Education for people and planet
Creating sustainable futures for all

Regional Overview: Latin America and the Caribbean

Launch Global Education Monitoring (GEM)
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Education-oriented evidence, practices and policies for overall sustainable development in LAC

Planet, prosperity, peace, people, place and some projections

What does the GEM 2016 Report reveal about LAC?

- **Planet:** environmental sustainability → Climate-related events severely affects countries in the region

- **Prosperity:** sustainable and inclusive economies → Slow economic growth and inequality across multiple dimensions.

- **People:** inclusive social development → Gender gaps; marginalized groups are denied access to basic social services

- **Peace**: political participation, peace and access to justice → Vulnerable groups are politically excluded

- **Place:** Inclusive and sustainable cities → High rates of crime and violence

↓

Catalyst for sustainable development: **SDG 4 - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"**

and

Create innovative, effective, cross-sectoral partnerships.

Planet: enviromental sustainability

Environmental crises caused by:

- Overpopulation → LAC population is projected to grow 14% between 2015-2030 (716 millions)
- Modern lifestyles → LAC was the only region in which most countries lived within their environmental means.
- Individual behaviour

Challenge:

- Climate-related events severely affect communities.

Education in support of the environment:

- Formal schooling; out-of-school environmental activities → participation in out-of-school environmental activities.
- Learning through community → *Buen vivir*
- Learning through work and daily life → Training courses to its members on a variety of an environmental topics.
- High literacy and enrolment rates reduced the level of vulnerability to climate-related disasters.

Prosperity: sustainable and inclusive economies

Challenges:

- Poverty and inequality reduction;
- Educated and skilled workers → low test scores in international surveys or regional assessments
- Informal employment → informality is highest among women
- Green industry
- Innovation → total public and private R&D expenditure as a share of GDP remains extremely low

Education in support of sustainable and inclusive economies:

- R&D in green technology and dissemination and application of findings.
- Expansion of tertiary education systems.
- Countries with higher test scores international surveys or in regional assessments had more rapid economic growth.

People: inclusive social development

Challenges:

- High maternal mortality rates
- Gender pay gaps, in work conditions and leadership positions
- Highly unbalanced socio-economic opportunities
- Gender-based violence

Education in support of inclusive social development:

- School meals improved health and nutrition outcomes;
- Literacy predicted mother's ability to read printed and understand radio health messages and explain their child's health condition to health professionals.
- In Brazil, an education programme to transform gender stereotypes among men led to significant changes in gender equitable attitudes and decreases in gender-based violence.

However, a holistic approach is needed:
- Cash transfer programmes have had a significant impact on education access (particularly primary schooling) in the region.
- In rural Peru, electricity expansion led children to study an extra 93 minutes a day.

Place: Inclusive and sustainable cities

Challenges:

- High crime rates
- High levels of traffic congestion and weak urban transportation
- Public service inequities → Public services and utilities tend to be allocated to districts with higher levels of human development;

Education in support of sustainable cities:

- A study of seven Columbian cities found that higher levels of human capital were associated with lower homicide rates.
- Education has helped promote understanding for the use of more sustainable forms of urban transport: Bike-sharing programmes in Buenos Aires, Mexico City and Rio de Janeiro.
- The environmental, economic and social transformation of Curitiba and Medellín was based on a strategy that valued education's role.

Projections 2030

By 2030:

- 96.6% of children will complete primary school;

- 90% will complete lower secondary education;

- 72.7% will complete upper secondary education;

TABLE 7.2:

Projected attainment rates in 2030 and year of achieving universal attainment in the trend scenario, by education level

	Primary attainment rate (%) (2030)	Projected year of universal primary attainment	Lower secondary attainment rate (%) (2030)	Projected year of universal lower secondary attainment	Upper secondary attainment rate (%) (2030)	Projected year of universal upper secondary attainment
World	91.5	2042	84.4	2059	68.6	2084
Caucasus and Central Asia	99.8	Achieved	99.4	Achieved	96.4	2044
Eastern and South-eastern Asia	99.3	2015	96.9	2040	76.5	2080
Europe and Northern America	99.7	Achieved	99.5	Achieved	96.8	2044
Latin America and the Caribbean	96.6	2042	90.0	2066	72.7	2095
Northern Africa and Western Asia	92.3	2048	87.0	2062	77.1	2082
Pacific	99.7	Achieved	99.3	2020	96.8	2045
Southern Asia	95.1	2051	89.0	2062	73.5	2087
Sub-Saharan Africa	77.1	2080	62.1	2089	42.4	2099

Source: Barakat (2016).

Projections 2030

Even if all countries expanded at the fastest rate ever observed in the region:

- 62% would achieve universal lower secondary education by 2030.

- 3% of countries would achieve universal upper secondary education by 2030.

TABLE 7.3:

Percentage of countries that would achieve selected targets at the highest rate of improvement in education previously achieved in their region

	Universal lower secondary by 2030	Universal upper secondary by 2040	Universal upper secondary by 2030
Caucasus and Central Asia	100	100	86
Eastern and South-eastern Asia	76	35	35
Europe and Northern America	100	95	90
Latin America and the Caribbean	62	10	3
Northern Africa and Western Asia	81	69	19
Southern Asia	71	0	0
Sub-Saharan Africa	8	0	0

Source: Barakat (2016).

Projections 2030

- Based on past trends, universal upper secondary completion in the region will not be achieved by 2080.

- Universal primary completion by 2042

FIGURE 7.2:

Achieving universal secondary completion by 2030 will require unprecedented acceleration

Projected attainment rates of 15- to 19-year-olds by education level and region, based on past trends and SDG 4.1 scenario for universal upper secondary completion by 2030, 2000–2080

Latin America and the Caribbean

Eastern and South-eastern Asia

Europe and Northern America

Primary
Lower secondary
Upper secondary
Target, upper secondary

Source: Barakat (2016).

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Main results

Monitoring for the Education 2030 agenda in LAC

4.1. Primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

ACCESS AND PARTICIPATION

- As of 2014, about 12% of children of the current primary school-age cohort will never enroll in school, 17% enrolled but dropped out.

- In lower middle income countries, while just 1% of children from the richest households have never been to school, the share from the poorest households is 17%, and in low income countries is almost 30% of children from the poorest households.

- The adjusted net enrolment rates in LAC is 94% for primary education, 92% for lower secondary education and in upper secondary was 76% in 2014.

- In 2014, 3.6 million children were out of school in primary school age, 2.8 million adolescents were in lower secondary and 7.5 millions were out of school youth in upper secondary.

4.1.Primary and secondary education

ACCESS AND PARTICIPATION

- **We don´t have problems with this target in LAC?** This target also emphasizes completion of primary and secondary education, but consistent information across countries on graduation from the various education levels is lacking.

- In 2008-2014, the primary completion rate was 51% in low income countries, 84% in lower middle income countries and 92% in upper middle income countries.

- Given that the target is universal primary and secondary education by 2030, current evidence suggests the scale of this ambition is unattainable. Out of 125 countries, only in 64 have at least half of their young people completed upper secondary school. In 15 countries, less than half of children have completed primary school.

4.1.Primary and secondary education

**COMPULSORY AND FREE EDUCATION**

- Growth in private schooling in education provision in some countries threatens national commitments to free education. In LAC, the share of private institutions in total enrolment was 19% in primary education in 2014.

QUALITY

Good quality education should not be equated with, or reduced to, learning outcomes.

