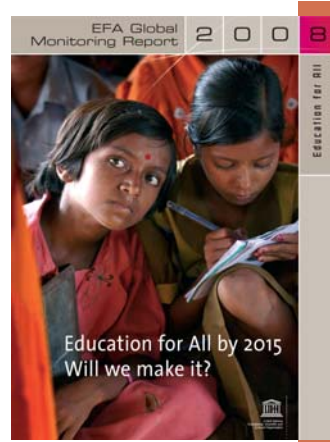


Regional overview: Latin America and the Caribbean



In a context of accelerated globalization, Latin America and the Caribbean¹ has witnessed slow economic growth and poverty reduction since 2000, when the Dakar Framework for Action was adopted. Inequality remains higher than in other regions, with the poorest 20% of the population accounting for only 2.7% of national consumption in 2004.

Few countries have achieved or are close to achieving the four most quantifiable EFA goals. Most countries are in an intermediate position. The region is close to achieving universal primary education (UPE) but needs to improve education quality and address the wide disparities between geographic areas and socio-economic or ethnic groups. The gender parity goal has been missed in most countries because of prevailing gender disparities at the expense of girls in access to the first grade of primary education and of boys' underparticipation in secondary education. Despite improvements and high pre-primary coverage, programmes of early childhood care and education (ECCE) generally do not reach the most disadvantaged children. Adult literacy remains another serious EFA issue in some countries.

In reviewing progress since 2000, this regional overview summarizes findings in response to key questions addressed by the 2008 EFA Global Monitoring Report: What are the main EFA achievements and challenges remaining at this point, midway to the target date of 2015? Which countries are advancing fastest? Which are facing difficulties? Which policy initiatives are promoting access to education and improving its quality, especially for the most disadvantaged groups and areas? Has the international community provided adequate support? The 2008 Report shows that, despite progress towards some goals, the Latin American and Caribbean region still faces serious challenges to improving quality and equity.

EFA progress and challenges

Early childhood care and education

- The under-5 mortality rate noticeably improved between 1995 and 2005, declining by more than 25%, to 30 per 1,000 births. While most children are inoculated against preventable diseases, undernutrition and malnutrition persist in several countries, and 15% of children in the region still suffer from stunting.
- Official ECCE programmes targeting under-3s are more prevalent than in other regions, with 61% of countries reporting such programmes. However, ECCE programmes generally do not reach the poorest and most disadvantaged children, who stand to gain the most from them in terms of improved health, nutrition and cognitive development.
- The number of children enrolled in pre-primary schools increased by 2.7 million between 1999 and 2005 in the region, to 19 million. Overall, participation in pre-primary education in 2005, as measured by the gross enrolment ratio (GER), was higher than in other regions at 62%, and in the Caribbean it was 83%, even higher than the 78% rate for developed countries. The regional pre-primary GER increased from 56% to 62% during the period, with the Caribbean having one of the largest gains worldwide (twelve percentage points). GERs increased in more than three-quarters of the thirty countries with data, but decreased in several Caribbean island states and in Chile, Costa Rica and Guatemala. In these three countries, the declines were due to changes in the pre-primary age group.
- Despite the generally high level of participation in pre-primary, GERs below 35% are still found in the Bahamas, Belize, the Dominican Republic, Guatemala, Honduras and Paraguay.
- In most countries in the region boys and girls were at par in pre-primary enrolment in 2005: twenty-six of the thirty-eight countries with data were at gender parity. However, high

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

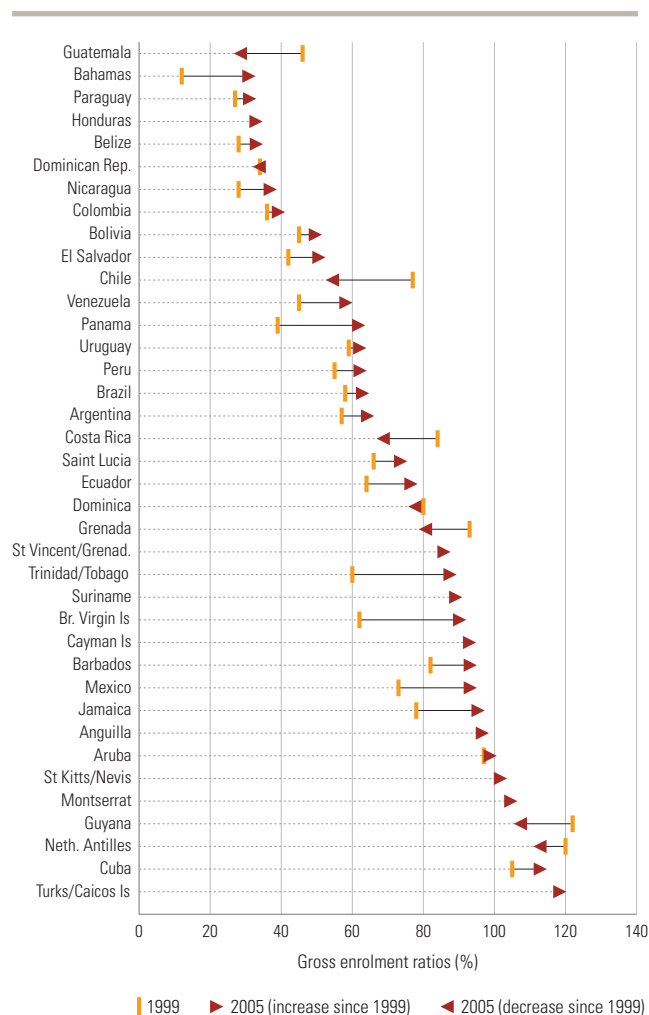
disparities are found in some Caribbean island states: against girls (GPI below 0.90) in Anguilla and in the Turks and Caicos Islands; against boys (GPI above 1.10) in Montserrat and in Saint Kitts and Nevis.

- The interaction between the child and the carer or teacher is the key determinant of the quality of ECCE programmes. The average pupil/teacher ratio (PTR) was 21:1 in the region in 2005, slightly lower than in 1999. Yet, values above this average were found in Bolivia, El Salvador and Mexico (PTRs of about 30:1 or above). Between 1999 and 2005, PTRs declined in nearly 70% of the twenty-nine countries with data. The largest declines took place in Anguilla and Grenada, where the supply of teachers largely stayed the same while pre-primary enrolments declined.
- The percentage of trained teachers ranged from less than 25% in 2005 in the British Virgin Islands, and Trinidad and Tobago to 100% in three other Caribbean island states (Aruba, Cayman Islands and Montserrat), as well as in Cuba and El Salvador. The number of pupils per trained teacher can be much higher than the PTR: in Nicaragua, it reached 77:1 in 2005.

Universal primary education

- The number of new entrants into primary education grew very slightly (by 0.3%) between 1999 and 2005, with more than 13 million new entrants in 2005. The modest increase was mainly due to Latin America, as the number of new entrants declined by 3% in the Caribbean.
- Sixty-nine million children were enrolled in primary schools in 2005, a slight decrease (1.6%) since 1999, linked to reduced size of the school-age population. However, the region is close to achieving universal primary education (UPE) with net enrolment ratios (NERs) above 90% in 2005 in more than 60% of the thirty-six countries with data. The average NER increased during the same period from 93% to 95%.
- Important regional variations remain, with the primary NER ranging from 75% in the Turks and Caicos Islands to 98% or above in Argentina, Aruba, Cuba, Mexico, Panama and Saint Lucia. NERs increased in a majority of countries, particularly in Guatemala and Nicaragua (by ten percentage points or more), while declines were observed in several countries, including Dominica (by ten percentage points).
- Progress towards UPE is not uniform – geographic disparities in school participation persist in the region. Disparities tend to be lowest in countries that are nearest to universal enrolment (e.g. Argentina, Brazil, Mexico, Peru) and highest in those that are farthest from it (e.g. Colombia). Other types of disparities are equally evident: lower participation and attendance rates for children living in rural areas (Bolivia, Haiti) or in slums (Brazil, Guatemala), those

