

# Regional overview: Latin America and the Caribbean



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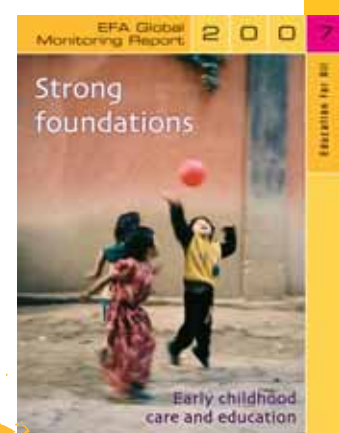
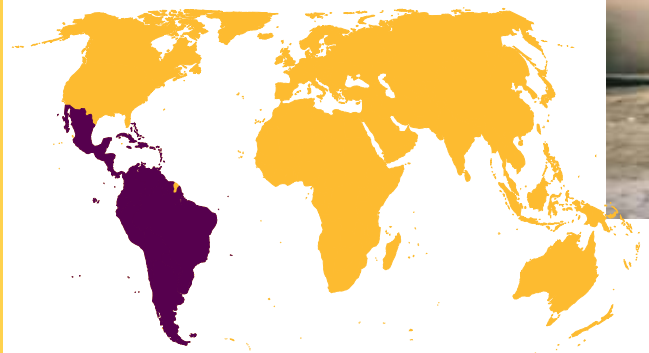


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# Regional overview: Latin America and the Caribbean



Latin America and the Caribbean<sup>1</sup> lead the developing world in early childhood education, with higher coverage than in other regions. Of the thirty countries worldwide with legislation making pre-primary education compulsory, one-third are in Latin America. Yet, large disparities within countries exist, and poor and marginalized children, who stand to benefit most from early childhood care and education (ECCE), have limited access to it. Quality of pre-primary teachers and low priority on pre-primary public expenditure are still key issues.

Despite the overall high level of access to and participation in primary education, school completion remains an important challenge to meeting the goal of universal primary education (UPE) in the region. About one in ten adults is still not literate. Almost all countries had achieved gender parity in primary, but high disparities between boys and girls still exist among indigenous groups. Teacher quality is a concern, with high proportions of unqualified teachers, even in countries where minimum qualification requirements are low.

## ECCE: a strong foundation, well established in many countries

ECCE, like EFA more generally, is first of all a right as recognized by the 1989 Convention on the Rights of the Child, which focuses on guaranteeing the rights of young children to survive, develop and be protected. Good ECCE programmes, focusing on basic immunization, clean water, adequate food and early stimulation, can significantly enhance young children's well-being in the formative years of childhood and complement the **care** received at home. Yet, many children in Latin America and the Caribbean remain excluded from such programmes, despite growing demand linked to increasing migration, urbanization and women's participation in the labour market.<sup>2</sup>

On average, 35 of every 1,000 children born in recent years will not reach age 5 in the region, and the child mortality rate is above 100 per 1,000 in Haiti.<sup>3</sup> In Bolivia, Guatemala, Honduras and Peru, one-quarter of children or more suffer from moderate or severe stunting, well above the regional average (16%).

## The benefits of ECCE

Measures designed to reduce mortality and morbidity are a first step towards establishing comprehensive care and education programmes for young children. **Education** should be considered an integral dimension of programmes designed to address young children's health and nutrition problems. Good-quality ECCE, while it enhances children's physical well-being, cognitive and language skills and social

1. This is according to the EFA classification. See the tables for countries in the region.

2. In 2003 the median labour force participation rates for women were about 52% in the Caribbean and 47% in Latin America. Almost all countries in Latin America and the Caribbean (94%) offer statutory maternity leave, lasting twelve weeks in most countries. Interestingly, some countries with low female activity rates (Chile, Costa Rica, Cuba) offer longer maternity leave.

3. Countries including Bolivia, Brazil, Guatemala, Nicaragua and Peru have made great strides since 1990, reducing under-5 mortality by about half or more.

and emotional development, also contributes to the realization of the other EFA goals by laying the foundations for subsequent education. A study in Guatemala found that nutrition packages had a much larger and longer-lasting impact when children also received sufficient cognitive stimulation. In Bolivia, evidence from the Proyecto Integral de Desarrollo Infantil, an early childhood development and nutrition project, shows benefit/cost ratios between 2.4:1 and 3.1:1, with higher ratios for the children most at risk.

### Provision for children under 3

Some 61% of countries with data available in the region have ECCE programmes accepting very young children from birth or age 1. These programmes typically provide organized custodial care and, in some cases, health services and educational activities. In the region, the many models of integrated care range from parental assistance programmes (Colombia, Jamaica) to community and family-focused modules (PROMESA in Colombia) and group care activities (Educa a tu hijo in Cuba).

In Dominica, Grenada, Jamaica, Saint Lucia, and Saint Vincent and the Grenadines, the Roving Caregivers programme is considered an efficient means of offering critical health and care information to parents in isolated areas.

### Provision for children aged 3 and older

Increasingly, countries in the region are making school attendance compulsory for children of pre-primary age. Latin America accounts for a third of the thirty countries with such laws worldwide.<sup>4</sup> Enrolment in **pre-primary education** has increased substantially during the past three decades, from about 1.8 million in the mid-1970s to 16 million in 1999 and 19 million in 2004. Consequently, the average gross enrolment ratio (GER) rose spectacularly, from 13% in 1975 to 56% in 1999 and 62% in 2004 (twice the level of the developing countries as a whole).

Three-fourths of the twenty-nine countries with data available in the region increased their level of participation in pre-primary education between 1999 and 2004 (Table 1). Pre-primary GERs rose by more than ten percentage points in Bahamas, the British

Virgin Islands, Jamaica and Trinidad and Tobago in the Caribbean, and in Cuba, Ecuador, Mexico, Panama and Venezuela in Latin America. On the other hand, pre-primary GERs declined substantially (by more than thirteen percentage points) in Chile, Costa Rica, Dominica, Guatemala, Guyana and Saint Lucia.<sup>5</sup>

### Regional disparities

Considerable regional disparities exist in pre-primary education coverage. In about half of the thirty-nine countries with 2004 data – most of them in the Caribbean – GERs were above 75%, but in some (e.g. Bahamas, Belize, Guatemala, Paraguay) they were about 30% or less. Enrolment or attendance in pre-primary education varies by pupil age. In some countries enrolment ratios in pre-primary education rise quite steeply with age (Brazil, El Salvador, Guatemala, Honduras) while in others there is little change (Jamaica, the Turks and Caicos Islands).

### Private enrolment

Private sector provision is a key feature in the Caribbean. In a majority of Caribbean countries, private institutions account for more than 80% of total enrolment. On the other hand, public pre-primary education predominates in most countries in Latin America, the exceptions being Chile, the Dominican Republic and Ecuador.

### Effect of poverty

While research has shown that children from the poorest backgrounds benefit most from ECCE provision in terms of care, health and education, data indicate that they are also more likely to be excluded from it. Attendance rates in pre-primary programmes are considerably higher for urban children (except in Jamaica) and those from better-off households.<sup>6</sup>

### Gender disparities

In most countries in Latin America and the Caribbean boys and girls are at par in pre-primary enrolment. However, the gender parity index (GPI) is still about 0.90 in a few countries (Anguilla, the Cayman Islands and the Turks and Caicos Islands) while gender disparities to the disadvantage of boys are found in Aruba, Dominica, Grenada, Montserrat, Saint Kitts and Nevis and Saint Lucia.