We must consider at least:

- Availability textbook
- Effective teaching practices
- Relevant and effective learning outcomes
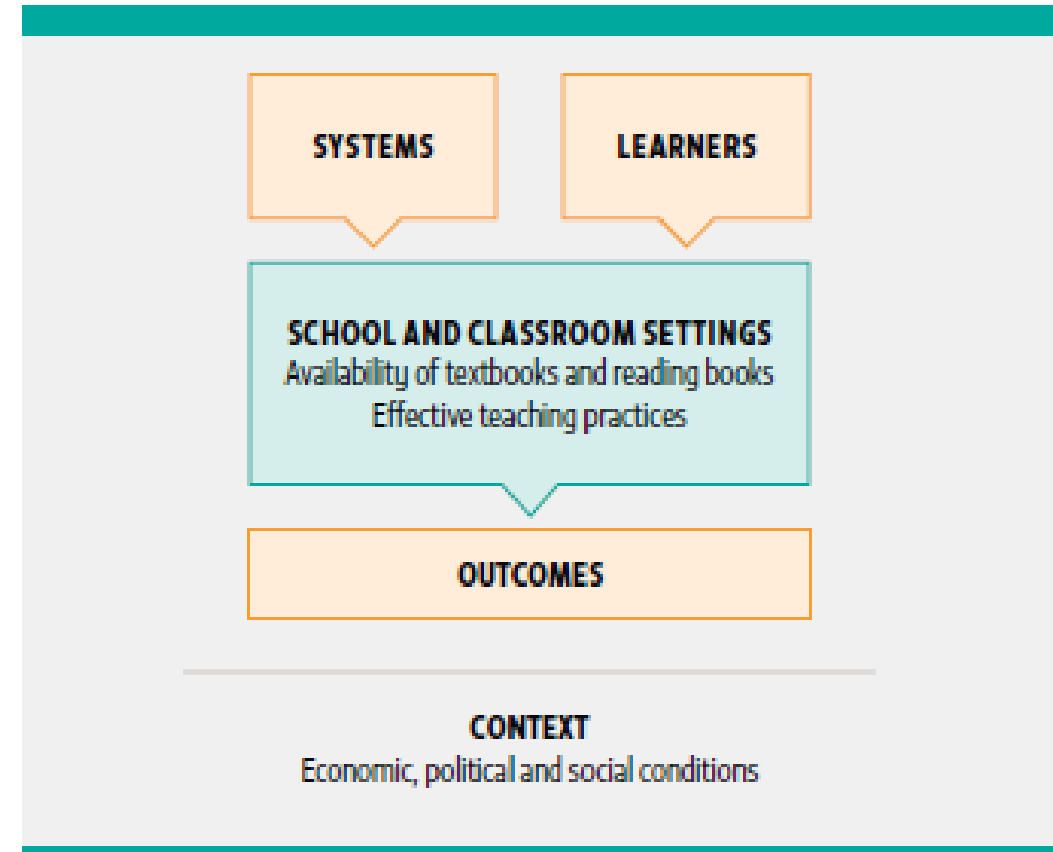
LEARNING OUTCOMES

The TERCE assessment found that, across the 15 countries:

- 60% of grade 3 and 82% of grade 6 students were at level 2 and above in reading

- 53% of both grade 3 and grade 6 students were at level 2 and above in mathematics.

FIGURE 10.9:

In Latin America, almost 50% of grade 3 and 6 students do not reach the minimum proficiency level in mathematics

Percentage of grade 3 and grade 6 students at level 2 of proficiency and above, selected countries, 2013

Source: UNESCO (2015g).

4.2.Early childhood

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for Primary Education
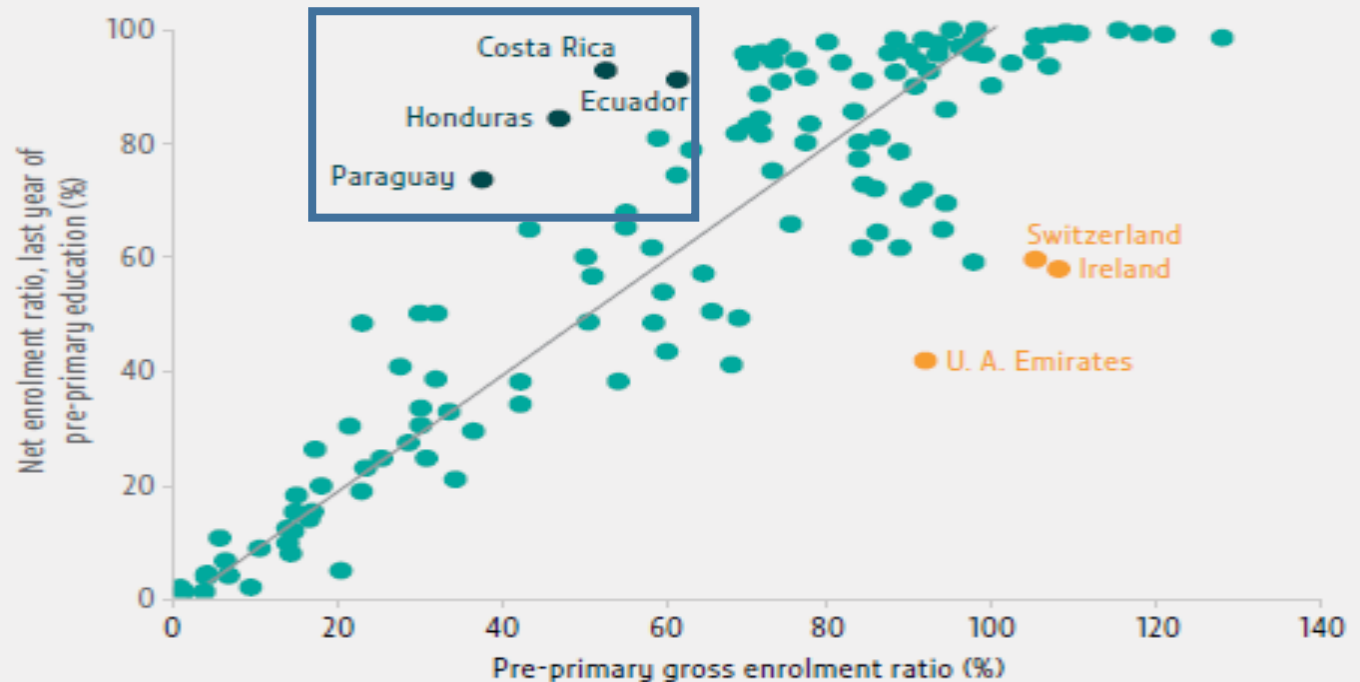
ACCESS AND PARTICIPATION

- In 2014, the global gross enrolment ratio in Latin America and the Caribbean was 73%.

FIGURE 11.1:

Similar indicators of pre-primary education participation give different results in many countries

Pre-primary gross enrolment ratio and net enrolment ratio in the last year of pre-primary education, 2014

Source: UIS database.