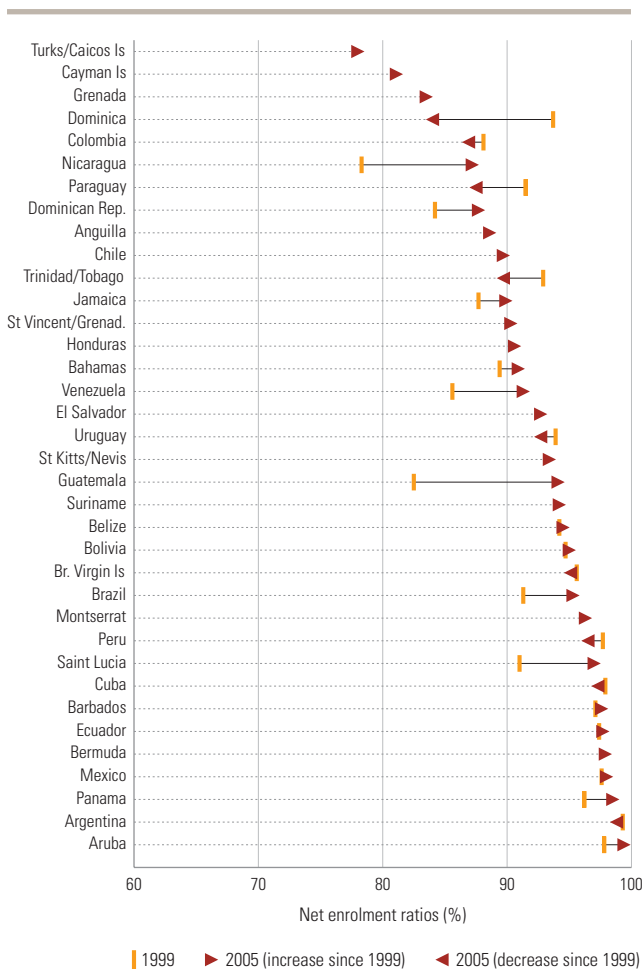
Figure 1: Changes in pre-primary education gross enrolment ratios, 1999 to 2005



belonging to poor families (i.e. in rural regions of Peru) and indigenous populations (Bolivia, Ecuador, Guatemala, Nicaragua, Panama and Paraguay).

- The number of primary school-aged children out of school was 2.4 million in the region in 2005, a sharp drop from 3.6 million in 1999, mostly due to decreases in Latin America. Brazil alone accounted for nearly 20% of the region's out-of-school children in 2005. Sixty percent of children who are counted as being out of school may eventually enrol as late entrants, pointing to the general issue of over-aged entry to school – particularly in the Caribbean, where the gross intake rate (GIR) was more than 160% in 2005. However, nearly one-third of out-of-school children may never enrol without additional incentives.
- School progression and completion remain important concerns nearly everywhere. The median percentage of primary school repeaters was 5.2% region-wide in 2005, and 6.7% in Latin America. Repeaters make up 20% or more of all primary school pupils in Brazil and Suriname, and grade 1 repeaters are particularly numerous in the region

Figure 2: Changes in primary education net enrolment ratios, 1999 to 2005



(e.g. Brazil 27%, Guatemala 24%). Between 1999 and 2005 the percentage of repeaters decreased in the majority of countries with data. On the other hand, the percentage increased in several countries, particularly the Dominican Republic, Montserrat and Nicaragua, where the number of primary repeaters as a percentage of total enrolment more than doubled.

- Despite high primary GIRs, the rate of survival to the last grade of primary education was below 85% in more than half the countries with 2004 data. The survival rate to the last grade was particularly low in the Turks and Caicos Islands (45%), while almost all primary pupils reached the last grade in Aruba, Barbados, Chile and Cuba. Survival to the last grade of primary improved between 1999 and 2004 in most countries; progress was particularly significant in Colombia, the Dominican Republic and Guatemala, the latter two having increased enrolment ratios as well. Not all pupils who reach the last grade of primary education complete it: cohort completion rates are lower than survival rates, quite significantly in some cases. The most pronounced gaps (above twenty percentage points) were in Grenada and El Salvador.

Secondary education and beyond

- In 2005, 59 million students were enrolled in secondary schools in the region, an increase of 5.5 million or 10% since 1999. Participation rates in secondary education have increased significantly, especially since the early 1990s but also since Dakar: the average secondary GER was 80% in 1999 and 88% in 2005. More than two-thirds of the secondary school-age young people were enrolled in secondary schools: the average secondary NER was 68% in 2005, up from 59% in 1999. Secondary GERs increased in twenty-three of the twenty-eight countries with data, with Belize, Costa Rica, Guatemala and Venezuela experiencing increases of more than 30%.
- Lower secondary education is compulsory in 90% of countries and participation levels were high: the region's GER was 100% in 2005. However, important variations exist, with the average GERs in lower secondary education for Caribbean countries (75%) considerably lower than the ratio for Latin America (101%). Differing participation rates between lower and upper secondary were especially prominent: in 2005, the GERs in upper secondary were only 73% for the region, 74% for Latin America and 43% for the Caribbean subregion.
- Some 15 million students were enrolled in tertiary education in 2005, about 5 million more than in 1999. The vast majority of these new places in tertiary institutions were created in large countries such as Brazil (nearly 2 million more student than in 1999). GERs in higher education were on the rise between 1999 and 2005 in all sixteen countries with data, the majority with increases of more than 10%; participation rates more than doubled in Trinidad and Tobago as well as in Cuba. Despite the continuing expansion of tertiary education in the region since 1999, a relatively small share of the relevant age group has access to this level. The tertiary GER was 29% in 2005 in Latin America and the Caribbean, with values below 20% still found in ten countries,² while GERs above 60% were registered in Argentina, the British Virgin Islands and Cuba.

Learning needs of young people and adults

- This goal has been particularly neglected, in part because of the difficulty of defining and monitoring it. In general, governments have mainly responded to the learning needs of young people and adults by expanding formal secondary and tertiary education. However, a great variety of structured learning activities for youth and adults takes place outside formal education systems, often targeting school dropouts and disadvantaged groups. Non-formal education programmes are extremely diverse and may differ in terms of objectives, target groups, content, pedagogy, scale and

2. Anguilla, Belize, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Nicaragua, Saint Lucia, and Trinidad and Tobago.

even providers. As many as nine different ministries and national bodies are involved in Brazil, not to mention non-government organizations and local communities with small-scale programmes about which little information is available. Equivalency and 'second chance' programmes are examples of a commonly used strategy to provide learning opportunities for young people. Countries including Brazil and Mexico have pursued a combination of several levels of equivalency programmes, including equivalencies to primary, secondary and sometimes tertiary education. Programmes focusing on rural development are often run in cooperation with ministries of agriculture, as in Brazil.

- Data from surveys show the limited access of young adults to non-formal education, yet it is the main route to learning for the most disadvantaged among them. A recent study based on household surveys and censuses for seventeen countries in Latin America shows that less than 10% of young adults (aged 20 to 39) who have not completed upper secondary education attend some kind of educational programme. Attendance rates were relatively higher in Brazil, Costa Rica and the Dominican Republic and lower in Chile, Colombia and Peru.

Adult literacy

- Literacy is a fundamental human right, a springboard not only for achieving EFA but, more broadly, for reducing poverty and broadening participation in society. Yet, the large number of illiterate adults remains a serious issue in the region: 38 million adults lacked basic literacy skills during the most recent period (1995–2004). The total number of adults who were not literate in Latin America and the Caribbean increased by 1.6 million between 1985–1994 and 1995–2004 despite a rise of the average adult literacy rate from 88% to 90%. In the Caribbean, the adult literacy rate was 71%, well below the regional average. Despite the overall positive trend, low adult literacy rates – below 80% – still characterize some countries, including Guatemala and Nicaragua. Clearly, improving regional trends in adult literacy will depend on continuing reductions in illiteracy in these countries and, most importantly, on reducing the number of adult illiterates in Brazil, which alone accounted for about 40% of all adults denied the right to literacy in the region in 1995–2004.
- Average literacy rates for the 15–24 age group in 1995–2004 were higher (96%) than adult literacy rates (90%), reflecting growing access to and participation in formal schooling among the younger generations. Between 1985–1994 and 1995–2004, youth literacy increased more slowly (2.5%) than adult literacy (2.6%), while the youth literacy rates actually declined in the Caribbean, albeit slightly. In most countries the increase in the youth literacy rate was accompanied by reductions in numbers of illiterates, except in Ecuador and Paraguay.