5. In Chile and Guatemala, the decline was partly due to changes in the age group, from 4-5 to 3-5 for the former and 5-6 to 3-6 for the latter.

6. In Trinidad and Tobago, the wealth gap is relatively small given the overall attendance rates for 3- and 4-year-olds (above 70%), while in Bolivia, participation rates for poorer households are actually higher than for richer households. Evidence suggest that policy measures in these countries have successfully reached disadvantaged children.

4. The countries with compulsory pre-primary are Argentina, Colombia, Costa Rica, Dominican Republic, El Salvador, Mexico, Panama, Peru, Uruguay and Venezuela.

## ECCE quality: still an issue

While ECCE coverage has expanded substantially in the region, the quality of existing programmes remains a concern.

### Programme duration

Information is limited regarding the duration (in hours per day/week) of programmes targeting under-3s. Some are full time and others accommodate children on flexible hours. In Uruguay, for instance, programmes for under-3s are available for four hours or less per day. The regional median duration of ECCE programmes for children aged 3 and older is twenty hours per week, but some programmes run ten hours or fewer a week.

### Pupil/teacher ratios

In Latin America and the Caribbean, pupil/teacher ratios (PTRs) are slightly lower than the developing world's average, with a median of 18:1. Yet, PTRs above 25:1 are still found (e.g. in Bolivia, Mexico, Paraguay and Uruguay), which make it difficult to provide the individual care and attention young children require.

### Pre-primary teachers' qualifications and training

Another ECCE constraint stems from the poor quality of teaching staff. Pre-primary teachers have little pre-service training, almost always less than their primary school counterparts. In 70% of the countries with data for 2004, more than 20% of teachers lacked any training, a percentage slightly higher than in primary education. In contrast, all pre-primary teachers had received some pedagogical training in Aruba, Bermuda, Cuba, Montserrat and the Netherlands Antilles.

Formal requirements for entry into the field are often not respected. In Ecuador, upper secondary education is required for pre-primary teaching, but only 84% of teachers meet the requirement. In El Salvador, about one-quarter of pre-primary teachers fail to meet the academic qualification required (tertiary education).

## Encouraging signs

Even with ECCE coverage more widespread in Latin America and the Caribbean, on average, than in the rest of the developing world, some countries continue strengthening their programmes to make them more inclusive. Among the promising signs:

- Early childhood has become a national priority in some countries. To expand access to ECCE, Argentina, Colombia, El Salvador, Panama, Paraguay, Peru and Uruguay enacted laws in the 1990s providing for free, compulsory pre-primary education. In 2002, Mexico made three years of compulsory pre-school a constitutional right, with provision to be completed by 2008.
- High-level political endorsement in Chile has translated into increased government funding on ECCE (total pre-primary expenditure per student is higher than in Latin America as a whole, though much is private expenditure). President Michelle Bachelet, elected in early 2006, has created a Technical Advisory Council to guide early childhood policies and made a series of commitments to strengthen ECCE.<sup>7</sup>
- Provision of community-based care and support for young children exists in Colombia.<sup>8</sup>
- Inclusive early childhood education for the disabled is provided in Chile.<sup>9</sup>

## Improving quality

Governments must ensure that minimum acceptable standards are met for all children. Regulations on quality should apply to all providers, public and private. Most governments regulate ECCE programmes using easy-to-measure structural indicators of quality, such as class size, child/staff ratios, availability of materials and staff training. But equally important, if not more so, are the quality of carer-child relationships, family involvement, and responsiveness to cultural and language diversity and to children with special needs.

7. Objectives include starting a pre-school voucher programme for children from birth to age 3 from the poorest 40% of households, increasing kindergarten enrolment to 60% and expanding coverage of child care centres to support women's employment.

8. *Hogares Comunitarios* is one of Colombia's largest welfare programmes, serving more than a million children in urban and rural areas. Eligible households form parent associations that elect a 'community mother' who opens her home (*hogar*) to as many as fifteen children and provides three meals a day, constituting 70% of the recommended daily calorie intake. Evaluations showed that the programme was reaching the poorest children and seemed well targeted.

9. In 1990 the Junta Nacional de Jardines Infantiles (JUNJI), which provides ECCE to more than 120,500 children in Chile, began to mainstream nursery and pre-school programmes to target the poorest children. JUNJI centres can now serve children between the ages of 3 months and 5 years with special needs (including physical, mental, visual and hearing impairments) in mainstream settings. Adapting ECCE programmes to children with special needs has involved sensitizing and training teachers through courses supported by the Special Education Department of the Ministry of Education. The National Fund for Special Education financed equipment such as wheelchairs, prostheses and hearing aids.

### Regulating and assessing programme quality

Chile, Colombia, Costa Rica, Ecuador and Mexico have developed national quality standards for ECCE programmes,<sup>10</sup> and, in a related trend, Bahamas, Dominica, Grenada, Jamaica, Montserrat, Saint Lucia, and Saint Vincent and the Grenadines have begun assessing programme quality using the Early Childhood Environment Rating Scale, a standardized instrument developed in the US. International and national instruments developed in recent years to assess process quality in ECCE programmes include the International Step by Step Association programme and teacher standards (Haiti), the International Self-Assessment Tool of the Association for Childhood Education (Chile, Ecuador, Mexico) and the Early Childhood Environment Rating Scale.

### Quality through staffing policies

A key issue in improving the quality of ECCE programmes is to recruit and retain large numbers of trained personnel. To draw more candidates to the field, Grenada, Jamaica and Saint Vincent and the Grenadines are developing flexible entry routes into higher education and teacher training. Jamaica has joint training of ECCE and primary teachers, and in Guyana ECCE and primary teachers work together in school, home visits and after-school programmes.

### Challenging gender stereotypes

Training should help teachers challenge gender stereotypes in their own practice and in curricula. This is particularly important because early childhood is the period when perceptions of what is masculine and what is feminine take hold. Encouraging more men to work in early childhood programmes can also help challenge assumptions of the woman as sole carer and encourage fathers to be more involved in children's upbringing. In most countries in Latin America and the Caribbean, all pre-primary teachers are female.

### Smoothing the transition to primary school

Finally, if ECCE is to prepare children for school in terms of their physical, social and cognitive development, school itself should be ready to welcome them and facilitate the transition to primary education. Possible actions to this end include:

- integrating ECCE more closely with primary school by forging stronger links among the health, care and education components of ECCE; for instance, Argentina, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Peru, Uruguay and Venezuela have lowered the entry age for compulsory schooling to include pre-primary children;
- assuring continuity in the curriculum, as in Guyana and Jamaica, which developed and used an integrated curriculum for pre-primary and primary school;
- engaging parents in school activities;
- assuring professional continuity between the two levels through measures such as joint training, emphasis on active learning approaches and equal professional status between ECCE and primary school teachers;
- improving opportunities for transition between ECCE and primary, particularly for the disadvantaged, as in Guatemala.<sup>11</sup>

### Better provision through shared vision

In general, ECCE involves multiple sectors, programmes and actors, making coordination a frequent challenge. The involvement of multiple players can bring together agencies with different areas of expertise. It can also lead to friction between ministries. Regardless of who takes the lead, coordination among the institutions and sectors involved is needed. Coordination mechanisms provide a forum for potentially achieving a common vision encompassing resources, standards, regulations, training and staffing. Chile and Jamaica are among countries moving in this direction.<sup>12</sup>

11. In **Guatemala**, the Centros de Aprendizaje Comunitario en Educación Preescolar (Centres for Community Learning in Pre-school Education) is an accelerated thirty-five-day course of preparation for children from various ethnic backgrounds who have not had access to pre-school. Sponsored by the Ministry of Education and UNICEF, and involving community volunteers, the programme is provided to groups of thirty-five to forty children under age 6 three months before the beginning of the school year. Participants are better prepared socially and academically for primary school, and repetition and dropout rates have fallen in places where they were formerly a problem.