4.3. Technical, vocational, tertiary and adult education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
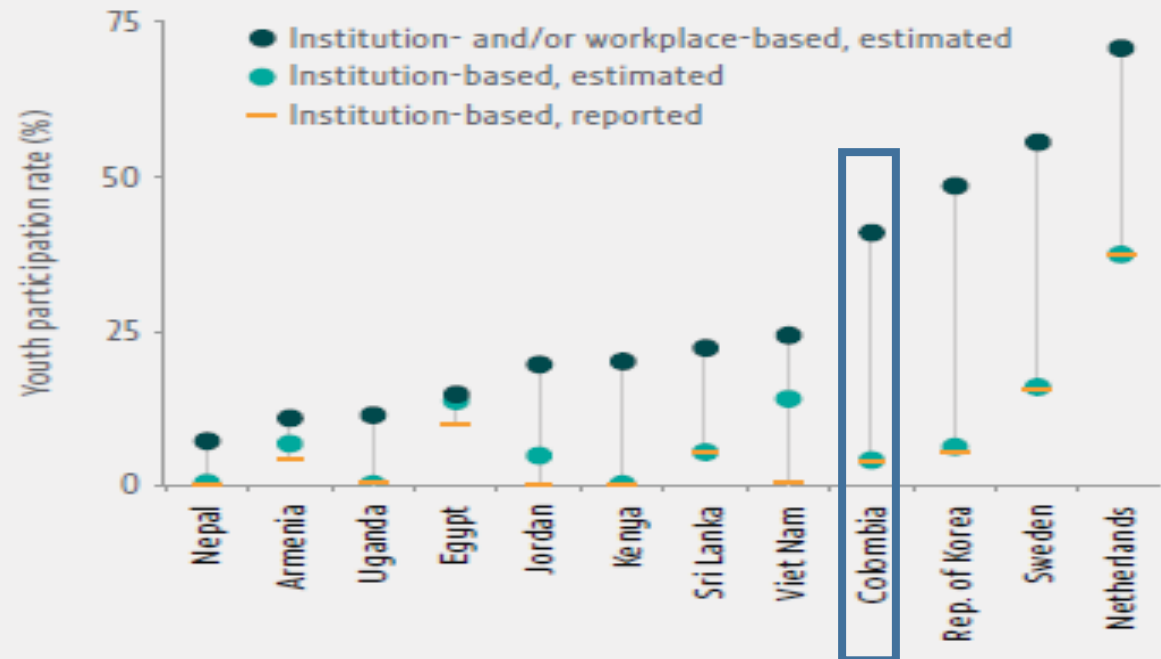
ACCESS AND PARTICIPATION

- About 61 million of all secondary school students (11%) were enrolled in some formal technical and vocational programme in 2014.
- LAC is under the average.

FIGURE 12.2:

A broader definition suggests wider youth access to technical-vocational programmes
Youth participation rate in technical-vocational institution- and/or workplace-based programmes, selected countries, 2012 or most recent available year

- ● Institution- and/or workplace-based, estimated
- ● Institution-based, estimated
- — Institution-based, reported

Youth participation rate (%)

Countries (left to right): Nepal, Armenia, Uganda, Egypt, Jordan, Kenya, Sri Lanka, Viet Nam, Colombia, Rep. of Korea, Sweden, Netherlands

Source: GEM Report team analysis based on UIS data, official country reports and household surveys (World Bank Skills Toward Employment and Productivity, ILO School-to-Work Transition Survey, OECD Programme for the International Assessment of Adult Competencies).

4.3. Technical, vocational, tertiary and adult education

TERTIARY EDUCATION

- Tertiary education gross enrolment ratio increased from 22% to 44% (2000-2014).

- The total cost of tertiary education in Mexico is 1.75 times the level of the average national household income, while it is only half that level in Canada and New Zealand.

TABLE 12.3:
Tertiary education participation indicators

	Enrolment (000)		Gross enrolment ratio (%)		Gender parity index	
	2000	2014	2000	2014	2000	2014
World	99 516	207 272	19	34	0.99	1.11
Low income	1 237	4 460	3	8	0.43	0.53
Lower middle income	24 996	58 642	11	22	0.79	0.97
Upper middle income	24 798	78 729	14	41	0.94	1.16
High income	48 485	65 441	55	74	1.17	1.25
Caucasus and Central Asia	1 427	1 956	22	24	0.95	1.04
Eastern and South-eastern Asia	24 213	67 351	15	39	0.83	1.11
Europe and Northern America	39 940	51 870	56	75	1.25	1.28
Latin America and the Caribbean	11 318	23 845	22	44	1.17	1.29
Northern Africa and Western Asia	6 854	15 261	20	37	0.83	0.99
Pacific	1 044	1 748	46	62	1.26	1.39
Southern Asia	12 162	38 097	9	23	0.66	0.93
Sub-Saharan Africa	2 557	7 145	4	8	0.66	0.70

Source: Adapted from Orr (2016).
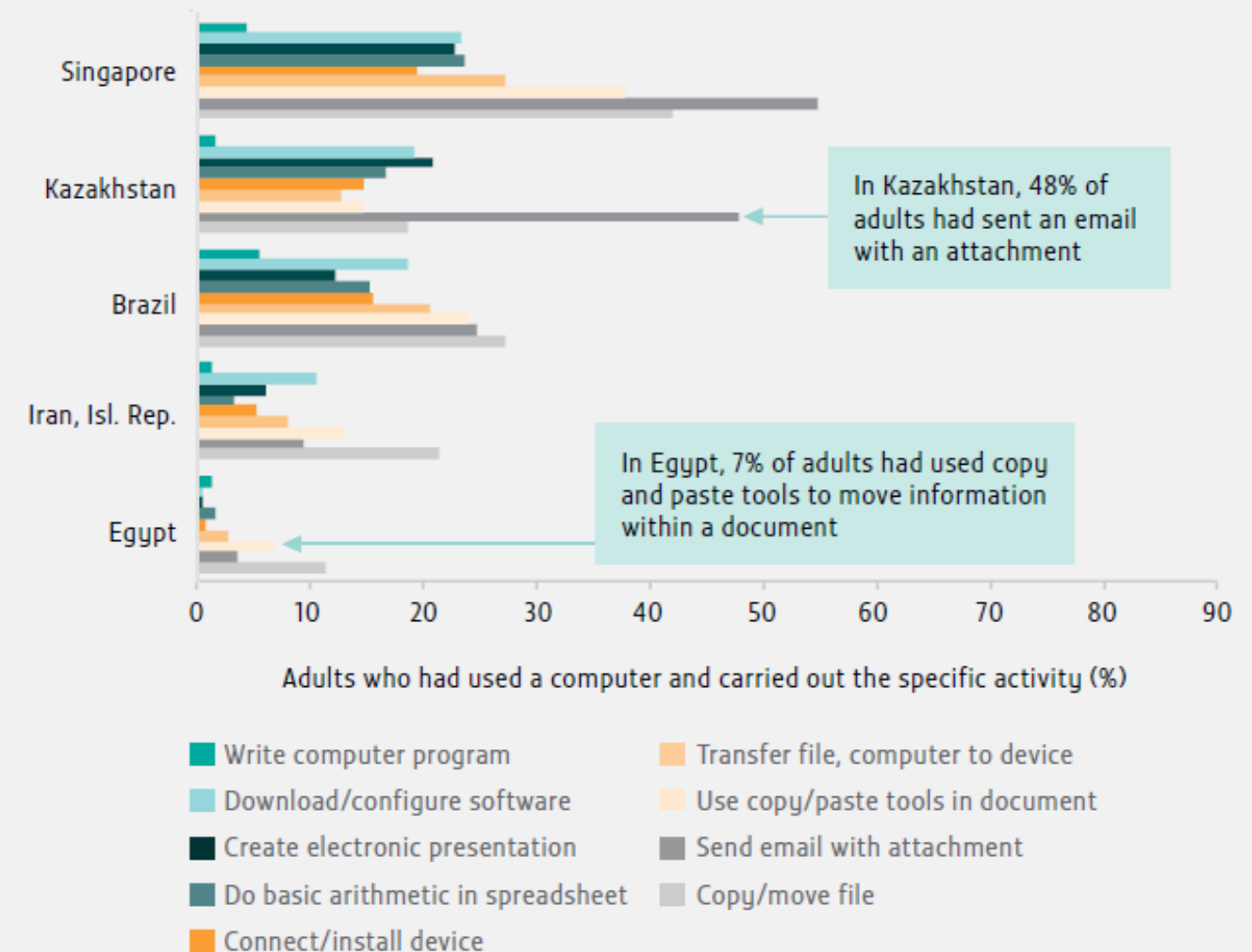
4.4. Skills for work

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

- Among adults in 2014, 65% could send an e-mail with an attachment, 44% used basic arithmetic formulas in a spreadsheet, and 28% could download and configure software.

