

Gender and Education for All THE LEAP TO EQUALITY

Regional Overview

Latin America and the Caribbean¹

The region made notable progress at all levels of education during the 1990s, especially primary, where enrolment is now almost universal. But gender disparities and inequalities remain at higher levels.

Early childhood care and education (ECCE): also a priority

Most countries in the region have understood the positive influence of ECCE in preparing children for school and have made it a priority. GER steadily increased between 1990 and 2000 as pre-primary education, already well-established by the early 1990s, continued to grow. GER was below 42% in half the countries in 1990 but the median level had risen to 63% by 2000. Pre-primary education is well developed in Aruba, Barbados, Chile, Cuba, Costa Rica, Guyana, Jamaica, the Netherlands Antilles, Mexico, Paraguay, and Suriname. But few children have access to it in the Bahamas, Honduras and Nicaragua, where GERs are below 30%.

Parity has been achieved in nearly 80% of countries with data. Observed disparities are in favour of girls in the Bahamas, Barbados, Belize, Honduras, Nicaragua, and Saint Lucia. In most countries, pre-primary education is provided by the state.

Universal primary education (UPE): almost a reality

Gender parity is closely tied to universalising primary education, now almost achieved in the region, where

enrolment rose from 57.1 to 70.3 million (+23%) between 1990 and 2000, boosting average net enrolment 10 percentage points, from 86.9% to 96.6%. But UPE is still a concern in several countries – the Bahamas, Chile, Colombia, Grenada, Guatemala, Honduras, Nicaragua and Venezuela – where NER is below 90%.

Nearly all countries have reached gender parity in primary education. But fewer girls are enrolled in some countries (Brazil, Guatemala, the Netherlands Antilles and Saint Lucia) and most (56%) of the region's almost two million out-of-school children are girls.

In almost all countries, boys repeat more than girls. Gender gaps in this respect are especially large in Aruba, Belize, Grenada, Jamaica, Uruguay and Venezuela. Most countries with data show higher survival rates to grade 5 for girls than for boys.

Participation in secondary and tertiary education: great progress in the last decade

Demand for secondary education has increased as more pupils graduate from primary school. The median gross enrolment ratio (GER) at secondary level rose from 53% in 1990 to almost 81% ten years later. GER exceeds 70% in most countries but ranges from only 37% in Guatemala to 128% in the Bahamas.

^{1.} This is the EFA classification of regions. The countries of Latin America and the Caribbean are listed in the Table.

Total public

expenditure

on education

as % of GNP

47

/₄ ∩

4.3

5.2

48

87

17

24

1.7

62

5.0

3.5

2.8

Tertiary education

GPI

1.29

0.92

1.09

1.21

1 14

1.24

1 31

0.96

1 67

1.36

1.83

GER (%)

Total

18 N

35.7

16.5

37.5

23.3

16.0

247

17.5

1/, 7

20.7

34 9

16.5

36.1

29.1

FΕΛ

Develop-

Index (FDI)

N 96

0.90

0.96

N 91

0.97

0.86

N 92

0.74

0.73

0.95

0.93

0.93

0.91

0.92

...

0.96

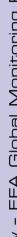
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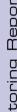
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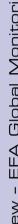


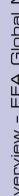


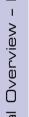


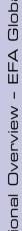




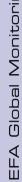






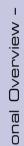


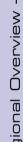


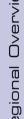


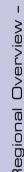


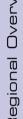


































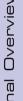


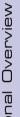




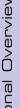




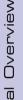


























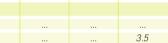












0.73

4.1

29.5 1 49 0.96

97.5 78 7 128.5 76.9 101.6 1.01 7.3 38.2 74.0 64.7 1.08

89.2 89.2

85.0 80.6 56

84.2 76.2 62.6 4.5 97.9 0.97 116.1 0.99 0.97 1 1 86.7 83.3 94.9 0.99 16.4 1.89 0.92

Secondary education

1 07

1 10

1.02

1.10

1 09

1.05

1.26

1.02

0.92

1.05

1 18

1.06

1.03

0.93

1.14

GER (%)

Total

96.7

79 6

108 5

85.5

69.8

60.2

84.5

59.5

57 /

54.2

37.0

75.3

54.0

69.2

59.8

85.6

98.1

59.3

90.0 81.8 0.87 83.6 1 13 14.8 1.38 88.2

0.95 88 8 8/, 1 1.31 6.1 65.7 9.9 1.00 82.3 87.0 1.18 6.5 1.53 4.3

74.5 80.8 1.07 0.98 87.8 0.97

80.6 80.8 61.5 59.9 1.01 10.4

83.8 0.93 72.3 77.5 1.06

0.92

World

Saint Vincent and the Grenadines

Latin America and the Caribbean

Source: EFA GMR 2003, Statistical annex. Data in italics are for 1999.

