the goal is to expand it even more, making essential to develop a *National System of Public Tertiary Education* through which various institutions share human and material resources); development of the teaching profession improving salaries, designing an attractive professional career and developing a permanent in-service training; increasing the educational level of teenagers and adults (the historical build-up of insufficient educational outcomes led to a current economically



active population with an inferior level of education of what is required for the countries' development); and finally the development of a non-formal educational policy to complement the formal system with a comprehensive and diverse training area in the country.





## VENEZUELA

UNESCO EFA Goal	Level of achievement/most relevant indicators, policies and programs
<p><b>1. Early Childhood Care and Education</b>  <i>“Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.”</i></p>	<p>The most remarkable achievements in this area include that the <i>net rate of preschool education</i> has risen from 43% in 1998-1999 to 77% between 2012 and 2013, which means that to date coverage reaches about 1,605,391 children aged under 6 years of age. One of the reasons for this positive development is the implementation of <i>Simoncitos Project</i> which seeks comprehensive care for all children from birth until they enter primary education. Each <i>Simoncito</i> corresponds to a suitably equipped educational center that offers nursery level (0-3 years) and preschool (4-6 years), and in which children receive adequate meals for their development needs. Thus, nursery education enrollment increased from 55,441 students enrolled in 2002 to 276,305 recorded in the 2012-2013 period. Finally, the promotion of initiatives that promote protection of the family and active and responsible exercise of parenthood (<i>Law for the protection of families, maternity and paternity, 2007</i>); strategies that promote breastfeeding as a right of children under 2 years of age (<i>Law to promote, protect and support breastfeeding, 2007</i>), and the <i>Social Missions</i> aimed at particular attention for pregnant adolescents and boys</p>



	and girls of the most excluded sectors.
<b>2. Primary Education Access and Conclusion</b> <i>"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."</i>	<p>An important development is that the <i>primary net enrollment rate</i> reached 93% in 2013, whereas in the nineties, on average, it reached 85%. <i>Primary education continuation</i> also increased from 86% in 1990-1999 to 97% in 2012-2013, while the desertion rate reduced from 5% on average recorded in the nineties, to 1.5% average in Revolution. Moreover, the <i>primary repetition rate</i> has dropped from 10% in 1990-1991 to 3% between 2012 and 2013. It is noteworthy that since 2000 the Bolivarian government established free enrollment as a strategy to reduce barriers of access to education. <i>The School Food Program</i> (PAE for its name in Spanish) has also been established, ensuring adequate food and nutrition for the entire school population of pre-school, primary and secondary education program. To date 4,352,972 students are served, a much higher figure than in 1998 when only 119,513 students accessed this benefit. Finally, the creation of <i>Bolivarian Schools</i> combining school care with the development of sports and artistic and cultural, social and community activities is mentioned. By 2008 there were 4,993 schools to be promoted between 2012 and 2013 to 10,360, of which 9,941 were primary institutions and 419, for special education, with a total enrollment</p>



	of 1,575,741 students.
<p><b>3. Lifelong Learning</b></p> <p><i>“Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs”.</i></p>	<p>Like primary education, secondary education is free, and students are also benefiting from the School Food Program. Another important initiative is that of the <i>Robinsonian Technical Schools</i>, whose purpose is to link schooling with the labor market. Since 1997 these have increased from 114 to 347 schools, and their level of enrollment has progressed from 66,881 enrolled in 1998 to 135,702 students currently enrolled. These schools are also closely connected with the work developed by the <i>Saber-Trabajo</i> and <i>Vuelvan Caras Missions</i>. In addition to the above, <i>Liceos Bolivarianos</i> were conceived as an educational continuum between school and university. In the period 2004-2005 there were 259 of these schools and to date they amount to 2,625, with an enrollment of 1,041,260 young people, which represents an increase of 103% enrollment at the secondary level of technical training. In parallel, high school students (as well as Primary and Early Childhood Education) have been favored with the delivery of books from the <i>Bicentennial School Textbook Collection</i>, which to date has distributed more than 42 million texts to over 10 million students and teachers. Finally, it is important to highlight the delivery of 666,731 laptops in secondary education from the <i>Canaima Education Project</i>.</p>
<p><b>4. Adult Education</b></p>	<p>The highlighted strategies include the development of <i>Educational</i></p>