- Women's literacy is of crucial importance in addressing wider issues of gender inequality. While women still accounted for 55% of adults who were not literate in 1995–2004, mainly reflecting their higher share among the adult population due to a higher life expectancy, gender parity was achieved in most countries in the region, with the average GPI in adult literacy at 0.98. However, striking gender disparities in adult literacy remain in some countries, from Bolivia, Guatemala and Peru (favouring men) to Jamaica (favouring women).
- Besides gender, key correlates of illiteracy include poverty, place of residence and certain individual characteristics. In Latin America and the Caribbean – as in other regions – illiteracy rates are highest in the countries with the greatest poverty. The link between poverty and illiteracy is also observed at household level, with literacy rates of the poorest households much lower than those of the wealthiest.
- Literate environments act as enabling contexts for the acquisition and enhancement of literacy skills. Effective literate environments typically contain written materials (newspapers, books, posters), broadcast media (radio, television), and information and communication technology (ICT: fixed and mobile phones, computers, Internet access), which encourage literacy acquisition, a reading culture, improved literacy retention and access to information.

Quality of education

Learning outcomes

- Nearly 60% of countries in the region conducted national assessments between 2000 and 2006, four percentage points more than in 1995–1999. Several countries (e.g. Argentina, Belize, Brazil, Chile, Colombia, Mexico, Uruguay) have also participated in at least one international assessment since 2000. The national assessments focus more on grades 4 to 6 than grades 1 to 3 or 7 to 9 and are predominantly curriculum based and subject oriented, in contrast to international assessments of cross-curricular knowledge, skills or competencies.
- The need to improve quality, especially its uneven distribution within countries, remains a challenge in all countries. International and regional student assessments point to low learning outcomes in much of the region. The PIRLS 2001 assessment found that in Argentina and Colombia, over 40% of grade 4 pupils read at or below the lowest level. In PISA 2003, 34% to 63% of 15-year-olds who performed at or below level 1 in reading proficiency were in low- and middle-income countries, including Brazil and Mexico. Regional assessments such as Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (LLECE) find strong disparities in favour of urban students, reflecting both higher household incomes and better school provision in urban areas.

- National assessments confirm that relatively low and unequal learning achievement in language and mathematics characterizes many countries in the region. For example, in 2004/05 Haiti's Ministry of Education assessed student knowledge in mathematics, French and Creole in grades 1, 3 and 5. The ministry's report characterized grade 5 students' overall achievement as 'weak', with only 44% meeting expectations. Nevertheless, progress is evident in some countries: in Belize, Colombia, El Salvador and Mexico, for example, the trends in average achievement are generally upwards, with some fluctuation by subject area. In Brazil, Chile and Peru mean achievement levels are relatively stable. In Honduras the trends are mixed (typically by grade level), and Costa Rica had a slight negative trend. In most of the eleven countries for which data are available, rural children achieve lower levels in language and mathematics than urban children. This pattern also obtains in Belize, El Salvador, Guatemala, Honduras, Peru and, to a lesser extent, Mexico and Paraguay. The exceptions are Argentina and Colombia, in which achievement disparities between urban and rural students are relatively small.

Instructional time

- Among the eighteen countries surveyed in the region, an average of 790 *official* intended annual hours of instruction is required in grades 1 and 2 and about 795 hours in grade 3. By grade 6 the average is 800 hours. Overall, students are expected to receive a median number of instructional hours over the first six years of schooling of 795, slightly more than the median for 125 countries worldwide (767). Nevertheless the actual numbers of instructional hours children receive are often less than official requirements. Significant loss of instructional time and inefficient use of classroom time are indications of poor education quality and have a detrimental impact on learning outcomes.
- In many countries, the availability of textbooks and other reading materials is severely limited. Studies in the nineties found that in Bolivia, Brazil, Chile, Colombia, Ecuador, Panama, Peru and Venezuela, only about one-third of primary school students had access to textbooks.

Teachers

- The total number of primary school teachers in the region increased by about 11% from 1999 to 2005, to nearly 3 million. The regional average primary PTR in 2005 was 23:1. The average PTR had declined slightly since Dakar (it was 26:1 in 1999) in a context of decreasing enrolment.
- Although there are no evident teacher shortages in the region, a few countries have shortages of *trained* teachers. The median percentage of trained primary teachers was 82% in the region in 2005. Values below 60% were found in Belize, Dominica, Guyana and Saint Kitts and Nevis, while all primary teachers had received training in Aruba, Bermuda, Cuba and El Salvador. Of the fourteen countries with data for both 1999

and 2005, eight registered increases in the percentage of trained teachers. Nevertheless, high pupil/trained-teacher ratios (above 40:1) were found in Guyana and Nicaragua.

Gender parity and equality

- The goal of eliminating gender disparities in both primary and secondary education by 2005 was missed in most countries. Only twelve countries, about one-third of the thirty-nine with data, had achieved gender parity in primary and secondary education by 2005, and most (except Paraguay) had actually achieved the goal by 1999. In countries where gender disparities still prevail, they are often greater at higher education levels. About 90% of countries are at parity or close to it at primary level, compared with 46% in secondary and 12% in tertiary education.
- Gender disparities in primary education stem first and foremost from disparities in enrolment in the first grade. The regional average GPI of the GIR (0.93 in 2005) was slightly below the world average (0.94), and had declined from 0.95 in 1999. While some gender disparities persist in Latin America, gender parity in access to school has mostly been achieved in the Caribbean (GPI at 1.02 in 2005).
- The region's GPI of the primary GER was 0.96 in 2005 (0.98 in the Caribbean), with gender parity at this level achieved in more than half the countries with data. Overall, in Latin America and the Caribbean as a whole, gender disparities are generally less significant than those relating to socio-economic factors, place of residence, geography and ethnicity.
- Once they have access school, girls tend to do better than boys: they repeat less and are more likely than boys to reach the last grade of primary.
- Gender disparities are more prevalent and wider in secondary and higher education than at primary level. A growing problem in the region is boys' underparticipation in secondary education. At 1.08 in the region in 2005, the GPI of the secondary GER indicates very low participation of boys at this level. Disparities favouring girls are more frequent (eighteen countries) than those favouring boys (three). Indeed, in eleven countries ninety boys or fewer were enrolled for every hundred girls.³
- Only Mexico and Peru had achieved gender parity in tertiary education by 2005, out of twenty-five countries with data in the region. Gender disparities favouring women are more striking at this level, with the average GPI of the GER at 1.17 (1.70 in the Caribbean). However, some gender disparities at the expense of women are still found in Chile (0.96) and are even more marked in Guatemala (0.72).

3. The countries are the British Virgin Islands, Colombia, the Dominican Republic, Honduras, Montserrat, Nicaragua, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Uruguay and Venezuela.

- Overall, gender equality remains elusive: sexual violence, insecure school environments and inadequate sanitation disproportionately affect girls' self-esteem, participation and retention. Sexual coercion in exchange for better grades has been documented in countries including the Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua and Panama. In Peru the lack of latrines and washrooms affects girls' school attendance in rural areas. Textbooks, curricula and teacher attitudes continue to reinforce stereotypes on gender roles in society. Boys continue to command more teacher attention, praise, criticism and feedback than girls, for example in Peru. Little progress has been made in Latin America to integrate gender into the teacher training curriculum and to introduce gender sensitivity evaluation of participants. One positive example, however, is again that of Peru, where training in gender-sensitive sex education between 1996 and 2002 reached 11% of primary and secondary school teachers.
- While globally the academic performance of boys and girls is moving towards convergence, in the region challenges

regarding gender differences in learning outcomes remain, varying by country, grade and subject. Results from the PIRLS and TIMSS assessments indicate Belize and Chile face the greatest challenges in the region in improving gender equality in language and science achievement. National assessments show that boys significantly outperform girls in mathematics in Honduras (and slightly in language, too), although smaller differences in favour of boys are found in Guatemala, El Salvador and Haiti in mathematics. On the other hand, girls tend to outperform boys in language in Brazil, El Salvador, Haiti, Mexico, Nicaragua, Peru and Uruguay, also outperforming boys in mathematics in Nicaragua.