- The percentage of adults outside the European Union who had carried out this task was 3%, in the Islamic Republic of Iran and 15% in Brazil.

FIGURE 13.1:

The frequency of computer-related activities varies across countries and by task

Percentage of adults who had carried out a computer-related activity in the past three months, selected countries, 2013–2014

In Kazakhstan, 48% of adults had sent an email with an attachment

In Egypt, 7% of adults had used copy and paste tools to move information within a document

Adults who had used a computer and carried out the specific activity (%)

- Write computer program
- Download/configure software
- Create electronic presentation
- Do basic arithmetic in spreadsheet
- Connect/install device
- Transfer file, computer to device
- Use copy/paste tools in document
- Send email with attachment
- Copy/move file

Sources: ITU (2015) and Eurostat (2016).

4.4. Skills for work

- Two examples of blended cognitive and non-cognitive skills are financial literacy and entrepreneurship skills. 15% of students in participating countries fell below level 2, ranging from 5% in Estonia to 23% in Israel.

- In Colombia, 56% of 15-year-olds fell below level 2

FIGURE 13.4:

Financial literacy skills are unequally distributed across countries
Distribution of 15-year-old students by level of financial literacy, selected countries, 2012
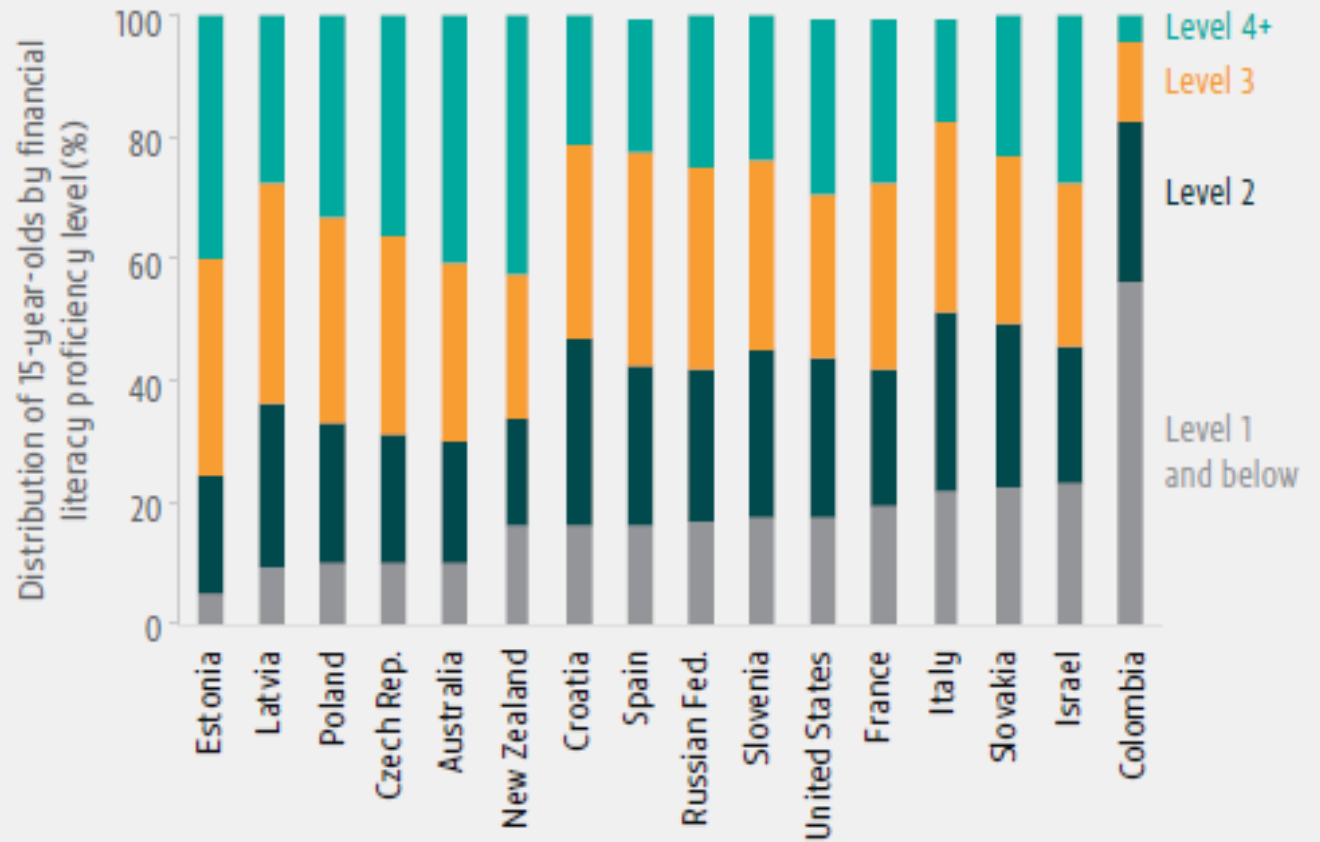
Source: OECD (2014a).

4.5. Equity

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

- **Gender:** First, while parity was achieved globally and in LAC, on average, in 2014, within primary, lower secondary and upper secondary education only 48% of individual countries achieved parity in primary, 39% in lower secondary and 19% in upper secondary.

- **Disability:** In the region, the percentage of education institutions that include persons with disabilities varies between 40% to 2.5% per country (SIRIED, 2012).

- **Language:** Across Latin America, the largest shares of grade 6 students who did not speak the test language at home were found in Guatemala (16%) and Paraguay (45%).

- **Migration:** Comparing learning achievements between migrant and non-migrant students, within third and sixth grade, migrant students score much lower. (TERCE, 2016)

4.6. Literacy and numeracy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

- Adult literacy rate in LAC was 93% (2005-2014)

- Youth literacy rate in LAC was 98% (2005-2014)

- The main difficulty is measuring participation in formal and non-formal adult literacy programmes.

TABLE 15.1:
Youth and adult literacy

	Youth literacy rate%	Gender parity index	Illiterate youth (000)	Adult literacy rate %	Gender parity index	Illiterate adults (000)
	2005–2014	2005–2014	2005–2014	2005–2014	2005–2014	2005–2014
World	91	0.96	114 127	85	0.91	757 920
Low income	68	0.85	35 078	57	0.74	134 811
Lower middle income	86	0.93	72 405	74	0.82	493 776
Upper middle income	99	1.00	5 854	94	0.95	114 350
High income						
Caucasus and Central Asia	100	1.00	15	100	1.00	120
Eastern and South-eastern Asia	99	1.00	3 217	95	0.96	84 135
Europe and Northern America						
Latin America and the Caribbean	98	1.00	2 266	93	0.99	33 373
Northern Africa and Western Asia	93	0.96	6 073	82	0.86	52 878
Pacific						
Southern Asia	84	0.91	52 848	68	0.76	389 408
Sub-Saharan Africa	71	0.86	48 765	60	0.76	188 315

Source: UIS database.