<p><i>“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”.</i></p>	<p>Missions that seek to reduce illiteracy of the population, grant post-literacy teaching and reincorporate those who dropped out of school (<i>Robinson Mission</i>); ensure continuation and completion of high school (<i>Ribas Mission</i>); training for the workplace and ensure participation in productive activities (<i>Vuelan Cara and Saber-Trabajo Missions</i>); prepare for university education (<i>Sucre Mission</i>). Special reference is made to <i>Negra Hipólita Mission</i>, which rescues children, adolescents and adults from the streets and extreme poverty, so that through education, they can participate in their communities’ development and build their own lives. This experience has produced a notable increase in the literacy rate of the population aged between 15 and 24; from 1994 to 2012 it has risen from 97.96% to 99.61% for women and 96.53% to 98.60% for men. Finally, it is noted that in the municipalization process endured by university education, -which aims to associate academic work with the local and community reality where it takes place- 12 <i>Polytechnic Territorial Universities</i> have been created from 2010 to date.</p>
<p><b>5. Gender Parity</b>  <i>“Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a</i></p>	<p>The Constitution is one of the most important legal pillars as far as gender equality is concerned, since it ensures the sexual and reproductive rights of women, equal opportunity and the right to a life free of violence. Consequently, the national budget development has also integrated</p>



<p><i>focus on ensuring girls' full and equal access to and achievement in basic education of good quality”.</i></p>	<p>gender perspective. The Venezuelan state also adheres to all international commitments to endorse and promote equality and gender parity. On the other hand, the educational system reflects the progress made in this area, while the <i>Gender Parity Index</i> has improved in preschool, primary and secondary education from the period 1990-1991 to 2012-2013. The GPI in preschool shows progress from 1.02 to 1.01; the GPI of primary education, from 0.99 to 0.98 and in secondary education, from 1.24 to 1.09, the latter being the one with the most significant improvement, although some degree of gender disparity persists. It is important to note that the participation of women in the areas of science, technology and innovation has seen a significant rise compared to their male colleagues. This is evident in the <i>Incentive Program for Researchers and Innovators</i>, which for 2013 includes the participation of 42.6% of men versus 57.4% of women.</p>
<p><b>6. Quality Education</b> <i>“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.”</i></p>	<p>The Venezuelan educational system’s definition of objectives is based on three instruments of national character, namely, the Constitution of the Republic (the result of a constituent process), the Organic Law on Education and Homeland Plan 2013-2019. On this basis, it is currently in the process of building a <i>National System of Quality Education</i> that seeks to ensure achieving educational objectives, improve ongoing training for teachers and implementing national measures on the quality of education.</p>



To draft this system, it is conducting a national consultation on quality including academics, students, families, managers, representatives of civil society, educational experts, among others, to specify performance and improvement indicators of educational quality. Finally, it is important to highlight the progressive increase in public investment in education as a percentage of GDP, which in 1990 recorded investment of 3.15%, compared to 7% observed in 2012.

### **Most relevant policies for the country**

Throughout the report, two significant developments stand out. The first is in regard to beating illiteracy. In 2001, the *Robinson Mission* begins with two objectives: Provide literacy and post literacy accompaniment. In the Robinson 1 phase, it is intended for students to achieve a basic and functional level of literacy; *Robinson 2* aspires for students to access and complete sixth grade, a situation which is also known as *Battle for 6th grade*; *Robinson 3* promotes lifelong learning through work-study circles. Thus, in 2005 a number of 1,500,000 literates were reached, whereby the same year, UNESCO declared Venezuela an illiteracy-free territory. The second major achievement relates to the extension of the care of people with disabilities (the term has been replaced for *functional diversity*), which in 2012-2013 expanded to 149,310 children and youth in the stages of early, primary and secondary education. Of the total served, 144,706 correspond to official attention and 4,604, to private attention. To achieve this level of coverage, the Ministry of Popular Power for Education had 520 institutions distributed as follows: 57 *Simoncitos Early Education Centers for Functional Diversity*, 293 *Bolivarian Schools for Intellectual Diversity*, 50 *Bolivarian Schools for Hearing Functional Diversity*, 3 *Bolivarian Schools for Visual Functional Diversity*, 14 *Bolivarian Schools for Motor Functional Diversity*, 103 *Robinsonian*



*and Zamoranas Technical Schools for Functional Diversity. In parallel, 113 Diagnosis, Orientation, Training and Monitoring Centers for Functional Diversity (CDOSFS for their name in Spanish) have been created for comprehensive care of children, youth and adults. These centers have a multidisciplinary care team and to date, they represent 33.7% coverage nationwide.*

### **Future Challenges and Pending Issues**

According to the information provided, improving coverage levels for attention, care and education of children under 5 years old is still pending. While progress in this area is unquestionable, it is suggested to strengthen efforts of prenatal care and early childhood, and improve information of progress indicators. It is also necessary to strengthen the processes of initial and continuing training of teachers and professionals working at this level. Finally, it is proposed to review the results on gender parity, since beyond doubt, the increased participation of women in all spheres of education is a major breakthrough for the country, some degree of decreased participation among men is appreciated in places such as university education. Favorable GPI for women of 1.64 to 2012 IPG is presented, which epitomizes a certain inequality between genders, considering that parity values should range between 0.95 and 1.05.



## Appendix 2.

### **Statistical tables of indicators used to monitor Education For All goals and complementary data**

#### **Conventions:**

.. No data available or no applicable

\* National estimation

\*\* UIS estimation

-n Data refer to the school or financial year (or period) n prior to the reference year or period

+n Data refer to the school or financial year (or period) n posterior to the reference year or period.