- Women are now the majority of students enrolled in tertiary education but they tend to be concentrated in traditionally 'feminine' fields. In most countries with data, they account for less than one-third of students in scientific subjects at tertiary level but over two-thirds in the humanities, social sciences and health-related fields.

Figure 3: Changes in gender disparities in primary education gross enrolment ratios, 1999 to 2005

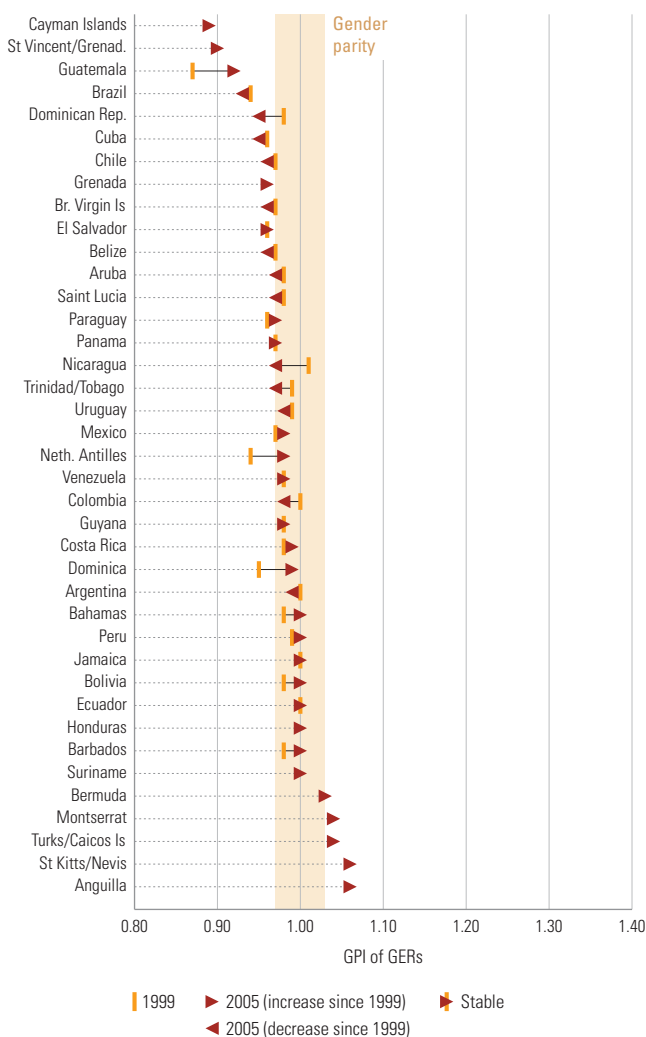
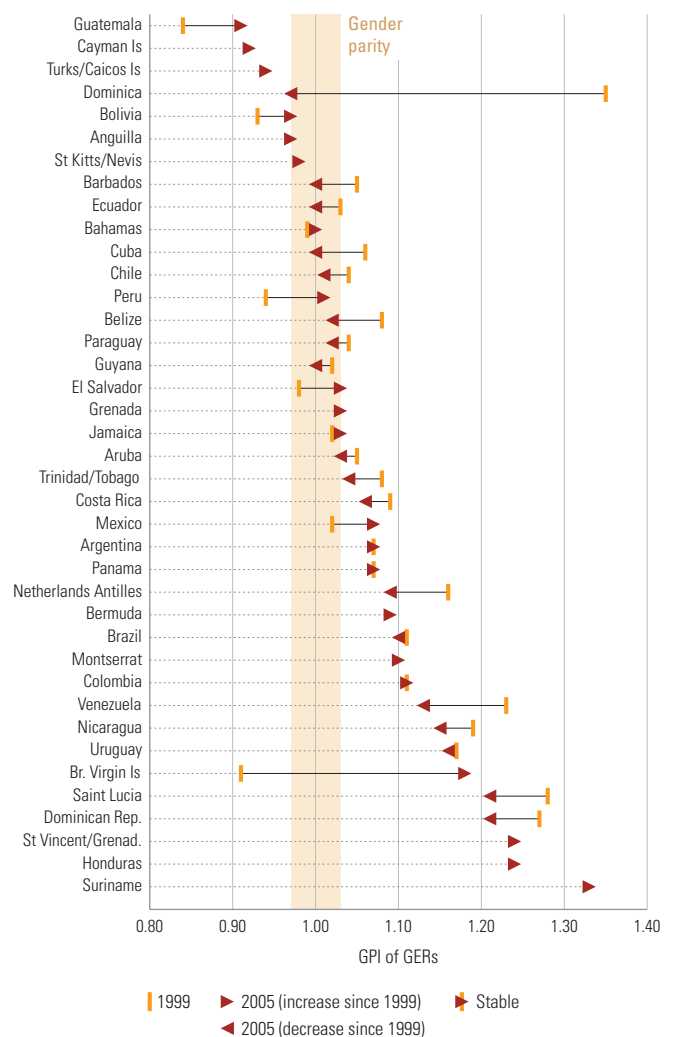


Figure 4: Changes in gender disparities in secondary education gross enrolment ratios, 1999 to 2005



The EFA Development Index: summarizing progress

The EFA Development Index (EDI) is a composite measure of a country's situation with regard to attaining 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.⁴

The EDI for 2005 could be calculated for twenty-six of the forty-one Latin American and Caribbean countries. Among the results:

- Eight countries have achieved or are close to achieving, on average, the four most quantifiable EFA goals (with EDI values of 0.95 or above).
- The remaining eighteen countries are in an intermediate position (with EDI values ranging from 0.80 to 0.94). Clearly, many countries do not perform equally well in all four of the EFA goals included in the EDI. While total primary NERs are often high, the EDI value is pulled down either by low education quality as measured by survival rate to grade 5 (e.g. Ecuador, El Salvador, Honduras) or by both this indicator and low adult literacy levels (e.g. Guatemala, Nicaragua).
- The EDI increased in all twelve countries with data for 1999 and 2005 except Panama. While the index rose by 2.8% (taking into account both positive and negative changes), progress was substantial in Guatemala, where the EDI increased by more than 10% during the period.

Table 1: Mean distance from the four EFA goals

<p>EFA achieved (EDI between 0.98 and 1.00)</p> <p>(3): Aruba, Barbados, Cuba</p>	<p>Close to EFA (EDI between 0.95 and 0.97)</p> <p>(5): Argentina, Bahamas, Chile, Mexico, Trinidad and Tobago</p>
<p>Intermediate position (EDI between 0.80 and 0.94)</p> <p>(18): Bolivia, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Honduras, Jamaica, Nicaragua, Panama, Paraguay, Peru, Saint Lucia, Saint Vincent and the Grenadines, Uruguay, Venezuela</p>	<p>Far from EFA (EDI below 0.80)</p> <p>None</p>

4. UPE (goal 2) is proxied by total primary NER (children of primary school age enrolled in either primary or secondary education); adult literacy (goal 4) by the literacy rate of those aged 15 and above; gender parity and equality (goal 5) by the gender-specific EFA index, which is an average of the GPIs for primary and secondary GER and the adult literacy rate; and quality of education (goal 6) by the survival rate to grade 5. The EDI gives equal weight to the four proxy measures. 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 represents full achievement of EFA as summarized by the EDI.

Countries on the move

Box 1 shows three policy areas that illustrate how countries are developing and strengthening education systems to meet the basic learning needs of all children, youth and adults.