12. In **Chile**, a National Commission for Early Childhood was set up in 1990 to improve coordination among the three institutions serving children under 6: the Ministry of Education (with municipalities), JUNJI and INTEGRA, a non-profit private foundation. Policies since 2001 have focused on expanding coverage, improving quality and strengthening the management system. The country passed a basic curriculum framework for ages 0 to 6. In **Jamaica**, a long-term vision for comprehensive, integrated delivery of early childhood programmes maximizes limited resources by reducing duplication and fragmentation. Since 1998, the Ministry of Education, Youth and Culture has been responsible for the Day Care Unit (former in the Ministry of Health) in addition to its own Early Childhood Unit. An interagency group representing health, education, community development, planning, NGOs, service clubs and the University of the West Indies was formed to guide integration. In 2002, the Early Childhood Commission was legally established, bringing together all policies, standards and regulations pertaining to day care and early childhood development under one institutional umbrella.

10. Many national instruments were developed with assistance by multilateral organizations, NGOs and foundations (e.g. World Bank in **Ecuador**, Christian Children's Fund elsewhere in Latin America), often to provide a basis for evaluating externally funded ECCE programmes.

## Participation in primary education and beyond: quite high across the region

### Primary education

Overall, progress towards UPE was modest between 1999 and 2004, with the primary net enrolment ratio (NER) rising by only two percentage points from 93% to 95%. However, the region's NER remains much higher than the developing world average (85%), and several countries have achieved UPE or are close.

Participation in primary education varies considerably between the Caribbean (NER of 83% in 2004) and Latin America (95%), and within each subregion. NERs remain under 90% in countries including Colombia, the Dominican Republic and Nicaragua, although Nicaragua and Guatemala registered substantial increases – about ten percentage points or more.

The continuing progress in participation in Latin America and the Caribbean translated into a decrease in the number of primary age children not enrolled in primary or secondary education: from 3.7 million in 1999 to 2.7 million in 2004. Fifty-five percent of these children are girls, and about 90% of the region's out-of-school children live in Latin America.

The UPE challenge remains great not only in countries where NERs remain low but also in those with relatively high numbers of out-of-school children. Brazil and Colombia each had more than half a million children out of school in 2004.

### Who are the out-of-school children?

For governments to formulate effective policies to reduce the number of out-of-school children, it is necessary to understand better who they are. Looking at their education experiences and their background characteristics provides valuable guidance for designing differentiated programmes that effectively redress the various dimensions of disadvantage.

More than 70% of the 2.7 million children of primary school age not enrolled in 2004 in Latin America and the Caribbean were likely to enter school late. The contribution of late entrants to the number of out of school children raises the general issue of over-aged enrolment in the region, and particularly in the Caribbean, where the average gross intake rate to the first primary grade was about 160% in 2004.

Ten percent of out-of-school children in the region have dropped out while about one-fifth have never been enrolled and may never go to school without additional incentives.

Data from household surveys show that, in addition to gender, factors including place of residence, household wealth and mother's education significantly affect the likelihood of children being out of school:

- Because of the large size of rural populations, inequalities in access result in a majority of out-of-school children being from rural households: the share is 60% for the region as a whole, with Haiti and Nicaragua showing the largest enrolment differences between rural and urban areas.
- Children from the poorest income group are three times as likely to be out of school as children from the wealthiest group. The gap is particularly large in Nicaragua, Peru and Venezuela.
- On average a child whose mother has no education is twice as likely to be out of school as one whose mother has some education. For Latin America and the Caribbean, the multiplier is close to 2.5.

### School retention and completion

Despite the overall high level of access and participation in primary education, school retention and completion remain an important UPE challenge in the region, with survival rates to the last grade lower than 83% in the majority of countries. In some countries, including the Dominican Republic, Guyana and Nicaragua, fewer than 60% of the children who enter primary school reach the last grade.

Not all children who do reach the last primary grade necessarily complete it. In Guatemala, while three-quarters of primary pupils reach the last grade, fewer than half complete primary education – a gap of more than twenty-five percentage points.

For UPE to be achieved in the region, governments should address factors that still exclude certain children from school. Possible measures include providing financial incentives to increase access for the marginalized (Brazil, Colombia, Nicaragua),<sup>13</sup>

13. In addition to **Brazil, Colombia** and **Nicaragua**, **Mexico** was among countries applying such targeted financial incentives, which can be conditional on specified levels of school participation, attendance or achievement. They can take the form of vouchers to be exchanged for specific education or health services. The effects on enrolment and retention are greater in countries with relatively low enrolment, such as Nicaragua, than in those with higher enrolment ratios, such as Mexico.



eliminating or reducing demand for child labour through cash incentives (Brazil),<sup>14</sup> designing second-chance education programmes (Honduras)<sup>15</sup> and reaching the disabled (Uruguay).<sup>16</sup>

## Secondary education

Participation in secondary education continues to expand, with 57 million students enrolled at that level in 2004 (an increase of 8% since 1999)<sup>17</sup> and a GER of 86% for the region (compared with 80% in 1999). GERs increased in most countries with data, and in thirteen<sup>18</sup> rose by about ten percentage points or more.<sup>19</sup> On the other hand, some countries recorded substantial decreases, among them Bahamas, whose secondary GER declined by 30%.

High secondary GERs (above 90%) are found in ten countries in the Caribbean and four in Latin America (Brazil, Cuba, Peru and Uruguay). Although Guatemala's secondary GER was below 50% in 2004, it had risen significantly from 1999, from 33% to 49%.

### Lower and upper secondary differences

Overall secondary GERs can mask substantial disparities between lower and upper secondary education. The level of participation in lower secondary is much higher than in upper secondary, at 100% and 69%, respectively (the highest gap among the world

14. Brazil's Bolsa Familia (formerly Bolsa Escola) programme provides income support to poor families meeting conditions such as school attendance. Over 5 million children who were working have been able to attend school thanks to the programme.

15. The Educados programme in Honduras targets students and young adults who have not completed nine years of basic education. It operates in locations such as factories, micro enterprises, NGOs, government installations, vocational centres and schools, making it easy to attend. Volunteer facilitators from varied academic and economic backgrounds serve as teachers, with a government stipend and transport and food allowances. Since 1995, Educados has enrolled more than 500,000 students in its primary programme, whose average completion rate between 1996 and 2003 was 61%.