		General information							
Indicators		Human Development Index (range 0-1)		Per capita GDP (PPP, constant US \$ 2005)		Population beneath the poverty line in		Rural population in %	
Source		UNDP		World Bank		ECLAC		UNESCO-UIS	
Latin America / Year		2000	2012	2000	2012	2000	2012	2000	2012
Argentina	AR	0,75	0,81	..	..	23,73	4,30	9,88	7,36
Bolivia (Plurinational State of)	BO	0,61	0,66	4.329,98	5.650,43	60,57	26,90	38,17	32,78
Brazil	BR	0,68	0,74	11.014,87	14.323,14	37,46	16,20	18,81	15,13
Chile	CL	0,75	0,82	14.623,15	21.048,93	20,21	11,30	14,05	10,65
Colombia	CO	0,65	0,71	8.413,59	11.636,55	54,87	28,50	27,93	24,43
Costa Rica	CR	0,71	0,76	9.564,73	13.157,49	20,36	17,10	40,96	34,90
Cuba	CR	0,74	0,81	11.154,41	..	..	..	24,40	24,83
Dominican Republic	DO	0,64	0,70	7.186,73	11.015,73	37,84	39,20	38,25	29,79
Ecuador	EC	0,66	0,71	7.250,84	9.900,08	37,11	28,80	39,70	32,02
El Salvador	SV	0,61	0,66	6.266,43	7.441,75	49,77	41,00	41,09	34,75
Guatemala	GT	0,55	0,63	6.312,67	6.985,19	31,63	54,76	54,87	49,76
Honduras	HN	0,56	0,62	3.482,63	4.422,54	79,74	56,30	54,54	47,28
Mexico	MX	0,70	0,75	14.703,80	16.316,33	41,09	33,20	25,28	21,61
Nicaragua	NI	0,55	0,61	3.435,48	4.293,09	69,91	61,93	45,26	42,14
Panama	PN	0,71	0,76	9.954,25	17.627,03	30,80	15,50	34,21	24,22
Paraguay	PY	0,62	0,67	6.030,71	6.975,47	58,82	42,90	44,67	37,56
Peru	PE	0,68	0,73	6.475,96	10.912,57	48,52	14,50	26,96	22,42
Uruguay	UY	0,74	0,79	12.583,64	18.230,27	8,63	8,44	8,68	7,37
Venezuela (Bolivarian Republic of)	VE	0,68	0,76	14.460,84	17.642,45	49,69	28,09	10,11	6,30
Caribbean									
Anguilla	AI	..	..	..	..	..	..	..	..
Antigua and Barbuda	AG	..	0,77	19.330,16	20.385,26	..	..	67,87	70,13
Aruba	AW	..	..	..	..	..	..	53,30	53,03
Bahamas	BS	0,77	0,79	25.675,58	22.705,22	..	..	17,97	15,55
Barbados	BB	0,75	0,78	14.714,16	15.298,72	..	..	61,65	55,09
Belize	BZ	0,67	0,73	7.185,93	8.313,48	..	..	52,34	55,41
Bermuda	BM	..	..	51.140,24	52.118,64	..	..	..	..
British Virgin Islands	VG	..	..	..	..	..	..	..	..
Cayman Islands	KY	..	..	..	..	..	..	..	..
Dominica	DM	0,69	0,72	7.602,70	9.829,11	..	..	32,82	32,70
Grenada	GD	..	0,74	9.709,72	10.974,73	..	..	64,13	60,51
Guyana	GY	0,57	0,63	5.071,42	6.053,66	..	..	71,31	71,51
Haiti	HT	0,43	0,47	1.733,63	1.602,81	..	..	64,40	45,36
Jamaica	JM	0,67	0,71	8.138,87	8.520,89	..	..	48,19	47,84
Montserrat	MS	..	..	..	..	..	..	..	..
Netherland Antilles	AN	..	..	..	..	..	..	..	..
Saint Kitts and Nevis	KN	..	0,75	18.772,38	20.099,66	..	..	67,22	67,89
Saint Lucia	LC	..	0,71	..	..	..	..	72,04	83,03
Saint Vincent and the Grenadines	VC	..	0,72	..	..	..	..	54,81	50,30
Suriname	SR	..	0,70	9.859,13	15.174,46	..	..	35,15	29,88
Trinidad and Tobago	TT	0,70	0,76	17.721,01	29.085,75	..	..	89,17	86,02
Turks and Caicos Islands	TC	..	..	..	..	..	..	15,45	5,93