4.7. Sustainable development and global citizenship

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Human Rights Education.

- An average of 68% of students responded correctly to an iter on knowledge of the Universal Declaration of Human Rights

FIGURE 16.6:

In many countries, no more than two-thirds are familiar with the Universal Declaration of Human Rights

Percentage of grade 8 students responding correctly to the item 'Which of the following is the main purpose of the Universal Declaration of Human Rights?', 2009 ICCS

Source: Schulz et al. (2010).

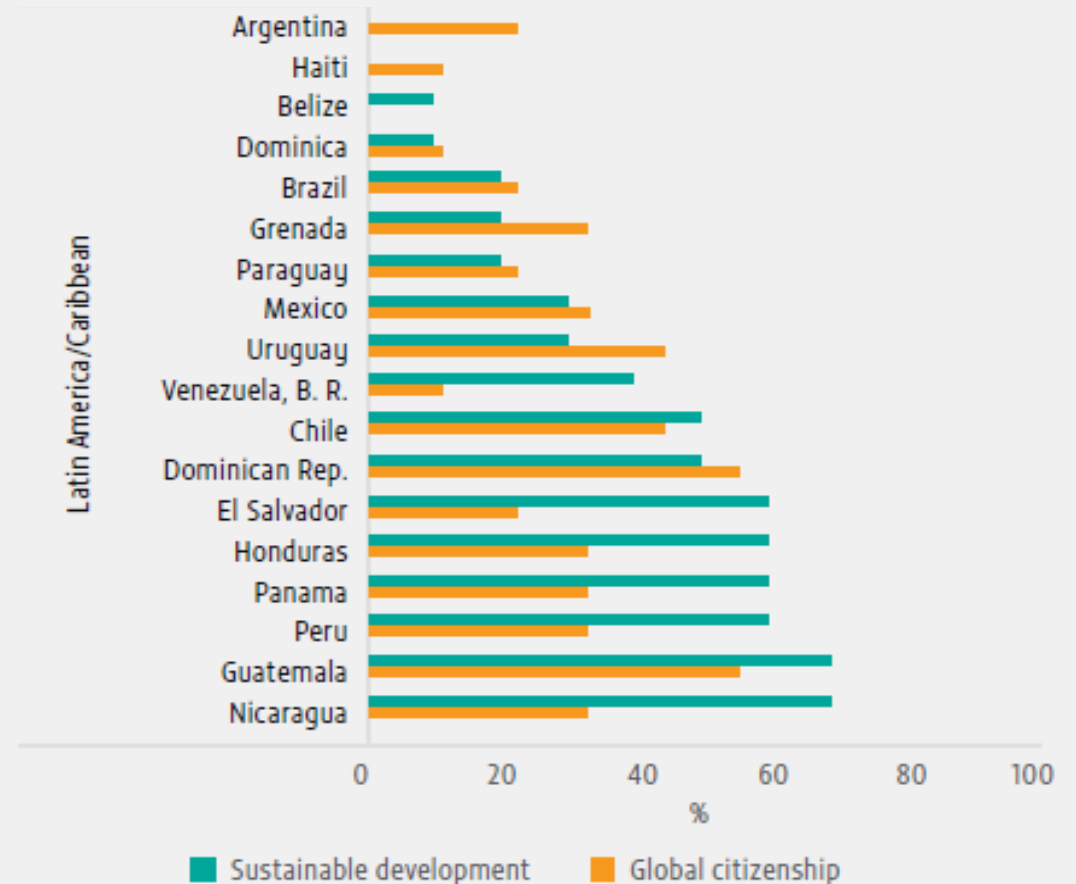# 4.7. Sustainable development and global citizenship

Sustainable development and global citizenship knowledge

- In LAC key terms related to sustainable development and GCED are common in Guatemala and Nicaragua, but much less so in Argentina, Belize, Dominica and Haiti

FIGURE 16.3:
Prevalence of key terms relating to global citizenship and sustainable development varies across countries
Percentage of key terms related to sustainable development and global citizenship in national curriculum frameworks, selected countries, 2005–2015

Source: IBE (2016a).

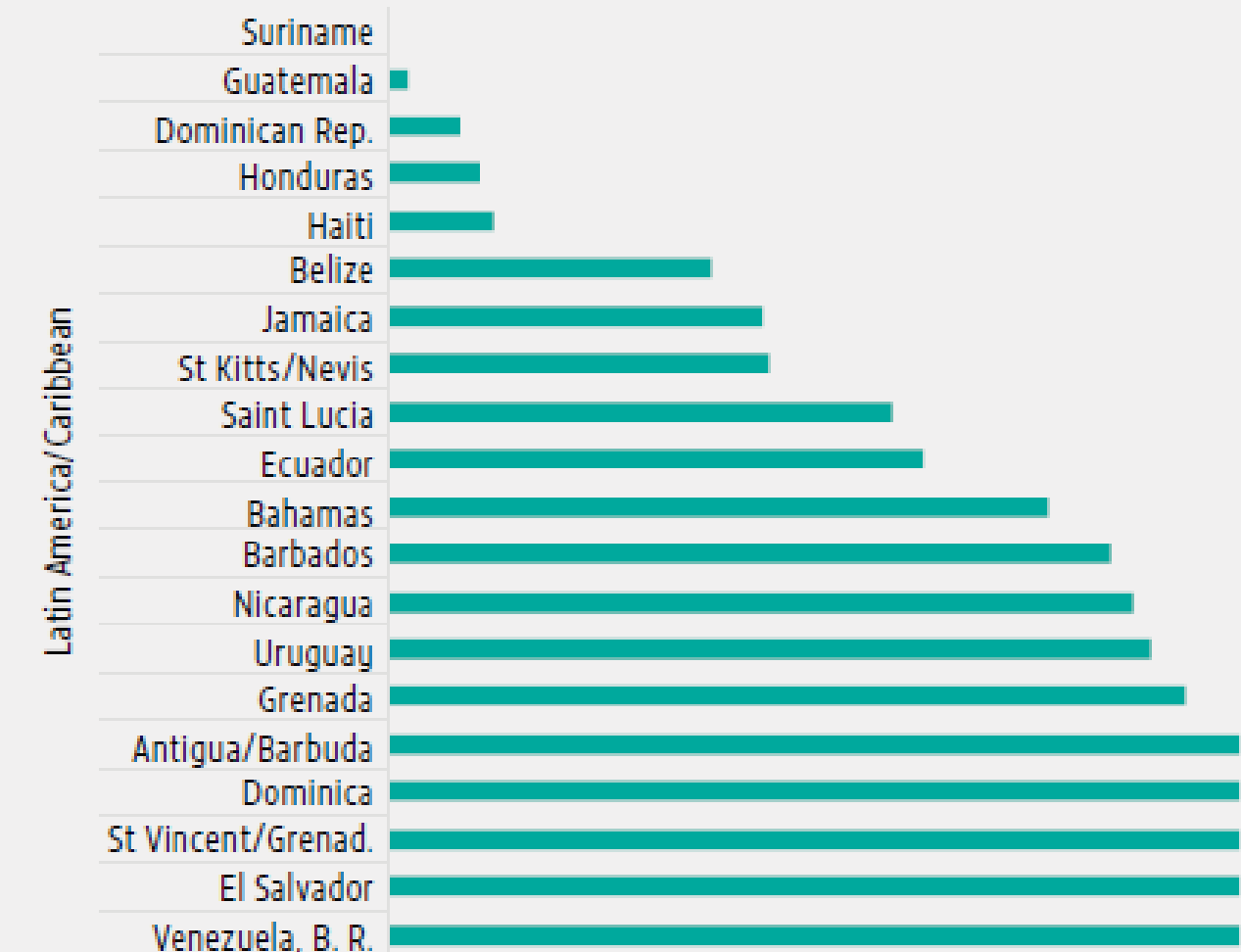# 4.7. Sustainable development and global citizenship

Sexuality Education

- In LAC only half of the countries reported comprehensive sexuality education curricula that adequately included lessons on topics including gender equality, sexuality, HIV and AIDS, violence prevention and interpersonal relationships.