Financing Education for All

National financial commitments to EFA

- In 2005, half the countries in the region devoted more than 5% of GNP to education. This is the second highest median worldwide, although variations between countries are very large. The biggest spenders (6% or more of GNP) were Bolivia and six small island countries of the Caribbean; the lowest (3% or less of GNP) were the Dominican Republic, El Salvador, Guatemala, Peru and Uruguay. Although the median share of public expenditure on education in GNP was relatively high in 2005, shares had decreased in more than half the countries since 1999. In addition, the growth in real public expenditure on education between 1999 and 2005 was relatively slow for most countries (the median of 2.4% a year was the lowest worldwide).
- Government commitment to education (as measured by the *share of education in total government expenditure*) varies widely among countries. Latin America's median share was 13% and the Caribbean's was 15% in 2005. On the high end, Costa Rica allocated 19% and Mexico 26% of government expenditure. At the bottom of the range, countries allocating 10% or less of total public expenditure to education were the Dominican Republic, Guatemala, Jamaica, Panama and Uruguay.
- *Public current expenditure on primary education per pupil* as a percentage of GNP per capita varies across the few countries with data, from 45% in Guatemala to 24% in Barbados. However, since 1999 real expenditure per primary-school pupil has increased in most countries in the region.
- *Households* participate in education financing through fees and other direct payments. In Chile and Jamaica the household share exceeds 40%, and there is evidence that it has been rising in Argentina, Chile and Jamaica, although contributions by level of education vary by country. A large percentage of households still pay tuition and examination charges: above 80% in Guatemala and Panama, around 70% in Nicaragua. Households often face large direct costs for education beyond those levied by schools, such as living costs, the purchase of school supplies and uniforms, and contributions to parent associations. Households and school surveys in Panama, Guatemala and Nicaragua indicate that all these contributions can represent a large fraction of total household expenses, especially for the poorest groups.

Box 1: Examples of policies in three areas

Enabling institutional environments

- Since 2000, many developing countries have gone through the process of preparing *comprehensive national education plans* focusing on country-specific issues. In Brazil, the Dominican Republic, Guatemala, Mexico and Nicaragua, EFA planning is now part of broader education plans. *Civil society* has played a much more visible advocacy role since Dakar. In Brazil, the National Campaign for the Right to Education has input in education planning and budgeting, while in Peru civil society involvement was key to securing an agreement to increase education expenditure. Nevertheless, opportunities to engage with government in setting national education agendas remain limited.
- Two other institutional trends are *increased oversight of non-state providers* and the *decentralization* of financial, political and administrative responsibilities for education. In some countries mechanisms have been put in place to improve private sector regulation so as to enhance advancement towards EFA; an example is the concession school programme in Bogota, which provides pre-primary and basic education to disadvantaged children and meets performance standards set by the government. Decentralization holds much promise in making schools responsive to local education needs. Guatemala's school-based management programme, PRONADE, has increased community involvement and school efficiency, and had an important role in increasing the net primary enrolment rate. Confusion about new roles and responsibilities is a common problem, and in some countries, such as Argentina and Mexico, there is a risk of making subnational inequality worse.

Expanding equitable access

- Several countries in Latin America have embraced at least part of the agenda for *early childhood programmes* and, in some cases, a more integrated approach. In Brazil, a national plan established targets aiming to reach 50% of children below age 4 and 80% of those aged 4 and 5. Early childhood education is included in a federal fund that redistributes resources among states for the development of basic education. However, most governments that have developed early childhood programmes have concentrated on pre-primary education. Some, including

Argentina, Mexico and Uruguay, have aimed at universal coverage; others have focused on less developed areas or on disadvantaged groups, as in Guatemala and Nicaragua, with positive results in terms of increased access in those areas.

- To *address disparities*, several governments have redistributed funds towards poorer regions or target areas that are lagging. In Brazil, the government reformed the funding of the basic education system in 1996 by creating a fund called FUNDEF to redistribute resources from richer to poorer regions and introduce monetary and other incentives to improve teachers' working conditions. Evidence suggests that the fund has contributed to the expansion of primary schooling, also reducing regional disparities and school failures, while improving learning achievement.
- Although most countries in the region have *constitutional guarantees of free and compulsory education*, legal primary school tuition fees are still charged in Colombia, the Dominican Republic, Ecuador, El Salvador, Grenada, Haiti, Saint Lucia, and Saint Vincent and the Grenadines. Some governments have targeted the abolition of tuition fees to specific groups, schools or regions. In the Gratuidad programme in Bogota, the municipal government reduces tuition fees and other school charges for children from low income groups. More *targeted approaches* are sometimes needed to reach the most vulnerable and marginalized children. In Latin America, education cash transfer programmes and social protection programmes with an education component have helped increase participation in primary school, improve attendance and reduce grade failure and dropout rates. They have been common in Brazil (Bolsa Escola, later Bolsa Família), Colombia (Families in Action), Ecuador (Human Development Voucher), Honduras (Family Allowance Programme), Jamaica (Programme of Advancement through Health and Education) and Mexico (Progres-a-Oportunidades). The Brazilian programme is the largest conditional cash transfer programme in the developing world. It covers more than 16 million children receiving the education transfer and accounts for 0.4% of GDP. The Mexican programme covered 5 million families in 2005, with cash transfers to families conditional on a child's school attendance and health checkups. Transparency and credibility have been identified as key elements for successful cash transfer programmes.

- Since Dakar, the most common initiative in the region for increasing the participation of disadvantaged children has been *conditional cash transfer* programmes for targeted households whose children enrol (Box 1).

Contribution of external aid to EFA

- Latin America and the Caribbean received US\$0.7 billion a year in aid to education and US\$0.3 billion for basic education on average over 2004 and 2005. The shares of the region in *total aid to education* and *aid to basic education* have decreased slightly since Dakar and, at around 8% in both cases, are the lowest for all regions. Some countries, including Bolivia and Nicaragua, received relatively high

amounts of aid for basic education per child, although the share of out-of-school children in each was relatively low. Conversely, other countries (e.g. Colombia, the Dominican Republic) with higher proportions of out-of-school children received relatively low amounts of aid to basic education per child.

- An additional and particularly important source of finance for education in the region has been non-concessional loans. Between 1999 and 2005, more than half the US\$0.8 billion granted annually to the education sector by the International Bank for Reconstruction and Development were for Latin American and Caribbean countries.

- Flexible schooling, non-formal equivalency courses, and transition and bridging courses are some of the many options countries in the region (Bolivia, Guatemala, Mexico, Nicaragua, Peru) are developing or have adopted to meet the *learning needs of working children*. Transitional education programmes, such as Jornada Ampliada in Brazil, also smooth the way back to school for children engaged in work, mostly through a broad approach: subsidies to families, surveillance of employers' compliance with child labour laws, non-formal equivalency programmes and extra-curricular activities.
- Bilingual education in Guatemala and Mexico has been found to improve the learning outcomes of children from indigenous communities and *reduce ethnic discrimination in schools*. In Guatemala, bilingual education has also led to a reduction in repetition rates, with a cost savings estimated at US\$5 million a year. However, formal bilingual education programmes require the production of learning materials in local languages and special training for teachers.
- There is increasing recognition that a policy of *inclusion*, whereby those with special needs are taught in ordinary schools with various forms of special support, is preferable to segregation in special schools. In Brazil, where 14.5% of the population has disabilities, the 2002 Education Law emphasizes the need for schools to promote and accept the enrolment of children with specific learning needs, and commits the government to providing specialist teachers and pedagogic support in resource centres, hospital classes and residential centres.
- Recently, some governments have begun developing national frameworks for *meeting the needs of youths and adults*. Since 2003 Brazil has made adult literacy a high political priority by expanding its youth and adult education programmes. The initiative includes two national, government-funded subprogrammes, Literate Brazil and Making a School. Between 2000 and 2005, enrolment in these programmes increased from 3.4 million to 4.6 million; overall, the adult illiterate population decreased by almost 1.7 million between 2000 and 2004.

Improve learning

- To varying degrees, all countries need to improve the quality of education. There is no single strategy, but key elements include health and safety at school, enough learning time and textbooks, skilled and motivated teachers, and effective teaching methods. Children provided with meals in school attend classes more regularly and are less likely to drop out. School meals can also be more cost-effective than other programmes in reducing absenteeism and dropout, as a *school feeding* programme in Chile has demonstrated.
- To make *textbooks* more available, Mexico launched Enciclomedia, a digital encyclopaedia that amalgamates the contents of free grade 5 and 6 textbooks and that, with over 148,000 information technology rooms operating throughout the country, benefits 3.9 million students. Placing quality at the heart of EFA requires effective strategies to *assess knowledge and skills* and demonstrate measurable learning outcomes. A review of assessment systems in nineteen countries and five subnational areas in Latin America suggests that effective systems are characterized by alignment of the method and content of assessment with the aims and content of the curriculum; widespread diffusion of the results to parents, teachers and other stakeholders; and both pre- and in-service support to teachers in the use of various forms of assessment to diagnose learner difficulties and make relevant changes in the classroom.
- ICT can support distance education for teachers, though older technologies continue to play important roles. Actualización de Maestros en Educación (AME), an initiative of the Fundación Cisneros in ten countries, aims at improving the quality of teacher training using ICT. Satisfaction of participating teachers is high, particularly in relation to the knowledge acquired and the skills developed for classroom practice. Evaluations indicate that AME's accomplishments are largely due to its combining of ICT with innovative didactic materials. The use of older technologies can boost participation in secondary education. The Telesecundaria programme in Mexico and Interactive Radio Instruction in Nicaragua have been successful at increasing access and reducing dropout rates in rural and hard-to-reach areas.