LA	Investment in education										Pre-primary education					
	Total public spending on education as a percentage of GDP		Public spending on primary education per pupil as a percentage of			Public spending on secondary education per pupil as a percentage of		Public spending on higher education per pupil as a percentage of per capita			Net enrolment rates in pre-primary education in %		Expectations of number of years spent in pre-primary education		Ratio of pupils per teacher in pre-primary education	
	UNESCO-UIS		UNESCO-UIS			UNESCO-UIS		UNESCO-UIS			UNESCO-UIS		UNESCO-UIS		UNESCO-UIS	
	2000	2013	2000	2013	2000	2013	2000	2013	2000	2013	2000	2013	2000	2013	2000	2013
AR		5,14 <sup>-1</sup>		..		..		..	15,44 <sup>-1</sup>	59,79	75,19 <sup>-1</sup>	1,80	2,28 <sup>-1</sup>	23,79 <sup>-1</sup>	..	..
BO	5,47	6,89 <sup>-1</sup>	12,62 <sup>**</sup>	18,66 <sup>-1</sup>	9,79	20,33 <sup>-1</sup>	48,12	..	..	34,91	57,53	0,91	1,19	42,48	..	..
BR	4,01	5,82 <sup>-3</sup>	10,70	21,08 <sup>-3</sup>	10,21	21,57 <sup>-3</sup>	55,60	28,44 <sup>-3</sup>	46,74	..	..	..	..	18,74	16,53 <sup>-1</sup>	..
CL	3,71	4,55 <sup>-1</sup>	13,70	16,96 <sup>-1</sup>	14,11	18,06 <sup>-1</sup>	18,41	15,01 <sup>-1</sup>	..	84,92 <sup>-1</sup>	1,56	2,27 <sup>-1</sup>	24,27	9,48 <sup>-2</sup>	..	..
CO	3,51	4,93	11,96	17,41	12,98 <sup>**</sup>	17,04	29,81	20,02	35,86	33,00	1,20	1,46 <sup>-2</sup>	20,06	25,63 <sup>-2</sup>	..	..
CR	4,39	6,87	14,57	23,34	18,92	24,82	..	33,83	..	75,18	0,93 <sup>**</sup>	1,54	18,65	14,03	..	..
CR	7,70	12,84 <sup>-3</sup>	28,32 <sup>*</sup>	49,31 <sup>-3</sup>	41,24 <sup>*</sup>	52,11 <sup>-3</sup>	95,04 <sup>**</sup>	62,99 <sup>-3</sup>	92,75	98,35	3,13	2,96	19,25	12,67 <sup>-1</sup>	..	..
DO	1,91 <sup>**</sup>	3,78	7,90 <sup>+2</sup>	9,22 <sup>-1</sup>	..	..	..	..	..	29,10	40,93	1,00	1,25	21,95	23,39	..
EC	1,15	4,36 <sup>-1</sup>	2,82	7,81	5,32	18,99	..	..	..	54,11	84,96	0,65	1,67	14,56	17,86	..
SV	2,55	3,42 <sup>-2</sup>	8,55 <sup>**</sup>	9,84 <sup>-3</sup>	7,49 <sup>**</sup>	11,31 <sup>-3</sup>	8,88	11,18 <sup>-2</sup>	38,50	53,52	1,28	1,88 <sup>7</sup>	..	34,12	..	..
GT	..	..	6,64	9,69 <sup>-1</sup>	4,26	5,12 <sup>-1</sup>	..	18,43	37,33	44,36 <sup>-1</sup>	1,02	1,18 <sup>-1</sup>	22,77	19,21 <sup>-1</sup>	..	..
HN	..	..	..	18,26 <sup>-3</sup>	..	..	..	..	44,11 <sup>-1</sup>	21,59	38,26	0,65	1,24	19,48	14,34	..
MX	4,08	5,15 <sup>-2</sup>	11,74 <sup>**</sup>	14,60 <sup>-2</sup>	12,51 <sup>-1</sup>	15,91 <sup>-2</sup>	42,08 <sup>-1</sup>	37,67 <sup>-2</sup>	63,14	82,21 <sup>-1</sup>	1,40	2,03 <sup>-1</sup>	22,36	25,26 <sup>-1</sup>	..	..
NI	3,00	4,39 <sup>-3</sup>	..	..	..	..	..	..	28,56	54,97 <sup>-3</sup>	1,14	1,65 <sup>-3</sup>	25,97	21,19 <sup>-3</sup>	..	..
PN	5,04	3,29 <sup>-2</sup>	14,46	6,58 <sup>-2</sup>	22,28	9,66 <sup>-2</sup>	32,93	20,13 <sup>-1</sup>	41,57	65,06 <sup>+1</sup>	0,86	1,39 <sup>+1</sup>	19,24	18,63 <sup>+1</sup>	..	..