FIGURE 16.1:

In 32 countries, only fewer than half of schools provide life skills-based HIV education

Percentage of schools that provided life skills-based HIV education at either the primary or secondary level in the previous academic year, selected countries, 2009-2010

Latin America/Caribbean:
Suriname, Guatemala, Dominican Rep., Honduras, Haiti, Belize, Jamaica, St Kitts/Nevis, Saint Lucia, Ecuador, Bahamas, Barbados, Nicaragua, Uruguay, Grenada, Antigua/Barbuda, Dominica, St Vincent/Grenad., El Salvador, Venezuela, B. R.

4.8. Education facilities and learning environments

By the 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

- School water and sanitation provision has improved since 2008 but remains low. The average share of primary schools with adequate water supply in 2013 was 71% worldwide, but 52% in the 49 least developed countries. The respective estimates for adequate sanitation were 69% and 51% .

FIGURE 17.1:

Three in 10 primary schools still lack adequate water supply and sanitation

Proportion of primary schools with adequate water supply and sanitation, average and country groups, 2008 and 2013

Source: UNICEF (2015a).

4.8. Education facilities and learning environments

SCHOOL-RELATED VIOLENCE.

- TERCE distinguished between two forms of bullying, showing that psychological bullying was twice as prevalent as physical bullying.

- The prevalence of physical bullying varied from 9% in Costa Rica to 22% in the Dominican Republic, while rates of psychological bullying varied from 24% in Mexico to 35% in Peru.

FIGURE 17.5:

In Latin America, psychological bullying is twice as prevalent as physical bullying

Percentage of grade 6 students who reported being bullied when in school, by type, 2013
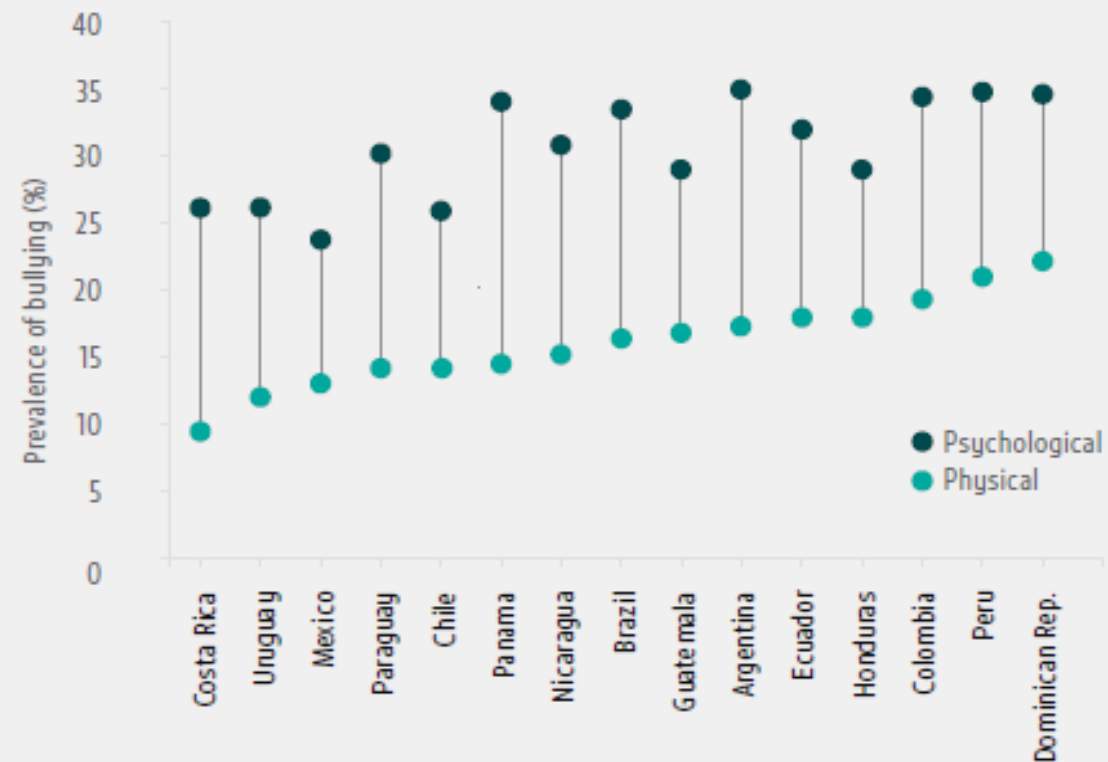
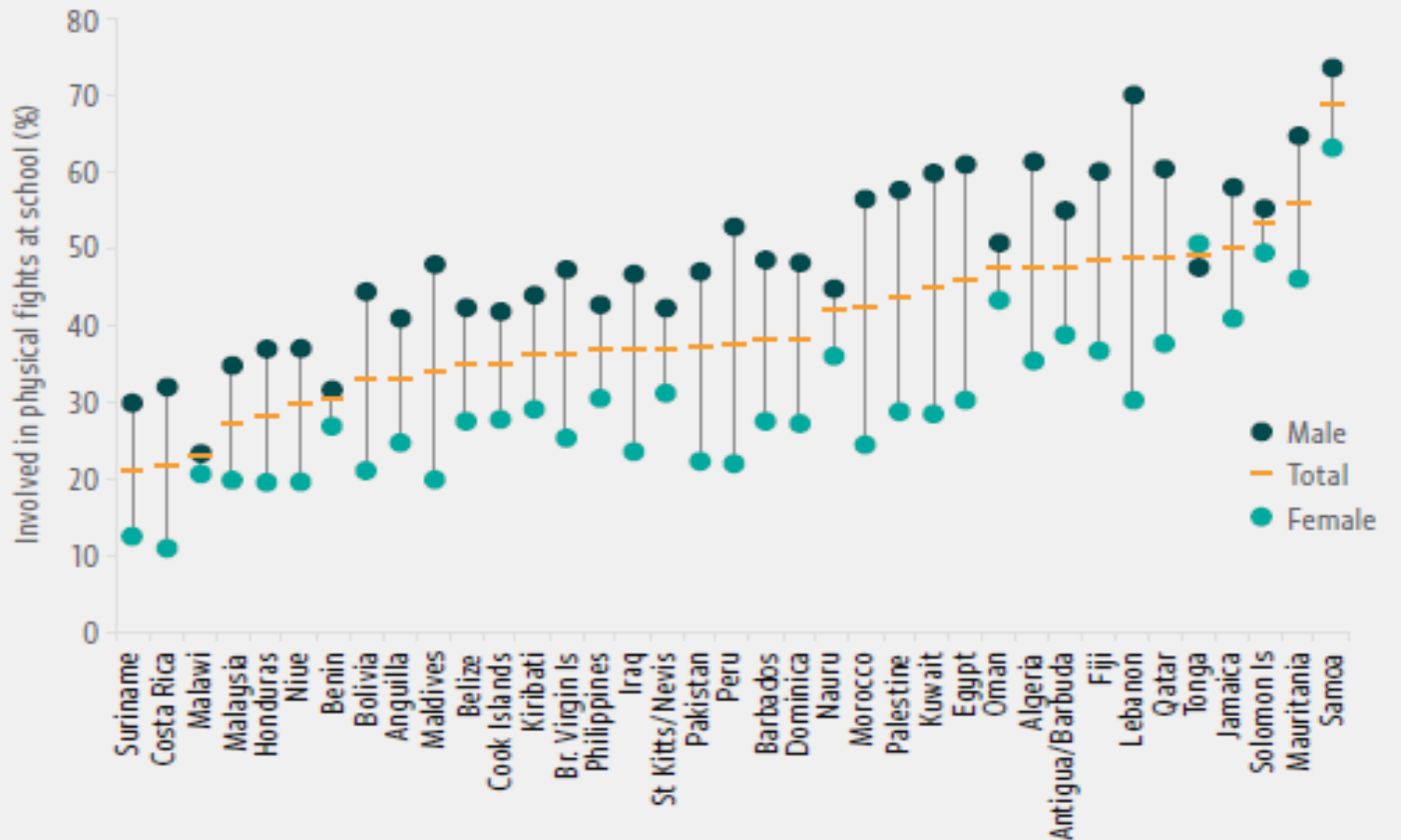Source: GEM Report team analysis based on TERCE data.