- Since 1999, five countries in Latin America and the Caribbean have qualified for debt relief within the Enhanced Heavily Indebted Poor Countries Initiative: Bolivia, Guyana, Haiti, Honduras and Nicaragua. There is evidence that in the countries participating in this initiative, governments have used not only funds freed by debt relief for poverty reduction programmes, but also other resources. The experience, however, was not universal; in Bolivia and Nicaragua the share of poverty reduction programmes in total expenditure fell.

Prospects for achieving EFA by 2015

For the three goals that have an explicit quantitative target – goal 2 (UPE), goal 4 (reduction by half in the level of adult illiteracy) and goal 5 (elimination of gender disparities in primary and secondary education) – relevant education indicators were projected to 2015 and 2025,⁵ extrapolating trends observed in each country between the early 1990s and 2005.⁶ Table 2 below summarizes the findings of the projections.

5. Goal 4 was projected only for 2015.

6. The years vary for each indicator according to data availability.

Table 2: Prospects for achieving UPE, adult literacy and gender parity

UPE goal		
Goal already achieved (<i>total NER ≥ 97%</i>)	13 countries	<i>Latin America (6):</i> Argentina, Cuba, Ecuador, Mexico, Panama, Peru <i>Caribbean (7):</i> Aruba, Barbados, Belize, Bermuda, British Virgin Islands, Montserrat, Saint Lucia
UPE prospects		
[Projections made for sixteen countries that have not yet achieved the goal, extrapolating trends between 1991 and 2005]		
High chance of achieving the goal by 2015 (<i>moving towards the goal, with steady progress</i>)	7 countries	<i>Latin America (7):</i> Bolivia, Brazil, Colombia, El Salvador, Guatemala, Nicaragua, Venezuela <i>Caribbean (0)</i>
Low chance of achieving the goal by 2015 (<i>moving towards the goal with rapid progress, but further to go</i>)	None	
At risk of not achieving the goal by 2015 (<i>moving away from the goal or progress too slow</i>)	9 countries	<i>Latin America (1):</i> Dominican Republic <i>Caribbean (8):</i> Anguilla, Bahamas, Cayman Islands, Dominica, Grenada, Jamaica, Saint Vincent and the Grenadines, Trinidad and Tobago
Serious risk of not achieving the goal by 2015 (<i>furthest to go, and moving away from the goal or progress too slow</i>)	None	
Not included in the prospects analysis (<i>insufficient or no data</i>)	12 countries	<i>Latin America (5):</i> Chile, Costa Rica, Honduras, Paraguay, Uruguay <i>Caribbean (7):</i> Antigua and Barbuda, Guyana, Haiti, Netherlands Antilles, Saint Kitts and Nevis, Suriname, Turks and Caicos Islands
Adult literacy target		
Universal literacy achieved (<i>Adult literacy rate ≥ 97%</i>)	4 countries	<i>Latin America (2):</i> Argentina, Cuba <i>Caribbean (2):</i> Aruba, Trinidad and Tobago
Adult literacy prospects		
[Adult literacy rate projections made for eighteen that have not yet achieved the target, extrapolating trends between 1995 and 2004]		
High chance of achieving the target by 2015 (<i>moving towards the goal, with steady progress</i>)	8 countries	<i>Latin America (7):</i> Bolivia, Chile, Colombia, Costa Rica, Peru, Uruguay, Venezuela <i>Caribbean (1):</i> Netherlands Antilles
Low chance of achieving the target by 2015 (<i>moving towards the goal with rapid progress, but further to go</i>)	None	
At risk of not achieving the target by 2015 (<i>moving towards the goal, but progress too slow</i>)	9 countries	<i>Latin America (8):</i> Brazil, Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Panama, Paraguay <i>Caribbean (1):</i> Suriname
Serious risk of not achieving the target by 2015 (<i>furthest to go and moving towards the goal, but progress too slow</i>)	2 countries	<i>Latin America (2):</i> Guatemala, Nicaragua <i>Caribbean (0)</i>
Not included in the prospects analysis (<i>insufficient or no data</i>)	18 countries	<i>Latin America (0)</i> <i>Caribbean (18):</i> Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Turks and Caicos Islands
Gender goal (parity in primary and secondary education)		
Achieved or likely to be achieved in 2005 (<i>GPIs between 0.97 and 1.03</i>)	12 countries	<i>Latin America (5):</i> Bolivia, Chile, Ecuador, Paraguay, Peru <i>Caribbean (7):</i> Anguilla, Bahamas, Barbados, Belize, Dominica, Guyana, Jamaica
Gender parity prospects		
[Projections of GPI in primary and secondary education GERs were made for twenty-three countries, extrapolating trends between 1991 and 2005]		
Gender parity goal likely to be achieved in 2015	2 countries	<i>Latin America (1):</i> El Salvador <i>Caribbean (1):</i> Saint Lucia
Gender parity goal likely to be achieved in 2025	4 countries	<i>Latin America (4):</i> Costa Rica , Guatemala, Nicaragua*, Venezuela* <i>Caribbean (0)</i>
Gender parity goal at risk of not being achieved in 2015 or in 2025	17 countries	<i>Latin America (8):</i> Argentina* , Brazil , Colombia* , Cuba, Dominican Republic , Mexico* , Panama* , Uruguay <i>Caribbean (9):</i> Aruba , Bermuda , British Virgin Islands , Cayman Islands, Netherlands Antilles*, Saint Kitts and Nevis , Saint Vincent and the Grenadines , Suriname* , Trinidad and Tobago*
Not included in the prospects analysis (<i>insufficient or no data</i>)	6 countries	<i>Latin America (1):</i> Honduras <i>Caribbean (5):</i> Antigua and Barbuda, Grenada, Haiti, Montserrat, Turks and Caicos Islands

Notes:

* Gender parity achieved in primary education but not in secondary education.

1. In countries whose names are shown in blue, gender disparities at the expense of boys are observed in primary or secondary education.

2. Cuba has achieved gender parity in secondary but is at risk of not doing so at primary level, which may seem inconsistent. In fact, data available for this country show that while parity was achieved in primary education until 1996, the GPI of GER declined from 0.97 to 0.95 in 2005. This trend in Cuba requires further investigation.

For the EFA goals without explicit quantitative targets:

- *ECCE* has been receiving attention, but much remains to be done. Even without projections, it is evident on present trends that participation rates will remain relatively low to 2015 in some countries among children under 3, and among the poor and disadvantaged who stand to benefit the most from ECCE programmes.
- *Learning needs of young people and adults.* Most countries have yet to seriously address the challenging tasks that EFA goal 3 entails: meeting the diverse learning needs of young people and adults through organized programmes of education, training and the building of basic skills, life skills and livelihood skills. Given the understandable pressure to extend the cycle of basic education in schools and expand secondary education, there is a clear risk of the disparities between formal and non-formal schooling becoming further accentuated in coming years.
- *Quality.* Despite the growing interest on quality issues, the accumulated evidence points to the prevalence of weak pupil performance, widespread learning disparities, high repetition and low survival and completion rates in several countries in the region. Disparities in learning outcomes, while narrowing between girls and boys in many contexts, remain significant among other groups, to the disadvantage of poor, rural, urban slum, marginalized indigenous and minority pupils. Although in general the region faces no serious shortages of teachers, substantial efforts will nevertheless be needed to recruit new primary school teachers to replace those who will be leaving due to retirement, career change, illness or death. About 1.6 million new teachers will be needed by 2015, a 56% increase from the number employed in 2004. In addition, while increasing the number of teachers is important, providing them with adequate training is also key to achieving universal access to and participation in quality education, and will require significant resources.