16. Uruguay is regarded as a pioneer in Latin America in the integration of physically impaired children into regular classrooms. It formulated its special education policy in 1985, leading to many innovative and progressive initiatives, such as the elimination of classes restricted to children with disabilities. These classes were replaced by mainstream classes offering individual support. Itinerant special education teachers support the learning needs of disabled students in the classes. Through this initiative, 3,900 children with disabilities have been successfully integrated into regular schools, where they received personalized support. Uruguay's Inclusive Education Fund promotes inclusive practices in regular schools to help them to integrate children with disabilities.

17. Secondary education typically includes both academically oriented programmes and technical and vocational education (TVE). Some 10% of secondary education students in Latin America and the Caribbean in 2004 were enrolled in TVE. The situation within the region varies, with TVE representing about 40% of total secondary enrolment in countries including Honduras, the Netherlands Antilles, Panama and Suriname.

18. Eleven Caribbean countries – Anguilla, Aruba, Barbados, the British Virgin Islands, the Cayman Islands, Dominica, Grenada, Montserrat, Saint Kitts and Nevis and the Turks and Caicos Islands – and two in Latin America: Brazil and Uruguay.

19. In relative terms, increases were higher in Guatemala and Grenada, with gains of above 40%.

regions in 2004). Indeed, in 80% of countries in the region, lower secondary education is compulsory and participation high, with GERs above 90%.

## Tertiary education: expanding, but access still limited

Some 15 million students were enrolled in tertiary education in 2004 in the region, about 4 million more than in 1999. Despite this continuing expansion, only a small share of the relevant age group has access to this level: the regional tertiary GER was 28% in 2004. Tertiary education is more developed in Latin America (GER 29%) than in the Caribbean (GER 6%), particularly in certain countries, including Argentina, Bolivia, Chile and Panama (GERs above 40%).

Tertiary GERs increased between 1999 and 2004 in all sixteen countries with data. Gains were particularly high (more than ten percentage points) in Argentina, Cuba and Paraguay. In relative terms, the increase was highest in Trinidad and Tobago, which more than doubled its participation level, though the level is still low.

## Literacy: the challenge remains

About 39 million adults in the region, 55% of them women, are unable to read and write with understanding. Between 1990 and 2004, the region's average adult literacy rate rose from 85% to 90%, although in the Caribbean the rate remained particularly low (70%). Progress towards the literacy goal requires change in the countries with very high absolute numbers of illiterates and those with relatively low literacy rates. Brazil is one of the ten countries in the world with more than 10 million illiterates, who represent about 11% of its adult population.

Adult literacy rates are below 70% in Guatemala and Nicaragua, which may find it difficult to meet the EFA literacy target by 2015 unless their governments significantly expand adult literacy programmes.

## Gender disparities

Of the thirty countries with 2004 data available in Latin America and the Caribbean, 90% have achieved gender parity in primary education or are close. Some gender disparities remain in a few countries, including Guatemala, where only 86 girls are enrolled in primary schools per 100 boys.

Disparities between the sexes are worse at higher levels. 43% of the countries with 2004 data have achieved parity in secondary education and only Peru has done so in tertiary education. Disparities at these levels often favour females. The situation in Latin America and the Caribbean is close to that of developed countries, with GPIs generally well above 1. High gender disparities at females' expense are found only in Guatemala, with GPIs of 0.90 in secondary and 0.72 in tertiary.

Gender parity in adult literacy is achieved in most countries, and the region's average GPI is 0.98. In Bolivia, Guatemala and Peru, however, fewer than 90 women are literate per 100 men, and Jamaica shows a significant gender disparity at men's expense, with a GPI in adult literacy of 1.16.

Overall, gender disparities in education and literacy are higher in countries with low enrolment and literacy rates. Many obstacles hinder access to and participation in education, among them poverty and the related issue of direct and indirect costs, as well as distance to school, social exclusion, the school environment, and language and ethnicity. This last category is a particular barrier to education in Latin America and the Caribbean, where a focus on educational disparity favouring girls can mass illiteracy and low school participation among indigenous girls. Bolivia, for instance, reports more girls in schools than boys, yet more than half of indigenous girls drop out before age 14.

Once they have access to school, girls tend to perform as well as or better than boys and are more likely to stay in school longer. In many countries, school completion is more an issue for boys than girls. In Chile, poor boys are four times more likely to leave school early and enter the workforce than are poor girls.

## Quality of education needs due attention in policies

Expansion of schooling in the region often occurs at the expense of quality. Not only do many children with access to school fail to complete it, but national and international learning assessments<sup>20</sup> continue to reveal poor literacy and numeracy skills, particularly for students from poorer and culturally excluded families.

### Grade repetition

High incidence of grade repetition in some countries indicates that students are not mastering the curriculum.

- Grade repetition in primary education is much less frequent than in most developing regions, with fewer than 6% of pupils repeating a grade in 2004 in the majority of countries. Yet, the percentage is above 10% in Anguilla, Belize, Brazil, Guatemala, the Netherlands Antilles and Nicaragua (and above 20% in Anguilla and Brazil).
- Grade repetition varies by gender: for the countries with data available in the region, the median percentage of primary repeaters for females was nowhere less than 5% in 2004, compared with 7% for boys.
- Repetition rates vary also by grade, with rates close to 30% or more in grade 1 in Brazil and Guatemala. Such high repetition rates raise the issue of school transition and readiness. For these countries, a link can be made between high repetition rates in the first years of primary school and low participation levels in pre-primary education, particularly in Guatemala.

### Not enough teachers in some countries

Pupil/teacher ratios in primary education are below 21:1 in the majority of the Latin American and Caribbean countries with 2004 data. Yet, PTRs above 30:1 are found in the Dominican Republic, Guatemala,

20. Since 1990, more and more governments (including those of Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela) have taken measures to assess student learning and gauge progress in learning outcomes over time. National learning assessments give governments potentially useful information on the efficiency and quality of their education systems. They generally assess student learning against nationally defined standards in selected school subjects. Although their quality can vary considerably, they clearly are an important new development in national efforts to monitor education quality.



Honduras and Nicaragua. Moreover, national ratios may mask important disparities within countries. By contrast, Bermuda and Cuba have PTRs of about 10:1 or less.

Between 1999 and 2004, PTRs declined in more than two-thirds of the twenty-nine countries with data available, decreasing by about 20% or more in Anguilla, Argentina, the British Virgin Islands, Guatemala and the Turks and Caicos Islands. PTRs increased in nine countries, of which Bahamas had the highest percentage increase (40%).

### Not enough trained and qualified teachers in some countries

In the majority of countries with 2004 data, fewer than 80% of primary teachers had some pedagogical training, and the share is under 60% in Aruba, Ecuador and Peru. On the other hand, all teachers had been trained in Anguilla, Guatemala, the Netherlands Antilles and the Turks and Caicos Islands.

Teacher training is also an issue at secondary level, with fewer than 70% of teachers trained in more than half of the twenty-five countries with data. Six of the eleven countries in the world with more than 50% of secondary teachers untrained are in the Caribbean (Belize, Dominica, Grenada, Saint Kitts and Nevis, and Saint Vincent and the Grenadines) and one is in Latin America (Nicaragua).

Some countries improved their percentage of trained primary school teachers considerably between 1999 and 2004. The rise was remarkable (more than 60%) in Bahamas, where growth in the proportion of trained teachers was paralleled by a decrease in absolute numbers of teachers and thus the aforementioned deterioration in the PTR. In contrast, the share declined in some countries, including by more than 10% in Anguilla, Barbados and Montserrat.