4.8. Education facilities and learning environments

- In the Caribbean, school violence is a major problem. According to the Citizen Security Survey carried out in seven Caribbean countries, 16% of youth carried weapons during the day (UNDP, 2012).

FIGURE 17.6:

Many adolescents across the world are involved in physical fights

Percentage of 13- to 15-year-olds who reported having been involved in physical fights over the past 12 months, 2009–2012

Source: GEM Report team analysis (2016) based on 2009–2012 GSHS data.

4.9. Scholarships

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

- What is known is the size of the total target population for scholarship programmes, which is the number of internationally mobile students in higher education. In 2013, out of a global population of 199 million students in post-secondary institutions, 3.5 million were studying outside their country, of which 2.5 million were from developing countries.

- With respect to the country groups identified in the target, there were 235,000 students from least developed countries, 271,000 from sub- Saharan Africa and 106,000 from small island developing states.
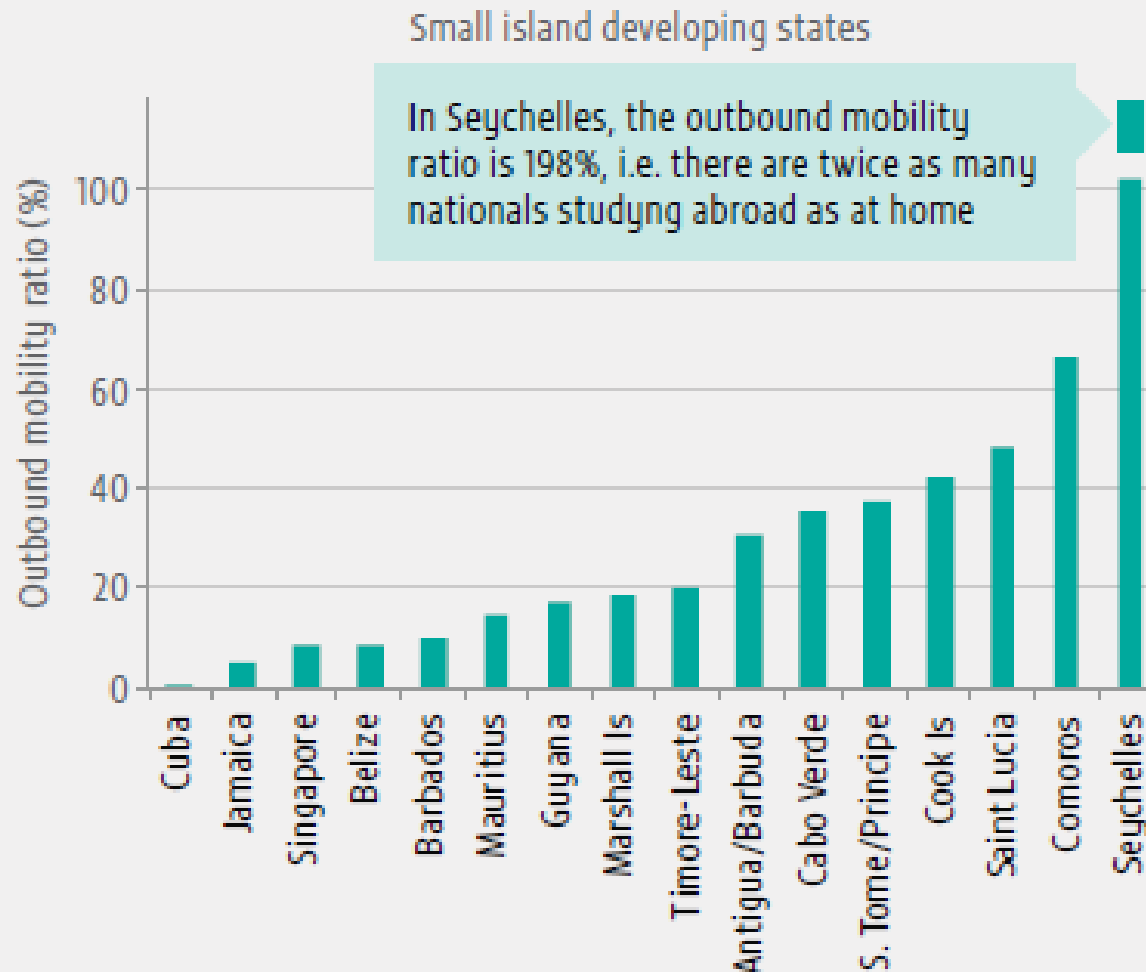
4.9. Scholarships

- In Saint Lucia, there are 5 nationals studying abroad for every 10 students in the country.

- In Cuba and Jamaica the number of students studying abroad is extremely low.

FIGURE 18.1:

Many students from small island developing states are studying abroad

Outbound mobility ratio, selected countries, 2013 or most recent year

Small island developing states

In Seychelles, the outbound mobility ratio is 198%, i.e. there are twice as many nationals studyng abroad as at home

4.9. Scholarships

- About 70% of aid to higher education in 2013/14 was disbursed for scholarships and imputed student costs rather than strengthening higher education institutions in developing countries. The share varied from 57% in low income countries to 83% in upper middle income countries.

- Half of all aid for scholarships and imputed student costs is concentrated in 13 middle income countries.

- In 2014, Brazil was the largest recipient in the region.