PY	4,57	4,97 <sup>-2</sup>	11,74 <sup>**</sup>	12,03 <sup>-2</sup>	15,93	17,59 <sup>-2</sup>	50,86	20,03 <sup>-3</sup>	27,63	31,92 <sup>-2</sup>	0,94	1,04 <sup>-2</sup>	..	18,11 <sup>-2</sup>	..	..
PE	3,35	3,28	8,26	11,15	10,23	10,38	11,40 <sup>+2</sup>	10,01 <sup>-3</sup>	58,46	85,09	1,77	2,58	36,29	17,85 <sup>-1</sup>	..	..
UY	2,42	4,42	..	..	..	..	18,07	..	..	77,63 <sup>-3</sup>	1,90 <sup>**</sup>	2,66 <sup>-3</sup>	28,35	26,31 <sup>-3</sup>	..	..
VE	..	..	..	..	..	..	..	..	44,31	72,50	1,46	2,27	..	..	..	..
CA	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
AI	..	..	..	..	..	..	..	..	..	..	..	..	..	13,70	14,00 <sup>-2</sup>	..
AG	..	..	..	..	..	..	..	..	..	39,88	72,00 <sup>-1</sup>	1,13	1,77 <sup>-1</sup>	6,20	20,94 <sup>-1</sup>	..
AW	4,71	6,04 <sup>-2</sup>	13,06	16,51 <sup>-2</sup>	19,21	22,38 <sup>-2</sup>	28,73	32,48 <sup>-2</sup>	94,06	98,72 <sup>-3</sup>	1,92	2,14 <sup>-1</sup>	26,50	19,55 <sup>-1</sup>	..	..
BS	..	..	..	..	..	..	..	..	11,49 <sup>-1</sup>	..	0,32	..	9,36 <sup>**</sup>	..	..	..
BB	4,62	5,61 <sup>-1</sup>	13,90 <sup>**</sup>	..	20,81	24,97 <sup>-3</sup>	41,82	40,35 <sup>-3</sup>	63,47	71,94 <sup>+2</sup>	1,40	1,58 <sup>+2</sup>	16,66 <sup>**</sup>	16,15 <sup>+2</sup>	..	..
BZ	5,03	6,61 <sup>-3</sup>	15,76	14,38 <sup>-1</sup>	15,87	22,11 <sup>-1</sup>	..	22,63 <sup>-1</sup>	27,02	46,44	0,56	0,98	18,99	16,32	..	..
BM	..	..	..	..	..	..	..	..	..	..	0,56 <sup>+1</sup>	0,55 <sup>-1</sup>	7,16 <sup>+1</sup>	8,25 <sup>-1</sup>	..	..
VG	..	4,36 <sup>-3</sup>	..	..	..	..	..	..	..	..	..	..	13,44	10,94 <sup>-2</sup>	..	..
KY	..	..	..	..	..	..	..	..	..	..	..	..	12,18	8,44 <sup>-1</sup>	..	..
DM	..	..	..	15,51 <sup>-2</sup>	..	..	..	..	78,25 <sup>**1</sup>	76,71	1,42	1,98	14,99	12,54	..	..
GD	..	..	..	..	..	..	..	..	..	..	1,49 <sup>-1</sup>	..	15,25 <sup>-1</sup>	14,48 <sup>-3</sup>	..	..
GY	8,48 <sup>**</sup>	3,19 <sup>-1</sup>	..	..	..	..	..	..	81,90	56,81	1,94	1,33 <sup>-1</sup>	16,65	15,63 <sup>-1</sup>	..	..
HT	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
JM	5,02	6,26	..	22,50	..	29,41	70,37 <sup>+1</sup>	40,09	79,33 <sup>-1</sup>	85,26	2,50	2,78	24,27	..	..	..
MS	..	..	..	..	..	..	..	..	..	..	..	..	10,25 <sup>**</sup>	..	..	..
AN	..	..	..	..	..	..	..	..	..	..	..	..	20,31	..	..	..
KN	4,80	..	..	..	..	..	..	..	..	..	..	1,63	..	15,12	..	..
LC	7,25 <sup>-1</sup>	4,70	..	17,76	24,72 <sup>**1</sup>	23,52	..	14,45 <sup>**2</sup>	48,79 <sup>**</sup>	57,40	1,28 <sup>**</sup>	1,20 <sup>*</sup>	13,19	9,80	..	..
VC	7,89	5,08 <sup>-3</sup>	21,59	17,40	22,41 <sup>**</sup>	21,61	..	..	..	67,52	..	1,57 <sup>*</sup>	..	..	..	..
SR	..	..	..	..	..	..	..	..	84,64 <sup>**41</sup>	69,62	1,59 <sup>-1</sup>	1,90	22,49 <sup>+1</sup>	27,99	..	..
TT	2,76	..	10,42	..	..	..	..	..	50,05 <sup>**</sup>	..	1,21 <sup>**</sup>	..	12,82	..	..	..
TC	..	..	..	..	..	..	..	..	..	..	..	..	13,78 <sup>+1</sup>	..	..	..