Countries also differ in terms of teacher qualifications. Post-secondary non-tertiary or tertiary education is the minimum academic requirement for primary teaching in about 70% of the countries with data available. Only upper secondary education is required in countries including Antigua, Barbuda, Nicaragua, Panama, Saint Kitts and Nevis, and Saint Vincent and the Grenadines. Whatever the minimum academic requirement, not all teachers meet it. For example, in Antigua and Barbuda, fewer than 50% of primary teachers have completed

upper secondary education. In Ecuador and Peru, where tertiary education is required, fewer than 80% of teachers meet the requirement.

### Measures to attract more qualified teachers

To increase the number of teachers and link training to the real world of teaching, some countries are introducing shorter training programmes and emphasizing on-the-job practice. In Cuba, for example, all pre-service training is school-based. To be effective, such measures requires significant resources to support those being trained, sufficient schools able to serve as training environments and enough school-based teachers who can act as mentors.

In addition, teacher incentives need to be rethought with a view to making them more adequate in terms of recruitment and teachers' commitment to their work. Several Latin American countries have introduced incentive strategies to increase teacher supply and improve the performance of teachers. Brazil's finance equalization reform provides funding to state and local governments for hiring, training or salary increases. Chile and Mexico have performance-based incentive systems. Decentralization and school-based management policies in El Salvador and Honduras have increased teachers' participation in decision-making and improved their professional status.

## National expenditure and external aid: more resources are needed

### National investment in education

Effective national policies can enhance access and quality, especially by shifting more public expenditure to basic education. Investment in education is increasing in the region:

- In the majority of the twenty-four countries with 2004 data, public spending on education as a share of GNP was below 5%. The share varies between the subregions. Ten of the fourteen Latin American countries with data available spent less than 5% in 2004, and in three of them the share was below 3%.<sup>21</sup> In contrast, most countries with data in the Caribbean invested more than 5%.
- The overall trend in education expenditure since 1999 has been mixed. Of the twenty-one countries with comparable data for 1999 and 2004, more than half reduced public spending on education as a share of GNP. On the other hand, increases of 30% or more were registered in Barbados, Mexico and Saint Vincent and the Grenadines.
- The priority given to education in government finance ranges from 10% to 20% of the budget in the vast majority of the countries with 2004 data. Exceptions are the Dominican Republic, Jamaica, Panama and Uruguay, which allocate less than 10% of government expenditure to education. About 80% of the fourteen countries with relevant data increased the share of education in total government budget between 1999 and 2004. In Cuba and Nicaragua, the increases were about 30% or more. Substantial decreases (more than 15%) were registered in Colombia and Peru.
- Most countries with relevant data allocated less than 50% of total education expenditure to primary education in 2004. The competition for resources between primary and secondary education, in particular, is likely to intensify, as the spread of UPE will require expansion at secondary level. This shift is already perceptible in countries that have reached or are close to UPE, such as Saint Lucia and Chile.

National public spending on ECCE is even lower. In general, countries give relatively low priority to pre-primary education in public finance. As a share of GNP, public expenditure on pre-primary education was only 0.2% in the majority of countries with 2004 data. The average expenditure on pre-primary equals 14% of that on primary, but the variation by country is wide, with the share ranging from 1% in Bolivia to 37% in Guyana. An alternative to funding provision of ECCE programmes directly is to provide government resources to parents to enable them to purchase services from a variety of providers. In Colombia, for instance, the government encourages employers to contribute to the provision of ECCE by offering tax incentives.

### External aid to education

Even with country efforts to invest more in education in general, external aid is required to achieve EFA, especially in the least developed countries with the lowest education indicators.<sup>22</sup> Yet, the average share of aid devoted to education across twenty-three countries in Latin America and the Caribbean was less than 9% of the total bilateral aid received in 2003–04.<sup>23</sup> The proportion of aid to education that goes to the basic level is very low in the region: less than 2% (by contrast, the level in South and West Asia was 50% in 2004). This raises important questions for donors about targeting aid to countries, as well as to the education levels most in need.

### *Aid commitments: increasing, but still far short*

Overall, total aid commitments for basic education (including estimates of budget support and the portion of aid to education whose level is not specified) to all the world's developing countries increased from US\$2.6 billion in 2000 to US\$4.4 billion in 2004. This positive trend, however, masks the fact that basic education accounted for less than 3% of total aid – and, within this, the amount for pre-primary education was minuscule: a majority of donors allocated less than 0.5% of their education aid to this level. Various recent donor pledges will likely increase the amount of annual aid to basic education to US\$5.4 billion by 2010 – still short of the estimated US\$11 billion per year in external aid needed to achieve EFA.

22. While there is no doubt that countries in need should be supported, the risk of their becoming overdependent on external education aid is a concern. Dependence can make countries vulnerable to aid's volatility and lack of predictability.

23. Spain is the major donor to countries in the region.

21. The Dominican Republic, El Salvador and Uruguay.

Given the likely shortage of resources, there is a particular need to ensure that aid is used as effectively as possible. In 2005 more than 100 donors and developing countries signed a declaration on aid effectiveness. The Fast Track Initiative (FTI),<sup>24</sup> now involving over thirty donors and increasingly seen as the principal education aid vehicle, is consistent with the declaration's objectives of tightening coordination and harmonizing requirements. ■

### The Education for All Development Index (EDI)

The EFA Development Index (EDI) is a composite measure of a country's situation with regard to attainment of the EFA agenda. It was introduced in the 2003/4 *EFA Global Monitoring Report* and is updated annually. Ideally, it should include measures of all six EFA goals, but for now it focuses on the four most easily quantified: UPE, adult literacy, gender parity and equality, and education quality, each proxied by one indicator.\* The EDI for 2004 could be calculated for twenty-four of the forty-one Latin America and the Caribbean countries. Among the results:

- Six countries (Barbados, the Netherlands Antilles and Trinidad and Tobago in the Caribbean, and Chile, Costa Rica and Cuba in Latin America) have achieved the four most quantifiable EFA goals or are close to doing so, with EDI values of 0.95 or above.
- Eighteen countries rank in intermediate position, with EDI values between 0.80 and 0.94. Nine of these countries have a total primary NER of at least 95%, but most countries in this category are there because of relatively low survival rates to grade 5 (the quality proxy).
- Most of the twenty-four countries of the region included in the EDI calculation improved their values between 2003 and 2004, with increases of more than 5% in Guatemala and Trinidad and Tobago. On the other hand, decreases were registered in some countries, and the largest reductions in the index were for the Dominican Republic and Bahamas (about 5% or more). In both cases, trends in total NER and/or survival rate to grade 5 played a key role.

24. Of the twenty-three FTI countries with endorsed sector plans, three are in Latin America and the Caribbean: Guyana, Honduras and Nicaragua.

### Mean distance from the four EFA goals:

- EFA achieved [EDI between 0.98 and 1.00] (3):  
Barbados, Cuba, Trinidad and Tobago.
- Close to EFA [EDI between 0.95 and 0.97] (3):  
Chile, Costa Rica, Netherlands Antilles.
- Intermediate position [EDI between 0.80 and 0.94] (18):  
Argentina, Bahamas, Bolivia, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Lucia, Uruguay, Venezuela.