FIGURE 18.3:

Most aid to higher education is directed to scholarships and imputed student costs

Distribution of aid to post-secondary education, by type of use and country income group, 2013/14
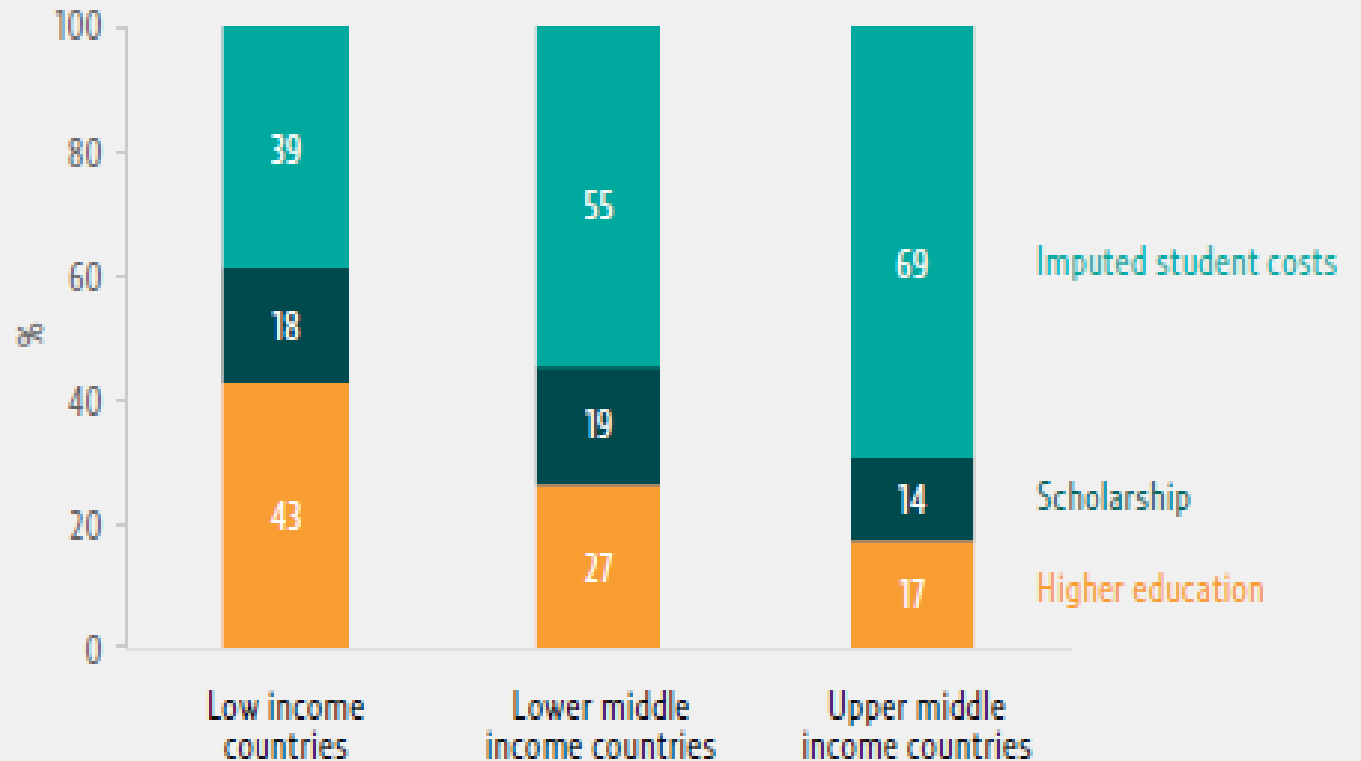
Source: GEM Report team analysis (2016) using OECD DAC data.

4.10. Teachers

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

- For an average class size of 27 in lower secondary education, the pupil/teacher ratio was 15 in the United States but 32 in Mexico

FIGURE 19.1:

The pupil/teacher ratio is not the same as the number of students in a classroom

Pupil/teacher ratio and average class size, selected middle and high income countries, 2013

a. Primary education

b. Lower secondary education
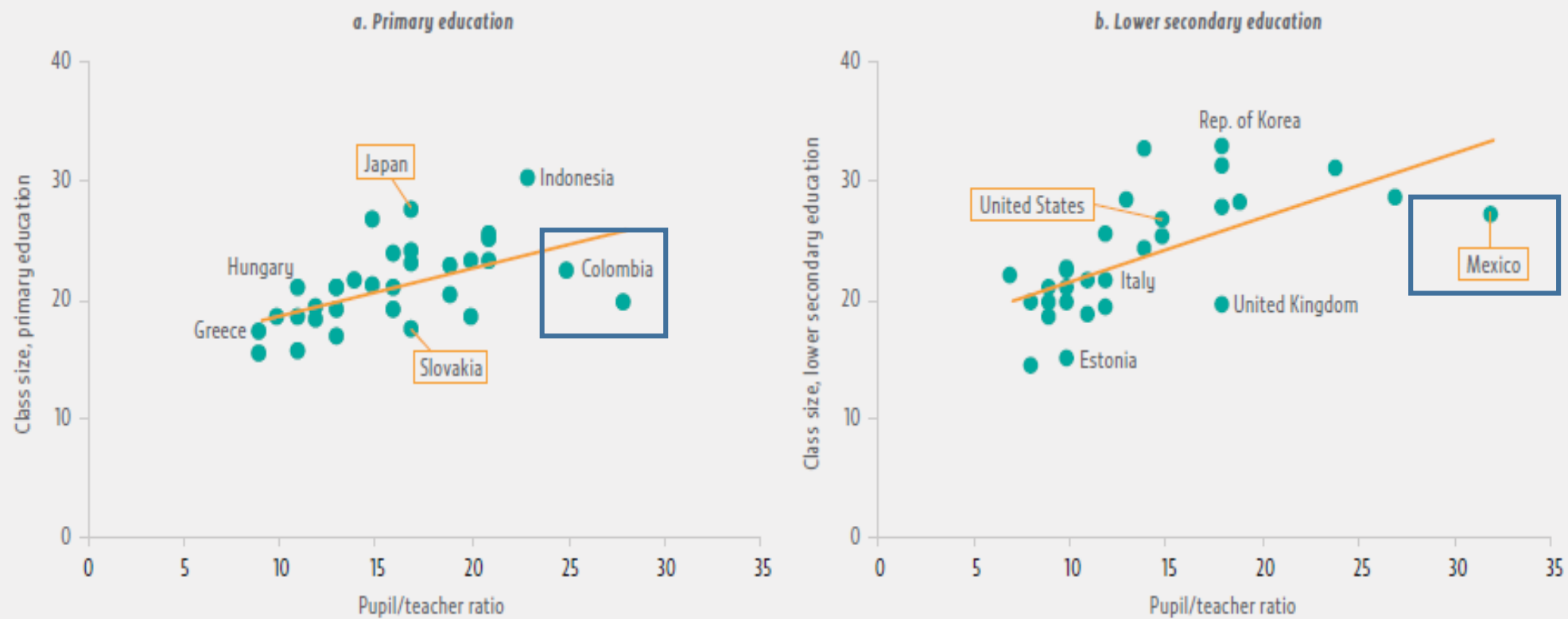
Source: OECD (2015b).

4.10. Teachers

- In the Caribbean only 85% of primary school teachers are trained.

- Analysis of labour force surveys from 13 Latin American countries showed results quite similar to those in OECD countries. Pre-primary and primary school teachers earned 76% of what other professionals and technicians did, while secondary school teachers earned 88%, after accounting for differences in sex, age and education

FIGURE 19.6:

Teachers in Latin America earn less than other professionals

Earnings gap between professionals/technicians and teachers, after accounting for sex, age and education, selected Latin American countries, 2006–2009

- Pre-primary and primary
- Secondary

Source: Mizala and Ñopo (2012).

Road Map in LAC

- Consensus on "state-of-the-art" and priority areas (Antecedentes: Lima Declaration, EFA Reports, GEM, etc.) – Regional programme

- Methodology for implementation

- Broad coalitions and partnership against inequality

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