LA	Primary education						Secondary education															
	Adjusted net enrolment rate in primary education in %		Repetition rate in primary education in %		Fifth-grade survival rate in %		Transition from primary to secondary education in %		Net enrolment rates in secondary education in %		Repetition rate in secondary education in %											
	UNESCO-UIS		UNESCO-UIS		UNESCO-UIS		UNESCO-UIS		UNESCO-UIS		UNESCO-UIS											
	2000	2013	2000	2012	2000	2012	2000	2012	2000	2013	2000	2012										
AR	99,43	..	6,40	3,73	-1	93,05	98,19	-1	..	91,02	-1	..	..									
BO	93,57	**	81,60	2,75	5,63	78,02	98,00	92,36	96,51	66,11	*+1	71,58	3,79	7,36								
BR	92,50	**	..	20,95	8,54	-3	..	..	97,88	..	..	..	..	..								
CL	..	92,68	-1	..	4,64	-1	98,18	98,73	-1	..	97,39	-1	..	6,08	-1							
CO	96,45	**	91,15	-3	6,51	1,52	60,93	84,71	-1	92,34	99,41	..	73,67	5,71	+1	2,57						
CR	..	90,97	8,22	4,69	93,69	89,88	82,92	84,38	..	73,28	10,41	10,90										
CR	97,95	96,40	1,32	0,57	96,67	96,69	97,40	98,83	80,11	88,31	1,44	1,16										
DO	83,95	89,08	-1	5,30	-1	7,49	75,09	-1	94,81	91,23	-1	94,92	39,78	62,09	-1	2,82	-1	5,44				
EC	98,33	96,80	2,26	1,18	77,85	90,20	70,25	98,42	48,63	83,48	4,50	3,28										
SV	84,66	**	92,11	6,60	6,42	-1	67,03	87,36	93,21	**	95,82	44,21	**	62,50	2,96	+1	5,61					
GT	86,83	91,41	-1	14,66	11,83	55,88	72,07	-1	94,43	85,61	-1	26,94	**	46,87	-1	3,73	5,63	-1				
HN	88,44	90,10	8,49	+3	3,98	..	..	..	..	..	..	..	..	..	..	..	..	..				
MX	98,20	**	97,96	-1	5,51	2,90	-1	88,29	96,74	-1	90,63	96,86	-1	54,74	**	67,88	-1	..	+2	0,94	-1	
NI	82,66	93,20	-3	6,97	..	54,24	..	98,83	-1	..	34,50	45,44	-3	7,80	..	..	..	..	..	..		
PN	93,97	91,03	+1	5,72	5,06	-1	88,63	92,06	-1	..	98,77	-1	57,99	68,18	+1	..	6,71	-1				
PY	97,86	82,62	-2	7,99	4,49	-2	78,12	-1	83,79	-2	92,84	**	92,98	-2	45,19	-1	62,56	-2	1,41	+1	1,08	-2
PE	99,98	94,52	10,60	4,54	-1	86,10	78,84	-1	97,55	99,15	65,13	76,28	6,53	5,85								
UY	..	99,84	-3	8,97	5,42	88,57	94,84	-3	81,47	..	..	72,01	-3	..	..	..	..	..	..	..		
VE	89,02	93,55	6,88	**	3,25	90,80	-1	96,04	98,71	**	99,48	50,75	74,68	12,25	5,34							
CA	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
AI	..	..	..	..	..	..	..	99,66	-1	96,84	-3	..	..	..	..	..	..	..	..	..	..	
AG	..	85,28	..	..	..	..	..	..	..	69,11	**	78,46	-1	..	..	..	..	..	..	..	..	
AW	98,25	98,93	-3	8,45	7,34	-3	95,91	93,44	-3	99,70	-1	..	76,81	76,94	-2	8,12	..	..	..	..	..	
BS	91,43	-1	97,80	-3	..	..	..	..	..	..	70,83	-1	82,89	-3	..	..	..	..	..	..	..	
BB	94,73	97,13	*-2	..	..	95,56	94,46	-2	99,20	..	92,90	89,71	-2	..	..	..	..	..	..	..	..	
BZ	99,39	**	99,69	9,94	7,06	84,53	93,56	94,41	95,26	58,48	**	74,29	7,56	4,93								
BM	..	83,46	-1	..	..	89,07	+1	86,90	-1	93,52	+1	92,84	-1	..	..	..	..	..	..	..	..	
VG	..	..	..	..	..	80,02	..	..	93,68	..	..	10,92	18,74									
KY	..	..	..	..	..	..	..	92,59	92,72	-1	..	..	..	..	..	..	..	..	..	..	..	
DM	98,41	96,23	-3	2,17	3,89	86,24	93,90	90,69	94,88	83,87	78,94	-2	9,46	+3	8,09							
GD	99,99	*-1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
GY	..	..	..	..	..	77,17	94,62	-1	69,00	-1	95,21	-3	72,81	-1	92,56	**+2	8,31	12,19	-3			
HT	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
JM	93,74	**	85,51	4,99	3,09	87,12	87,52	97,97	90,29	77,62	68,89	1,22	0,70	-2								
MS	..	..	..	..	..	..	..	96,30	-1	..	..	..	..	..	..	..	..	..	..	..	..	
AN	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
KN	97,22	**	82,20	..	..	82,85	95,39	91,49	99,53	95,83	**	85,03	1,38	**+2	2,05	*-2						
LC	90,64	**	..	2,27	+3	2,63	93,75	95,01	68,08	+1	94,01	62,29	**	80,66	0,15	-1	0,96					
VC	98,20	**	96,24	9,90	+1	4,38	..	91,37	..	99,95	67,92	**	85,20	-3	19,14	**+2	13,38					
SR	..	..	..	..	..	..	..	..	..	..	52,53	..	..	..	..	..	..	..	..	..	..	
TT	98,31	**	98,68	5,80	6,35	*-3	94,84	92,07	-3	97,41	94,20	*-3	..	..	..	..	..	..	..	..	..	
TC	..	..	..	..	..	..	..	88,64	..	..	..	..	..	..	..	..	..	..	..	..	..	