\* Universal primary education (goal 2) is proxied by the total NER (includes children of primary school age who are enrolled in either primary or in secondary education); adult literacy (goal 4), proxied by the literacy rate of those aged 15 and above; gender parity and equality (goal 5), proxied by the gender-specific EFA index (GEI) which is an average of the GPIs for primary and secondary gross enrolment ratios and the adult literacy rate; and quality of education (goal 6), proxied by the survival rate to grade 5. The EDI gives equal weight to the four proxy measures of the four goals. Since each measure is expressed as a percentage, the EDI for a country ranges from 0% to 100% or, when expressed as a ratio, from 0 to 1, where 1 would represent the full achievement of EFA as summarized by the EDI.

### Abbreviations

#### ECCE: Early childhood care and education.

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

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

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

**GPI: Gender parity index.** Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

**NER: Net enrolment ratio.** Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

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

Table 1: Latin America and the Caribbean: selected early childhood care and education (ECCE) indicators

Countries or territories	Child survival and well-being		Women's employment and leave status		Provision for under-3s	
	Under-5 mortality rate (%)	Moderate and severe stunting (%)	Female labour force participation rate, age 15 and above (%) <sup>2</sup>	Statutory duration of maternity leave (weeks)	Official programmes targeting children under age 3	Youngest age group targeted in programmes (years)
	2000-2005	1996-2004 <sup>1</sup>	2003	2000-2005 <sup>1</sup>	2005	c. 2005
<b>Caribbean</b>						
Anguilla	...	...	...	...	...	...
Antigua and Barbuda	...	7	...	13	...	...
Aruba	...	...	...	...	...	...
Bahamas	16	...	64	13	...	...
Barbados	12	7	65	12	yes	0-2
Belize	41	...	42	12	...	...
Bermuda	...	...	...	...	...	...
British Virgin Islands	...	...	54	24	yes	0-3
Cayman Islands	...	...	...	...	...	...
Dominica	...	6	...	12	...	...
Grenada	...	...	...	12	yes	0-2
Guyana	68	11	43	13	no	.
Haiti	110	23	55	...	yes	0-3
Jamaica	21	5	57	8	no	.
Montserrat	...	...	...	...	...	...
Netherlands Antilles	15	...	50	...	...	...
Saint Kitts and Nevis	...	...	...	13	...	...
Saint Lucia	20	11	52	12	yes	0-2
Saint Vincent and the Grenadines	31	...	52	...	...	...
Suriname	31	10	35	...	...	...
Trinidad and Tobago	19	5	49	13	yes	0-5
Turks and Caicos Islands	...	...	...	...	yes	2
<b>Latin America</b>						
Argentina <sup>5</sup>	17	12	52	12	yes	0-5
Bolivia	72	27	63	12	yes	0-4
Brazil	35	11	57	17	yes	0-3
Chile <sup>6</sup>	10	2	37	18	yes	0-2
Colombia <sup>5</sup>	33	14	60	12	yes	0-5
Costa Rica <sup>5, 6</sup>	12	6	42	16	yes	0-3
Cuba	8	5	43	18	yes	1-6
Dominican Republic <sup>5</sup>	51	9	44	12	...	...
Ecuador	30	26	54	12	yes	0-4
El Salvador <sup>6</sup>	35	19	47	12	yes	0-3
Guatemala <sup>7</sup>	52	49	33	14	yes	0-6
Honduras	48	29	44	12	yes	0-3
Mexico <sup>6</sup>	25	18	39	12	yes	0-3
Nicaragua	40	20	36	12	yes	0-3
Panama <sup>6</sup>	27	14	47	14	yes	2-4
Paraguay	45	14	64	9	yes	0-4
Peru <sup>6</sup>	52	25	58	12	yes	0-5
Uruguay <sup>6</sup>	15	8	55	12	yes	0-3
Venezuela <sup>6</sup>	29	13	53	18	yes	0-2
Latin America and the Caribbean	35	16	52	12	...	...
Caribbean	...	...	52	13	...	...
Latin America	33	...	47	12	...	...
Developing countries	95	31	52	12	...	...
World	86	31	52	13	...	...

Data in italics are for 2002. Data in bold are for 2003.

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

2. Share of employed plus unemployed women in comparison with the working age population, including women with a job but temporarily not at work (e.g. on maternity leave), home employment for the production of goods and services for own household consumption, and domestic and personal services produced by employing paid domestic staff. Data exclude women occupied solely in domestic duties in their own households.

3. Attendance rates, indicated in parentheses, are from DHS, LSMS and MICS2 household surveys and were collected in c. 2000.

Provision for age 3 and older											Countries or territories
Pre-primary education											
Official pre-primary entry age (years)	Gross enrolment ratio (GER)			Age specific enrolment ratio (ASER) <sup>3, 4</sup>			Private enrolment as % of total enrolment	% of trained teachers	Pupil/teacher ratio <sup>5</sup>		
	Total (%)	Total (%)	GPI (F/M)	age 3 (%)	age 4 (%)	age 5 (%)					
2004	1999	2004	2004	2004	2004	2004	2004	2004	2004		
<b>Caribbean</b>											
3	...	116	0.90	...	...	...	100	66	13	Anguilla	
3	...	...	...	...	...	...	...	...	...	Antigua and Barbuda	
4	97	100	1.07	.	79	100	79	100	20	Aruba	
3	12	<b>31</b>	<b>0.99</b>	...	...	...	<b>79</b>	<b>60</b>	<b>11</b>	Bahamas	
3	82	89	1.01	...	...	...	17	89	16	Barbados	
3	28	28	1.01	...	...	...	100	<b>68</b>	17	Belize	
4	...	52	...	...	...	...	.	100	7	Bermuda	
3	62	93	1.01	...	...	...	100	20	14	British Virgin Islands	
3	...	44	0.87	26	63	...	92	95	13	Cayman Islands	
3	80	65	1.18	...	...	...	100	78	13	Dominica	
3	...	81	1.09	...	...	...	<b>58</b>	<b>32</b>	15	Grenada	
4	122	108	0.99	(19)	(54)	(83)	<b>1</b>	<b>46</b>	15	Guyana	
3	...	...	...	...	(46)	(63)	...	...	...	Haiti	
3	78	92	1.03	71	100	97	90	...	22	Jamaica	
3	...	93	1.15	...	...	...	-	100	14	Montserrat	
4	120	<b>113</b>	<b>0.97</b>	...	...	...	<b>75</b>	<b>100</b>	<b>19</b>	Netherlands Antilles	
3	...	101	1.15	...	...	...	61	46	7	Saint Kitts and Nevis	
3	84	71	1.11	...	...	...	100	55	12	Saint Lucia	
3	...	86	0.97	...	...	...	100	59	11	Saint Vincent and the Grenadines	
4	...	<b>90</b>	<b>1.01</b>	...	...	...	<b>46</b>	...	<b>24</b>	Suriname	
3	60	86	1.00	(59)	(81)	(17)	100	25	13	Trinidad and Tobago	
4	...	106	0.90	65	63	67	63	63	12	Turks and Caicos Islands	
<b>Latin America</b>											
3 (5)	57	<b>62</b>	<b>1.01</b>	...	...	...	<b>28</b>	...	24	Argentina <sup>5</sup>	
4	45	48	1.01	.	19	61	23	<b>79</b>	41	Bolivia	
4	58	<b>68</b>	<b>1.00</b>	<b>16</b>	<b>35</b>	<b>56</b>	<b>29</b>	...	<b>19</b>	Brazil	
3	77	52	0.99	...	...	...	47	...	21	Chile <sup>6</sup>	
3 (5)	36	38	1.01	14	29	59	37	...	21	Colombia <sup>5</sup>	
4 (4 or 5)	84	64	1.01	...	26	72	11	91	16	Costa Rica <sup>5, 6</sup>	
3	105	116	0.98	...	...	...	.	100	18	Cuba	
3 (5)	34	32	1.01	10	18	56	43	77	21	Dominican Republic <sup>5</sup>	
5	64	77	1.01	...	(18)	(59)	47	72	17	Ecuador	
4 (4)	42	51	1.04	2	25	51	18	...	...	El Salvador <sup>6</sup>	
3	46	28	1.01	6	12	30	19	...	25	Guatemala <sup>7</sup>	
3	...	33	1.04	4	25	52	23	64	20	Honduras	
4 (5)	73	84	1.01	21	64	84	11	...	28	Mexico <sup>6</sup>	
3	28	35	1.03	25	43	61	16	22	22	Nicaragua	
4 (4)	39	55	1.02	...	(22)	(62)	17	49	18	Panama <sup>6</sup>	
3	27	31	1.01	...	...	...	28	...	26	Paraguay	
3 (3)	55	60	1.01	44	64	72	20	...	24	Peru <sup>6</sup>	
3 (5)	59	61	1.01	...	...	...	17	...	28	Uruguay <sup>6</sup>	
3 (4)	45	55	1.01	26	56	66	17	...	...	Venezuela <sup>6</sup>	
...	56	62	1.01	...	...	...	44	67	18	Latin America and the Caribbean	
...	71	101	1.03	...	...	...	85	64	13	Caribbean	
...	55	61	1.01	...	...	...	21	...	21	Latin America	
...	28	32	0.97	...	...	...	54	...	21	Developing countries	
...	33	37	0.97	...	...	...	39	...	18	World	