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 usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

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 or the other.

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.

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.

PIRLS: Progress in Reading Literacy Study.

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

TIMSS: Trends in International Mathematics and Science Study.

Table 3: Latin America and the Caribbean, selected education indicators

Country or territory	Total population (thousands)	Compulsory education (age group)	EFA Development Index (EDI)	Adult literacy rate (15 and over)				Early childhood care and education			
				1985–1994 ¹		1995–2004 ¹		Child survival and well-being		Pre-primary education	
				Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Under-5 mortality rate (‰)	Moderate and severe stunting (%)	GER	
				2005	2005	2005–2010	1996–2005 ¹	1999	2005		
Caribbean											
Anguilla	12	5-17	...	...	...	...	...	...	...	...	97
Antigua and Barbuda	81	5-16	...	...	...	...	...	...	...	...	...
Aruba	99	6-16	0.980	...	...	97	1.00	...	...	97	99
Bahamas	323	5-16	0.964	...	...	...	...	14	...	12	31
Barbados	270	4-16	0.988	...	...	...	...	11	...	82	93
Belize	270	5-14	...	70	1.00	...	...	39	...	28	33
Bermuda	64	5-16	...	...	...	...	...	...	...	...	...
British Virgin Islands	22	5-16	...	...	...	...	...	...	...	62	90
Cayman Islands	45	5-16	...	...	...	...	...	...	...	...	93
Dominica	79	5-16	...	...	...	...	...	...	...	80	78
Grenada	103	5-16	0.912	...	...	...	...	...	...	93	81
Guyana ⁴	751	6-15	...	...	...	...	...	59	11	122	107
Haiti	8 528	6-11	...	...	...	...	...	100	23	...	...
Jamaica	2 651	6-11	0.885	...	...	80	1.16	20	3	78	95
Montserrat	4	5-14	...	...	...	...	...	...	...	...	105
Netherlands Antilles	183	6-15	...	95	1.00	96	1.00	13	...	120	113
Saint Kitts and Nevis	43	5-16	...	...	...	...	...	...	...	...	102
Saint Lucia	161	5-16	0.942	...	...	...	...	18	...	66	74
Saint Vincent/Grenad.	119	5-15	0.926	...	...	...	...	26	...	...	86
Suriname	449	6-11	...	...	...	90	0.95	27	10	...	89
Trinidad and Tobago	1 305	5-12	0.954	97	0.98	98	0.99	18	4	60	87
Turks and Caicos Islands	26	4-16	...	...	...	...	...	...	...	...	118
Latin America											
Argentina	38 747	5-15	0.979	96	1.00	97	1.00	16	4	57	64
Bolivia	9 182	6-13	0.913	80	0.82	87	0.87	61	27	45	50
Brazil	186 405	7-14	0.901	...	...	89	1.00	30	11	58	63
Chile	16 295	6-14	0.969	94	0.99	96	1.00	9	1	77	54
Colombia	45 600	5-15	0.899	81	1.00	93	1.00	28	12	36	39
Costa Rica	4 327	6-15	...	...	...	95	1.00	11	6	84	69
Cuba	11 269	6-14	0.983	...	...	100	1.00	6	5	105	113
Dominican Republic	8 895	5-13	0.892	...	...	87	1.00	43	9	34	34
Ecuador	13 228	5-14	0.917	88	0.95	91	0.97	26	26	64	77
El Salvador	6 881	4-15	0.854	74	0.92	81	0.96	29	19	42	51
Guatemala	12 599	7-15	0.812	64	0.80	69	0.84	42	49	46	28
Honduras ⁴	7 205	6-13	0.848	...	...	80	1.01	43	29	...	33
Mexico	107 029	6-15	0.953	88	0.94	92	0.97	20	18	73	93
Nicaragua ⁴	5 487	6-16	0.804	...	...	77	1.00	35	20	28	37
Panama	3 232	6-11	0.934	89	0.99	92	0.99	24	18	39	62
Paraguay	6 158	6-14	0.902	90	0.96	93	0.98	41	14	27	31
Peru	27 968	6-16	0.931	87	0.88	88	0.88	45	24	55	62
Uruguay	3 463	6-15	0.948	95	1.01	97	1.01	14	8	59	62
Venezuela	26 749	6-15	0.931	90	0.98	93	0.99	26	13	45	58
	Sum			Weighted average				Weighted average		Weighted average	
Latin America/Caribbean	556 309	...	...	88	0.98	90	0.98	30	15	56	62
Caribbean	15 589	...	...	71	1.00	71	1.00	...	...	71	83
Latin America	540 720	...	...	88	0.98	90	0.98	29	...	55	61
Developing countries	5 165 463	...	...	68	0.77	77	0.84	86	31	28	34
World	6 450 253	...	...	76	0.85	82	0.89	78	30	33	40

Source: EFA Global Monitoring Report 2008, statistical tables; UNESCO Institute for Statistics; CRS online database (OECD-DAC, 2007).

Primary education										Country or territory
NER, total (%)		GPI of GER (F/M)		Out-of-school children ²	Survival rate to last grade (%), total		% of trained teachers, total	Pupil/teacher ratio ³		
1999	2005	1999	2005		2005 (000)	1999		2004	2005		1999	2005
Caribbean										
...	89	...	1.06	0.1	...	93	68	22	15	Anguilla
...	...	...	...	...	...	...	...	...	...	Antigua and Barbuda
98	99	0.98	0.97	0.04	97	98	100	19	18	Aruba
89	91	0.98	1.00	3	...	...	89	14	16	Bahamas
97	98	0.98	1.00	0.5	94	98	73	18	15	Barbados
94	94	0.97	0.96	1.0	77	...	51	24	24	Belize
...	98	...	1.03	0.1	...	89	100	...	8	Bermuda
96	95	0.97	0.96	0.06	...	...	87	18	15	British Virgin Islands
...	81	...	0.89	0.6	...	78	99	15	13	Cayman Islands
94	84	0.95	0.99	1.2	...	89	60	20	18	Dominica
...	84	...	0.96	2	...	83	67	...	18	Grenada
...	...	0.98	0.98	...	93	...	57	27	28	Guyana ⁴
...	...	...	...	...	...	...	...	...	...	Haiti
88	90	1.00	1.00	32	...	86	...	...	28	Jamaica
...	96	...	1.04	0.01	...	...	80	21	20	Montserrat
...	...	0.94	<i>0.98</i>	...	84	...	...	20	20	Netherlands Antilles
...	93	...	1.06	0.3	...	...	58	...	18	Saint Kitts and Nevis
91	97	0.98	0.97	0.5	...	96	80	22	22	Saint Lucia
...	90	...	0.90	1.2	...	79	74	...	18	Saint Vincent/Grenad.
...	94	...	1.00	2.4	...	...	...	...	19	Suriname
93	90	0.99	0.97	7	...	84	81	21	17	Trinidad and Tobago
...	78	...	1.04	0.5	...	45	82	18	15	Turks and Caicos Islands
Latin America										
99	99	1.00	0.99	22	89	<i>96</i>	...	22	<i>17</i>	Argentina
95	95	0.98	1.00	47	80	<i>82</i>	...	25	24	Bolivia
91	95	0.94	0.93	482	...	<i>80</i>	...	26	21	Brazil
...	90	0.97	0.96	97	100	<i>98</i>	...	32	26	Chile
88	87	1.00	0.98	479	67	81	...	24	28	Colombia
...	...	0.98	0.99	...	88	84	97	27	21	Costa Rica
98	97	0.96	0.95	19	93	97	100	12	10	Cuba
84	88	0.98	0.95	120	71	83	88	...	24	Dominican Republic
97	98	1.00	1.00	11	75	<i>73</i>	71	27	23	Ecuador
...	93	0.96	0.96	48	62	66	100	...	30	El Salvador
82	94	0.87	0.92	90	52	63	...	38	31	Guatemala
...	91	...	1.00	70	...	62	87	...	33	Honduras ⁴
98	98	0.97	0.98	30	87	92	...	27	28	Mexico
78	87	1.01	0.97	53	46	51	77	34	34	Nicaragua ⁴
96	98	0.97	0.97	4	90	82	90	26	24	Panama
92	88	0.96	0.97	106	73	<i>76</i>	...	...	28	Paraguay
98	96	0.99	1.00	30	83	85	...	...	23	Peru
94	93	0.99	0.98	13	...	<i>90</i>	...	20	21	Uruguay
86	91	0.98	0.98	236	88	89	84	...	19	Venezuela
Weighted average				Sum	Median			Weighted average		
92	94	0.97	0.96	2 433	84	84	82	26	23	Latin America/Caribbean
77	77	0.97	0.98	449	...	88	80	24	22	Caribbean
93	95	0.97	0.96	1 983	81	82	...	26	23	Latin America
81	86	0.91	0.94	68 825	...	79	...	27	28	Developing countries
83	87	0.92	0.95	72 124	...	87	...	25	25	World

Data underlined are for 2002.