LA	Tertiary education			Literacy				Gender parity								
	Enrolment in tertiary education (CINE 5A, 5B y 6) per 100,000 inhabitants			Literacy rate among the adult population (15 years old and above) in %				Gender parity index in the net rate of enrolment in primary education		Gender parity index in the net rate of enrolment in secondary education						
	UNESCO-UIS			UNESCO-UIS				UNESCO-UIS		UNESCO-UIS						
	2000	2013		2000	2012		2000	2013	2000	2013						
AR	4.788	6.636	-1	97,19	+1	97,92	**	0,99	-1	..	1,07	-2	1,07	-1		
BO	3.281	..	..	86,72	+1	94,46	..	1,00	..	0,99	..	..	1,02	..		
BR	1.594	..	..	86,37	..	91,33	..	..	..	..	..	..	..	..		
CL	2.926	6.406	-1	95,72	+2	..	..	..	..	1,00	-1	..	1,04	-1		
CO	2.341	4.365	..	..	..	93,58	-1	1,00	**	0,99	-3	..	1,08	..		
CR	..	4.213	..	94,87	..	97,41	-1	..	..	1,01	..	..	1,07	..		
CR	1.425	3.313	..	99,80	+2	99,84	**	0,99	..	1,00	..	..	1,04	..		
DO	3.163	+3	4.339	-1	87,00	+2	90,86	+1	1,01	..	0,97	-1	1,24	1,15	-1	
EC	..	3.697	-1	90,98	+1	93,29	+1	1,01	..	1,02	..	..	1,03	1,04	..	
SV	1.924	2.697	-1	..	..	85,49	-1	1,00	**	1,00	..	..	1,01	**	1,03	
GT	950	+2	1.899	..	69,10	+2	78,26	..	0,93	..	0,99	-1	0,90	**	0,93	-1
HN	1.453	2.269	..	80,01	+1	85,36	..	1,01	..	1,02	..	..	1,19	..	..	
MX	1.890	2.616	-1	90,54	..	94,23	..	0,96	..	1,02	-1	0,97	**	1,04	-1	
NI	..	..	..	76,68	+1	..	..	1,01	..	1,01	-3	1,18	..	1,14	-3	
PN	3.879	3.688	-1	91,90	..	94,09	-2	1,00	..	0,99	+1	1,11	..	1,08	+1	
PY	1.553	3.486	-3	..	..	93,87	-2	1,01	..	0,99	-2	1,07	-1	1,08	-2	
PE	3.462	3.932	-3	..	..	93,84	..	1,00	-2	1,00	..	0,97	..	1,01	..	
UY	2.746	4.839	-3	..	..	98,40	..	..	..	..	..	..	..	..	..	
VE	2.737	..	..	..	..	..	..	1,01	..	0,98	..	1,21	..	1,09	..	
CA	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
AI	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
AG	..	..	..	98,95	+1	98,95	**	..	..	0,97	-1	0,92	**	1,18	-1	
AW	1.737	1.148	..	97,29	..	96,82	-2	0,99	..	..	..	1,05	..	1,10	-2	
BS	..	..	..	..	..	..	..	0,98	-1	..	..	0,99	-1	1,07	-3	
BB	3.022	4.408	-2	..	..	..	..	1,07	..	0,99	*-2	1,06	..	1,15	-2	
BZ	1.533	+1	2.552	..	..	..	..	0,99	..	0,99	..	1,06	**	1,08	..	
BM	..	1.693	+1	..	..	..	..	..	..	0,95	-1	..	..	1,16	-2	
VG	3.802	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
KY	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
DM	..	..	..	..	..	..	..	..	..	..	..	1,14	..	1,07	-2	
GD	..	..	..	..	..	..	..	0,99	+2	..	..	..	..	..	..	
GY	643	+3	1.114	-1	..	..	..	..	..	1,13	-1	1,00	**	-1	1,16	-2
HT	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
JM	1.394	2.673	..	79,92	-1	87,48	**	0,99	..	0,97	..	1,03	**	1,07	..	
MS	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
AN	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
KN	..	..	..	..	..	..	..	..	..	1,03	..	1,06	**	1,07	..	
LC	..	..	..	..	..	..	..	0,98	..	..	..	1,27	**	1,01	..	
VC	..	..	..	..	..	..	..	..	..	0,97	..	1,36	**	1,03	-3	
SR	..	..	..	..	..	94,68	-2	..	..	1,01	..	..	..	1,20	..	
TT	610	..	..	..	..	98,81	**	1,00	..	0,99	-3	..	..	..	..	
TC	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	