Latin America and the Caribbean: Selected education indicators, 2000.

Countries

Chile

Cuha

Fcuador

El Salvador

Guatemala¹

Honduras²

Nicaragua^{1, 2}

Mexico¹

Panama

Uruguay

Anguilla

Rahamas

Bermuda

Guyana^{1, 2}

Haiti

Jamaica

Montserrat

Saint Lucia

Suriname¹

Aruha

Antiqua and Barhuda

British Virgin Islands

Dominica

Netherlands Antilles

Trinidad and Tobago¹

Developing countries

Turks and Caicos Islands

Barbados

Peru¹

Colombia

Costa Rica

Dominican Republic¹

Latin America

Argentina

Bolivia^{1, 2}

Brazil¹

population

(thousands)

37032

170.406

15211

42 105

4024

11199

8373

12646

11385

6/17

5071

2856

5496

25662

3337

24170

304

267

38

8142

2576

4

215

1/48

113

417

1294

17

513858

4700496

6041386

Compulsory guarantee

for free

education

Yes

Yes

Yes

Yes

No

Yes

Nο

Yes

Yes

Nο

Nο

Yes

Nο

No

Nο

No

Yes

Yes

education

6-15

6-13

7-14

6-14

5-15

6-15

6-14

6-14

6-1/

7-15

6-15

6-13

6-15

7-12

6-11

6-14

6-16

6-15

6-14

5-17

5-16

5-16

5-16

5-14

5-16

5-16

5-16

5-16

5-16

6-15

6-15

6-12

5-13

6-15

5-16

5-16

5-15

7-12

6-12

4-16

(age group)

Adult literacy

rate (%)

Total

96.8

86.9

95.8

91.6

95.6

96.7

83.7

91.6

78.7

68.5

75 N

91.2

66.5

91.9

93.3

89.9

97.6

92.5

95 /

99.7

98.5

49.8

86.9

96.5

98.3

73.6

GPI

1 00

0.86

1 00

1.00

1.00

1 00

1.00

1.00

0.96

0.93

0.80

1 00

0.96

1.01

0.99

0.98

0.90

1.01

0.99

1.02

1.00

1.00

0.99

0.92

1.09

1.00

0.99

0.98

0.82

0.87

Pre-primary education

1 02

1 00

1.00

1.02

1.00

1.02

1.01

1.03

1.03

1.01

1.05

1 04

1.02

1.03

1.02

1.02

1.02

1.00

1 119

1.07

1.06

0.99

1.02

1.01

1.05

0.99

0.99

GFR (%)

Total

60.4

63 N

77.5

37.0

87 /

108.8

38.1

68.7

136

51.2

21 /

77.0

26.8

47 1

83.0

64.1

62.5

48.1

98.3

15.3

80.3

31.2

117.5

82.5

893

61.5

96.6

62.7

30.9

46.7

Primary education

GPI in

GFR

1 00

0.99

0.9%

0.98

1.00

N 97

0.96

N 97

1 00

0.96

0.92

1.02

0.99

1.01

0.97

0.96

0.99

0.98

0.98

0.97

0.97

1.00

0.97

% of female

teachers

89 1

612

92.6

77.6

77.3

80 /

83.3

75.2

679

63.3

82.4

75.0

62.1

89 9

NER (%)

Total

99 7

969

96.7

88.8

88.5

911

97.3

92.5

993

84.3

87.6

99.4

80.7

99.9

92.1

999

90.4

88.0

97.0

828

99.7

98.2

91.2

997

98.4

92.4

96.6

82.1

1. Primary school fees continue to be charged despite legally-guaranteed free education, according to a World Bank survey (2002). 2. Countries invited to participate in the Fast-Track Initiative (FTI).

Note: EDI is a new composite index that incorporates indicators for the four most quantifiable EFA goals – UPE, adult literacy, gender parity and quality of education. It aims to give a broader picture of progress toward EFA and identify countries doing well on all fronts, those succeeding in only some areas and those with all-round difficulties (for further explanation, see Appendix 2 of the full Report). The EDI for a country is the arithmetical mean of the observed values of indicators selected for each of the EFA goals. Since these are percentages, the value can vary from 0 to 1. The higher it is, the closer a country is to the goal and the greater its EFA achievement.

incidence of child labour. The school environment requires equal attention. Sexual violence and harassment within schools, particularly where HIV/AIDS is prevalent, needs to be confronted vigorously. Revising biases in teaching materials, training

teachers to be gender aware and working with them and parents to break taboos are essential ingredients of an "engendered"

Far more girls than boys are enrolled in nearly all countries.