Data in italics are for 2003.

Data in bold italics are for 2004.

Data in bold are for 2006 or 2005 for survival rate to last grade.

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

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific enrolment ratios of primary school age children, which measure the proportion of those who are enrolled in either primary or secondary school (total primary NER).

3. Based on headcounts of pupils and teachers.

4. Fast Track Initiative: country with endorsed sector plans.

Table 3 (continued)

Country or territory	Secondary education								Tertiary education		Education finance		
	GER in lower secondary		GER in upper secondary		GER in all of secondary				GER		Total public expenditure on education as % of GNP		Total aid to basic education (constant 2005 US\$ millions)
	2005		2005		1999		2005		2005		1999	2005	2004–2005 annual average
	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)	Total (%)	GPI (F/M)			
Caribbean													
Anguilla	81	0.95	98	1.01	...	...	87	0.97	3	3.11	...	...	0
Antigua and Barbuda	...	...	...	...	...	...	...	...	•	•	3.5	...	0
Aruba	116	0.92	85	1.16	101	1.05	97	1.03	34	1.49	...	...	0
Bahamas	96	0.96	85	1.06	115	0.99	90	1.00	•	•	...	...	...
Barbados	112	0.97	114	1.04	104	1.05	113	1.00	...	...	5.3	7.2	0
Belize	97	0.98	56	1.18	64	1.08	84	1.02	3	2.43	5.7	5.9	0
Bermuda	96	1.06	83	1.12	...	...	89	1.09	...	...	...	...	...
British Virgin Islands	113	1.21	91	1.13	99	0.91	104	1.18	75	2.28	...	...	...
Cayman Islands	114	0.88	88	0.98	...	...	102	0.92	...	...	...	...	...
Dominica	125	0.87	81	1.22	90	1.35	107	0.97	•	•	5.5	...	0
Grenada	102	0.96	97	1.17	...	...	100	1.03	•	•	...	6.0	6
Guyana ⁴	126	1.01	66	1.05	81	1.02	102	1.0	10	2.13	9.3	9.1	4
Haiti	...	...	...	...	...	...	...	...	...	...	...	...	15
Jamaica	94	1.00	77	1.11	88	1.02	87	1.03	19	2.29	...	5.6	6
Montserrat	123	0.97	106	1.38	...	...	116	1.10	•	•	...	...	0
Netherlands Antilles	116	0.94	71	1.25	97	1.16	87	1.09	...	...	...	...	...
Saint Kitts and Nevis	99	0.87	86	1.20	...	...	94	0.98	•	•	5.6	10.8	0
Saint Lucia	81	1.18	73	1.26	72	1.28	78	1.21	14	2.80	8.0	6.2	0
Saint Vincent/Grenad.	90	1.16	54	1.46	...	...	75	1.24	•	•	7.2	8.7	0
Suriname	94	1.21	73	1.71	...	...	87	1.33	...	...	...	...	4
Trinidad and Tobago	82	1.02	79	1.06	82	1.08	81	1.04	12	1.27	3.9	...	0
Turks and Caicos Islands	86	0.95	85	0.92	...	...	86	0.94	•	•	...	...	0
Latin America													
Argentina	102	1.03	70	1.13	94	1.07	86	1.07	65	1.41	4.6	4.0	8
Bolivia	106	1.01	79	0.9	78	0.93	88	0.97	41	...	5.8	6.6	72
Brazil	114	1.04	94	1.19	99	1.11	106	1.10	24	1.32	4.4	4.5	6
Chile	99	0.98	86	1.03	79	1.04	91	1.01	48	0.96	4.0	3.8	1
Colombia	85	1.08	63	1.19	71	1.11	78	1.11	29	1.09	4.5	5.0	4
Costa Rica	95	1.03	57	1.16	57	1.09	79	1.06	25	1.26	5.5	5.1	2
Cuba	101	0.96	87	1.06	80	1.06	94	1.00	61	1.72	7.7	...	2
Dominican Republic	83	1.14	65	1.27	55	1.27	71	1.21	33	1.64	...	1.9	7
Ecuador	69	0.97	52	1.05	57	1.03	61	1.00	...	...	2.0	...	4
El Salvador	78	1.00	46	1.09	51	0.98	63	1.03	19	1.23	2.4	2.8	5
Guatemala	56	0.86	44	1.01	33	0.84	51	0.91	10	0.72	...	1.3	19
Honduras ⁴	60	1.14	75	1.39	...	...	65	1.24	16	1.46	...	...	44
Mexico	104	1.07	55	1.06	69	1.02	80	1.07	24	0.99	4.5	5.5	2
Nicaragua ⁴	75	1.08	53	1.31	52	1.19	66	1.15	18	1.11	4.0	3.2	51
Panama	85	1.03	55	1.15	67	1.07	70	1.07	44	1.63	5.1	4.1	1
Paraguay	75	1.00	52	1.04	57	1.04	64	1.02	24	1.34	4.8	4.3	4
Peru	104	1.04	72	0.96	83	0.94	92	1.01	33	1.03	3.5	2.6	12
Uruguay	110	1.08	100	1.25	92	1.17	105	1.16	41	2.03	2.8	2.3	1
Venezuela	86	1.08	57	1.25	56	1.23	74	1.13	41	...	...	...	0
Weighted average													
Latin America/Caribbean	100	1.05	73	1.13	80	1.07	88	1.08	29	1.17	4.7	5.0	302
Caribbean	75	1.01	43	1.04	54	1.03	58	1.02	6	1.70	...	...	...
Latin America	101	1.05	74	1.13	81	1.07	89	1.08	30	1.17	4.5	4.0	...
Developing countries	75	0.93	46	0.92	53	0.88	60	0.93	17	0.91	4.4	4.7	3 940
World	79	0.94	53	0.94	60	0.91	66	0.94	24	1.05	4.5	4.9	4 373

Source: EFA Global Monitoring Report 2008, statistical tables; UNESCO Institute for Statistics; CRS online database (OECD-DAC, 2007).

Country or territory
Caribbean
Anguilla
Antigua and Barbuda
Aruba
Bahamas
Barbados
Belize
Bermuda
British Virgin Islands
Cayman Islands
Dominica
Grenada
Guyana ⁴
Haiti
Jamaica
Montserrat
Netherlands Antilles
Saint Kitts and Nevis
Saint Lucia
Saint Vincent/Grenad.
Suriname
Trinidad and Tobago
Turks and Caicos Islands
Latin America
Argentina
Bolivia
Brazil
Chile
Colombia
Costa Rica
Cuba
Dominican Republic
Ecuador
El Salvador
Guatemala
Honduras ⁴
Mexico
Nicaragua ⁴
Panama
Paraguay
Peru
Uruguay
Venezuela
Latin America/Caribbean
Caribbean
Latin America
Developing countries
World

Data underlined are for 2002.

Data in italics are for 2003.

Data in bold italics are for 2004.

Data in bold are for 2006 or 2005 for survival rate to last grade.

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

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific enrolment ratios of primary school age children, which measure the proportion of those who are enrolled in either primary or secondary school (total primary NER).

3. Based on headcounts of pupils and teachers.

4. Fast Track Initiative: country with endorsed sector plans.

Regional overview: Latin America and the Caribbean



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