LA	Ratio of pupils per teacher in primary education			Ratio of pupils per teacher in secondary education			Certified teachers in primary education in %			Certified teachers in secondary education in %		
	UNESCO-UIS			UNESCO-UIS			UNESCO-UIS			UNESCO-UIS		
	2000	2013		2000	2013		2000	2013		2000	2013	
AR	19,34	..		11,01	..		..	..		..	..	
BO	25,07	**	..	21,97	**	..	..	..		..	..	
BR	24,80		20,52 -1	19,12	+2	15,97 -1	..	..		..	..	
CL	32,23		21,16 -1	29,35		20,04 -1	..	..		..	..	
CO	26,45		24,77	19,20		25,19	..	100,00 -1		..	98,23	
CR	24,94		16,43	18,84	**	13,79	87,18 -1	97,14		80,37 -1	96,94	
CR	11,50		9,06	11,95		8,43 -1	100,00	100,00		87,16	100,00 -1	
DO	31,03		23,63 -1	..	..	..	73,91 -1	85,05 -1		..	89,85 -1	
EC	23,25		18,71	13,58	**	14,06	86,97	84,68		84,25 **	75,74	
SV	45,50	+3	24,48	29,02	+3	37,99	..	95,57 -2		..	91,46 -2	
GT	32,56		25,54 -1	14,03		13,66 -1	..	..		..	..	
HN	34,06		..	..	..	..	..	..		..	..	
MX	27,16		28,02 -1	16,92		17,74 -1	..	95,59 -3		..	91,00 -3	
NI	35,66		30,22 -3	32,00	**	30,83 -3	72,90	74,86 -3		44,64 *	52,57 -3	
PN	24,74		25,49 +1	16,26		15,52 +1	74,89	90,40 -1		81,90	88,47 -1	
PY	26,96	+2	21,74 -2	11,88	**	8,87 -2	..	..		..	..	
PE	28,74		18,08	20,36		15,46	..	..		..	..	
UY	20,76		13,79 -3	14,63		11,32 -3	..	..		..	..	
VE	..		..	..	..	..	..	..		..	..	
CA												
AI	19,99		14,83 -2	16,65	**	8,54 -2	77,92	71,17 -2		60,00 ** -1	57,26 -2	
AG	18,74		13,85 -1	13,39		11,59 -1	46,91	60,13 -1		47,21	47,03 -2	
AW	19,06		14,79 -1	15,25		13,97 -2	100,00	99,50 -1		100,00	95,83 -2	
BS	14,04	-1	14,15 -3	15,60	-1	12,13 -3	58,44 -1	91,55 -3		98,74 * +2	89,00 -3	
BB	17,57	**	13,09 -2	17,30	**	..	..	55,41 * -2		66,83 **	..	
BZ	23,31		22,57	23,33		17,38	54,09	48,78		54,42	35,44	
BM	9,25	+1	9,83 -1	7,08	+1	6,39 -1	100,00 +1	100,00 -1		100,00 +1	100,00 -1	
VG	16,97		11,93 -2	10,43		8,05 -2	89,02	..		63,16 -1	..	
KY	14,49		13,31 -1	9,29		5,27 -1	97,89	97,03		100,00	99,04 -1	
DM	19,56		14,84	21,47		12,16 -2	64,62	65,22		30,92	41,07	
GD	20,32		16,06 -3	..	..	..	67,21	65,33 -3		..	25,27 -3	
GY	26,22		23,16 -1	16,48	+3	20,29 -1	51,43	69,65 -1		..	57,36 -3	
HT	..		..	..	..	..	..	..		..	..	
JM	29,66	+3	21,28	18,45		16,81	..	..		..	..	
MS	19,15		10,98 +1	10,92		12,70 +1	..	..		73,08 ** -1	..	
AN	17,56		..	13,01		..	..	..		..	..	
KN	19,44		14,52	14,45		12,41	61,24	64,68		28,18	34,20	
LC	23,23		16,66	17,77		12,18	72,15 +1	88,64		56,27 +1	60,23	
VC	18,59	**	15,29	23,84	**	14,72	66,14 -1	82,70		49,51	57,37	
SR	19,94	** +1	13,30	15,33	** +1	11,42	..	93,56		..	..	
TT	20,75		..	..	..	..	76,08	..		..	..	
TC	18,40	-1	9,29	8,46	**	..	79,80 -1	89,12 +1		..	..	