Large disparities in favour of girls (GPI above 1.10) are found

Antilles, Nicaragua, Saint Lucia, Suriname, Uruguay and

especially in Brazil, the Dominican Republic, the Netherlands

Venezuela. Girls are less enrolled elsewhere, notably Guatemala

drop out, often to earn a living. Participation in tertiary education

and Peru. Such disparities are linked to under-performance by

boys, who have higher repetition rates and are more likely to

varies greatly, from only 6% in Trinidad and Tobago to 48% in

significantly outnumber males. But most girls are enrolled in

general courses and over-represented in so-called "feminine"

fields, such as education, social sciences, humanities, services

and health-related courses, that do not boost their chances of

Gender parity does not always translate into greater equality.

In this region, as elsewhere, girls are still unable to convert their

of life. Boys' educational under-achievement has not yet resulted

academic edge over boys into greater equality in other spheres

in their falling behind economically and politically and women

Adult literacy: need for continuing efforts

may need higher qualifications to compete successfully for jobs,

The average adult literacy rate has steadily improved, from 85%

in 1990 to 89% in 2000 according to UIS estimates. But efforts

must continue if the Dakar goal of achieving fifty percent of

improvement in adult literacy level is to be attained by 2015,

Most adult illiterates are women but parity in literacy is expected

Bolivia and Guatemala, where fewer than 80 women are literate

Achieving this goal involves understanding what holds girls and

boys back so that policies can be designed to overcome these

obstacles and improve access to and participation in education.

Urgent action is needed in countries where the gender gap is

still large in primary and secondary education. An overriding

priority is to tackle poverty constraints by reducing the direct

and indirect cost of schooling to families and addressing the

especially in countries where illiteracy is relatively high

(El Salvador, Guatemala, Haiti, Honduras and Nicaragua).

to be achieved by 2015. Gender disparities are significant in

Eliminating gender disparities in primary

Argentina. As in secondary education, female students

equal job opportunities with men.

equal pay and managerial positions.

strategy.

for every 100 men.

and secondary education



Eliminating gender disparity mainly concerns secondary education, where far more girls are enrolled than boys. Some countries risk not achieving parity either by 2005 or 2015 unless appropriate policies are put in place. Prospects for countries achieving it are based on past rates of change in the gender parity index in primary and secondary enrolment.

Countries that have already achieved gender parity:

- Primary education (22 out of 29 with data):
 Argentina, Aruba, the Bahamas, Barbados,
 Belize, Bolivia, Chile, Colombia, Costa Rica,
 the Dominican Republic, Ecuador, Guyana,
 Honduras, Jamaica, Mexico, Nicaragua,
 Panama, Peru, Suriname, Trinidad and Tobago,
 Uruguay, Venezuela.
- Secondary education (5 out of 27 with data): Barbados, Chile, Ecuador, Guyana, Paraguay.

Gender parity prospects

(14 countries with data in 1990 and 2000 for both primary and secondary education have not yet achieved it):

- Countries likely to achieve it by 2005 (2): Bolivia, Jamaica.
- Countries likely to miss it in 2005 but reach it by 2015 (6): Belize, Cuba, Nicaragua, Panama, Paraguay, Venezuela.
- Countries that may not achieve it by 2015 in secondary education or at both levels (6): Colombia, Costa Rica, Mexico, Saint Lucia, Suriname, Trinidad and Tobago.

These are forecast based on recent trends. While most countries with data [12 out of 14] are likely to miss reaching gender parity at either primary or secondary level or both by 2005, policies (in the region or elsewhere) are available to many of them to achieve it within a few years.

Resources and aid

Eliminating gender disparities and inequality while achieving all the other EFA goals is costly. Countries will need to allocate more of their own resources and use them more effectively. Half the countries with data were spending less than 4.5% of national income on education in 2000 – higher than average for developing countries but still less than the 5.3% in developed countries.

The least developed among them, with the lowest education indicators, will need more external aid to achieve EFA. Yet overall bilateral and multilateral aid to education fell between 1998/99 and 2000/01, though it increased for basic education. Latin America and the Caribbean receives more education aid (11%) than South and West Asia (which faces a bigger challenge, having a third of the world's out-of-school children), but current problems of turning aid commitments, especially the FTI,² into reality do not augur well for international assistance to countries at risk or serious risk of not achieving the EFA goals, particularly the gender targets.

ACRONYMS

- FTI Fast-Track Initiative. Designed primarily by the World Bank, the FTI was launched in April 2002 as a process that would provide quick and incremental, technical and financial support to countries that have policies but are not on track to attain Universal Primary Education by 2015.
- GER Gross enrolment ratio. Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the relevant official age group.
- GPI Gender parity index. Ratio of female to male value of a given indicator. A gender parity index equals 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favour of boys; a GPI>1 indicates a disparity in favour of girls.
- GNP Gross national product.
- NER Net enrolment ratio. Number of pupils in the official age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age- group.
- UIS UNESCO Institute for Statistics.

^{2.} Of the 18 countries initially invited to participate in the Fast-Track Initiative, four – Bolivia, Guyana, Honduras and Nicaragua – are from Latin America and the Caribbean.