4. ASER trends in certain countries are related to the beginning of primary schooling, for which the official entry age is found in Table 2.

5. Based on headcounts of pupils and teachers.

6. Pre-primary education is compulsory at the age shown in parentheses.

7. Change in pre-primary age group between 1999 and 2004.

Sources: Carr-Hill (2006); Education Policy and Data Center (2006); EFA Global Monitoring Report 2007, statistical tables; ILO (2006); Kamerman (2005); Nonoyama et al. (2006); UNESCO-IBE (2006); UNESCO Institute for Statistics.



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

Countries or territories	Total population (000)	Compulsory education (age group)	EFA Development Index (EDI)	Adult literacy rate 2000-2004 <sup>1</sup>		Primary education						
				Total (%)	GPI (F/M)	Age group	NER Total (%)		GER's GPI (F/M)		Survival rate to last grade Total (%)	% of female teachers
							2004	1999	2004	1999		
<b>Caribbean</b>												
Anguilla	12	5-17	...	...	...	5-11	...	88	...	1.03	...	90
Antigua and Barbuda	81	5-16	...	...	...	5-11	...	...	...	...	...	...
Aruba	98	6-16	...	97	1.00	6-11	98	97	0.98	0.95	97	81
Bahamas	319	5-16	0.879	...	...	5-10	89	84	0.98	1.00	...	97
Barbados	269	4-16	0.984	...	...	5-10	97	97	0.98	0.99	98	76
Belize	264	5-14	...	...	...	5-10	94	95	0.97	0.98	...	72
Bermuda	64	5-16	...	...	...	5-10	...	...	...	...	95	<b>88</b>
British Virgin Islands	22	5-16	...	...	...	5-11	96	95	0.97	0.96	...	94
Cayman Islands	44	5-16	...	...	...	5-10	...	87	...	0.95	...	81
Dominica	79	5-16	...	...	...	5-11	94	88	0.95	0.99	84	83
Grenada	102	5-16	...	...	...	5-11	...	84	...	0.96	...	76
Guyana <sup>3</sup>	750	6-15	...	...	...	6-11	...	...	0.98	0.99	59	86
Haiti	8 407	6-11	...	...	...	6-11	...	...	...	...	...	...
Jamaica	2 639	6-11	0.890	80	1.16	6-11	88	91	1.00	1.00	<b>85</b>	89
Montserrat	4	5-14	...	...	...	5-11	...	94	...	0.97	...	100
Netherlands Antilles	181	6-15	0.951	97	1.00	6-11	...	...	0.94	<b>0.98</b>	<b>83</b>	<b>86</b>
Saint Kitts and Nevis	42	5-16	...	...	...	5-11	...	94	...	1.07	...	85
Saint Lucia	159	5-16	0.942	...	...	5-11	91	98	0.98	0.96	...	86
St Vincent/Grenadines	118	5-15	...	...	...	5-11	...	94	...	0.95	<b>79</b>	73
Suriname	446	6-11	...	90	0.95	6-11	...	<b>92</b>	...	<b>1.02</b>	...	<b>85</b>
Trinidad and Tobago	1 301	5-12	0.981	99	0.99	5-11	93	92	0.99	0.97	96	73
Turks and Caicos Islands	25	4-16	...	...	...	6-11	...	81	...	1.03	<b>45</b>	90
<b>Latin America</b>												
Argentina	38 372	5-15	0.946	97	1.00	6-11	99	<b>99</b>	1.00	<b>0.99</b>	<b>81</b>	<b>86</b>
Bolivia	9 009	6-13	0.911	87	0.87	6-11	95	95	0.98	0.99	83	61
Brazil	183 913	7-14	0.905	89	1.00	7-10	91	<b>93</b>	0.94	<b>0.94</b>	<b>84</b>	<b>90</b>
Chile	16 124	6-14	0.969	96	1.00	6-11	...	...	0.97	0.95	98	78
Colombia	44 915	5-15	0.879	93	1.00	6-10	88	83	1.00	0.99	77	77
Costa Rica	4 253	6-15	0.956	95	1.00	6-11	...	...	0.98	0.99	89	79
Cuba	11 245	6-14	0.981	100	1.00	6-11	98	96	0.96	0.95	97	77
Dominican Republic	8 768	5-13	0.816	87	1.00	6-11	84	86	0.98	0.95	54	<b>82</b>
Ecuador	13 040	5-14	0.914	91	0.97	6-11	97	98	1.00	1.00	73	70
El Salvador	6 762	4-15	0.861	81	0.94	7-12	...	92	0.96	0.97	70	...
Guatemala	12 295	7-15	0.825	69	0.84	7-12	82	93	0.87	0.92	75	...
Honduras <sup>3</sup>	7 048	6-13	...	80	1.01	6-11	...	91	...	1.00	...	75
Mexico	105 699	6-15	0.949	91	0.97	6-11	98	98	0.97	0.98	90	66
Nicaragua <sup>3</sup>	5 376	6-16	0.811	77	1.00	7-12	78	88	1.01	0.98	55	79
Panama	3 175	6-11	0.928	92	0.99	6-11	96	98	0.97	0.97	81	76
Paraguay	6 017	6-14	0.909	...	...	6-11	...	...	0.96	0.97	<b>77</b>	72
Peru	27 562	6-16	0.916	88	0.88	6-11	98	97	0.99	0.99	78	63
Uruguay	3 439	6-15	0.946	98	1.01	6-11	...	...	0.99	0.98	86	...
Venezuela	26 282	6-15	0.932	93	0.99	6-11	86	92	0.98	0.98	89	...
	<b>Sum</b>			<b>Weighted average</b>			<b>Weighted average</b>				<b>Median</b>	
Latin America/Caribbean	548 723	...	...	90	0.98	...	93	95	0.97	0.97	83	81
Caribbean	15 428	...	...	70	1.00	...	77	83	0.97	0.98	84	86
Latin America	533 295	...	...	90	0.98	...	94	95	0.97	0.97	81	77
Developing countries	5 094 073	...	...	77	0.84	...	81	85	0.91	0.94	80	64
World	6 374 924	...	...	82	0.89	...	83	86	0.92	0.94	87	74

Data in italics are for 2001. Data in bold italics are for 2002. Data in bold are for 2003.

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

2. Based on headcounts of pupils and teachers.

3. Fast Track Initiative (FTI): countries with endorsed sector plans.

Source: EFA Global Monitoring Report 2007, statistical tables; CRS online database, Table 2; UNESCO Institute for Statistics.

Primary education		Gross enrolment ratio (GER) in secondary education						Tertiary education		Education finance		Countries or territories
% of trained teachers	Pupil/teacher ratio <sup>2</sup>	Lower secondary 2004		Upper secondary 2004		Total secondary 2004		GER 2004		Total public expenditure on education as % of GNP	Aid to education per capita (constant 2003 US\$)	
		Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)			
<b>Caribbean</b>												
67	14	89	1.00	119	1.06	100	1.02	-	-	...	3.4	Anguilla
...	...	...	...	...	...	...	...	-	-	<b>4.0</b>	35.1	Antigua and Barbuda
100	18	114	0.97	87	1.08	98	1.02	29	1.51	...	...	Aruba
95	20	83	1.13	78	1.07	80	1.10	-	-	...	...	Bahamas
75	16	113	1.00	106	1.03	110	1.01	...	...	7.6	0.3	Barbados
51	23	96	1.00	63	1.21	85	1.04	3	2.43	5.3	2	Belize
<b>100</b>	<b>9</b>	<b>101</b>	...	<b>74</b>	...	<b>86</b>	...	<b>62</b>	...	...	...	Bermuda
82	14	114	1.03	66	1.14	96	1.06	-	-	...	...	British Virgin Islands
100	13	110	1.09	84	1.13	97	1.10	...	...	...	...	Cayman Islands
64	19	125	0.86	80	1.37	107	0.99	-	-	...	4	Dominica
<b>68</b>	18	107	1.00	91	1.29	101	1.09	-	-	<b>6.0</b>	24	Grenada
<b>57</b>	27	<b>118</b>	...	<b>49</b>	...	<b>90</b>	...	9	1.91	5.8	21	Guyana <sup>3</sup>
...	...	...	...	...	...	...	...	...	...	...	2	Haiti
...	28	96	1.00	76	1.05	88	1.02	<b>19</b>	<b>2.29</b>	5.3	2	Jamaica
86	21	119	1.03	106	1.22	114	1.10	-	-	...	239	Montserrat
<b>100</b>	<b>20</b>	<b>116</b>	<b>0.94</b>	<b>71</b>	<b>1.25</b>	<b>87</b>	<b>1.09</b>	<b>24</b>	<b>1.49</b>	...	...	Netherlands Antilles
55	17	125	0.88	88	1.19	110	0.97	-	-	5.0	44	Saint Kitts and Nevis
78	23	78	0.97	66	1.06	74	1.00	14	3.46	5.4	6	Saint Lucia
72	17	95	0.98	52	0.95	78	0.97	-	-	11.7	73	St Vincent/Grenadines
...	<b>19</b>	<b>82</b>	<b>1.22</b>	<b>57</b>	<b>1.75</b>	<b>73</b>	<b>1.34</b>	<b>12</b>	<b>1.62</b>	...	3	Suriname
81	18	84	1.05	83	1.09	84	1.07	12	1.26	4.6	0.6	Trinidad and Tobago
91	11	87	0.90	97	1.15	91	0.99	0.4	-	...	2	Turks and Caicos Islands
<b>Latin America</b>												
...	<b>17</b>	<b>100</b>	<b>1.03</b>	<b>73</b>	<b>1.13</b>	<b>86</b>	<b>1.07</b>	<b>64</b>	<b>1.51</b>	<b>3.6</b>	0.4	Argentina
...	24	...	...	79	0.94	89	0.97	41	...	6.7	10	Bolivia
...	<b>22</b>	<b>115</b>	<b>1.05</b>	<b>85</b>	<b>1.22</b>	<b>102</b>	<b>1.11</b>	<b>22</b>	<b>1.32</b>	<b>4.3</b>	0.2	Brazil
...	27	100	0.98	84	1.03	89	1.01	43	0.95	4.1	0.7	Chile
...	28	82	1.09	59	1.19	75	1.11	27	1.09	5.1	0.6	Colombia
97	22	84	1.02	44	1.16	68	1.05	<b>19</b>	<b>1.16</b>	5.1	1	Costa Rica
100	10	103	0.97	83	1.06	93	1.01	<b>33</b>	<b>1.34</b>	...	0.8	Cuba
<b>79</b>	<b>33</b>	81	1.11	62	1.31	68	1.23	33	1.64	1.2	1	Dominican Republic
71	23	69	0.97	52	1.05	61	1.00	...	...	...	2	Ecuador
...	...	77	0.99	43	1.07	60	1.01	19	1.22	2.9	1	El Salvador
...	31	53	0.85	41	1.02	49	0.90	<b>10</b>	<b>0.72</b>	...	1	Guatemala
87	33	60	1.14	75	1.39	65	1.24	16	1.46	...	9	Honduras <sup>3</sup>
...	28	104	1.08	53	1.06	80	1.07	23	0.98	<b>5.9</b>	0.2	Mexico
75	35	73	1.09	49	1.29	64	1.15	<b>18</b>	<b>1.11</b>	3.2	12	Nicaragua <sup>3</sup>
74	24	85	1.03	55	1.15	70	1.07	46	1.59	4.2	2	Panama
...	28	75	1.00	51	1.04	63	1.01	24	1.37	<b>4.3</b>	1	Paraguay
...	22	103	1.03	74	0.97	92	1.01	33	1.03	<b>3.1</b>	1	Peru
...	21	113	1.07	102	1.25	108	1.15	<b>39</b>	<b>2.04</b>	<b>2.3</b>	0.9	Uruguay
...	...	85	1.09	53	1.28	72	1.14	<b>39</b>	<b>1.08</b>	...	0.3	Venezuela
Median		Weighted average						Median		Weighted average		
79	21	100	1.05	69	1.14	86	1.08	28	1.17	4.8	1	Latin America/Caribbean
79	18	75	1.04	42	1.04	58	1.04	6	1.70	...	4	Caribbean
...	24	100	1.05	70	1.14	87	1.08	29	1.16	4.1	0.9	Latin America
...	27	74	0.93	44	0.92	59	0.92	16	0.87	4.7	1	Developing countries
...	21	78	0.94	51	0.94	65	0.94	24	1.03	4.8	...	World