Country or territory	**Panama**
Region	**Latin America and the Caribbean**
Income group	High income

National Context

Rural (% of population)

32.6

Year: 2017

Life expectancy at birth, total (years)

78.0

Year: 2016

Poverty headcount ratio at $3.20 a day (2011 PPP) (% of population)

7.0

Year: 2016

Country

Note: This section includes the main demographic and socioeconomic indicators of the country for the last available year.
Sources: (1) rural population and life expectancy: UN Population Division; (2) poverty headcount ratio: World Bank.

Education System

Official entrance age (years)

Pre-primary	Primary	Lower Secondary	Upper Secondary
4	6	12	15

Year: 2017

Government expenditure on education as…

Country

% of GDP

Data for the country is not available

% of total government expenditure

Data for the country is not available

Source: UIS and UOE Surveys of Formal Education

4.1 - Free, equitable and quality primary and secondary education

Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *reading*, by sex

Country

(a) in Grade 2 or 3

63.4
72.4
68.0

(b) at the end of primary education

73.8
79.8
76.9

(c) at the end of lower secondary education

Data for the country is not available

What is this?

The bars represent the percentage of students in each level achieving minimum proficiency level in **reading and mathematics**. *Minimum proficiency level (MPL)* is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there are no common standards validated by the international community or countries. The MPL used for this chart was set by each of the projects providing the data.

Indicator 4.1.1 - Proportion of children and young people achieving at least a minimum proficiency level in *mathematics*, by sex

(a) in Grade 2 or 3

53.0
56.1
54.5

(b) at the end of primary education

74.4
73.0
73.7

(c) at the end of lower secondary education

Data for the country is not available

Year: 2013

Data sources

Various cross-national learning assessments including: Programme d'analyse des systèmes éducatifs de la CONFEMEN (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), Tercer Estudio Regional Comparativo y Explicativo (TERCE) and Trends in International Mathematics and Science Study (TIMSS).

Sources: ERCE, PASEC, PIRLS, PISA, SACMEQ and TIMSS

4.2 - Quality early childhood development, care and pre-primary education

Indicator 4.2.1 - Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
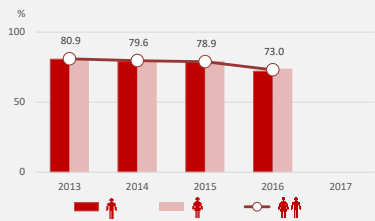
■ Country

80.2
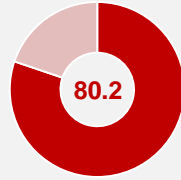
Year: 2013
Source: Early Childhood Development Index from UNICEF's Multiple Indicator Cluster Surveys (MICS) and USAID's Demographic and Health Surveys (DHS)
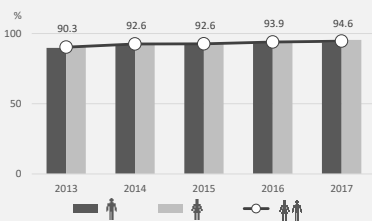
What is this?

The slices represent the percentage of children aged 36-59 months who are developmentally on-track in at least three of the following four domains: **literacy-numeracy** – to identify at least 10 letters of the alphabet, read 4 simple words and recognise and name all numbers from 1 to 10; **physical** – to pick up small objects easily and are generally well enough to play; **socio-emotional** – to undertake simple activities independently, get along with other children and do not usually kick, bite or hit other children or adults; and **learning** – participate in any type of organized learning including early childhood education, kindergarten or community care.

Indicator 4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex

■ Country
■ Region

%
2013	2014	2015	2016	2017
80.9	79.6	78.9	73.0	

%
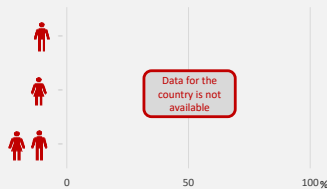| 2013	2014	2015	2016	2017
90.3	92.6	92.6	93.9	94.6

What is this?

The lines represent the percentage of children in the given age range who participate in one or more organized learning programmes, including programmes which offer a combination of education and care. Participation in early childhood education and in primary education are both included. The age range will vary by country depending on the official age for entry to primary education.

Source: UIS and UOE Surveys of Formal Education and UN Population Division's World Population Prospects

4.3 - Quality TVET and tertiary education

Indicator 4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

■ Country

Data for the country is not available

| 0 | 50 | 100 % |

What is this?

The percentage of youth and adults who have participated in a formal or non-formal education and training programme in the previous 12 months.

Data sources

Source: National household surveys coordinated by the EU Adult Education Survey (AES, target population 25-64 years) and OECD Survey of Adult Skills (PIAAC, target population 16-65 years).

Sources: Eurostat's Adult Education Survey (AES) and OECD's Survey of Adult Skills (PIAAC)

4.4 - Technical and vocational skills

Indicator 4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

Proportion of youth and adults who have... (%)

■ Country

Copied or moved a file or

Data for the country is not available

Connected and installed new devices

Data for the country is not available

Created electronic presentation with presentation software

Data for the country is not available

Data sources

Source: National household surveys. Data compiled by Eurostat and International Telecommunications Union (ITU).

The percentage of the population who declared that they can copy or move a file or a folder on a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer)

The percentage of the population who declared that they can connect and install new devices (e.g. modem, camera, printer)

The percentage of the population who declared that they can create electronic presentations with presentation software (including text, images, sound, video or charts)

Sources: Eurostat and International Telecommunication Union (ITU)

4.6 - Youth and adult literacy and numeracy

Indicator 4.6.1 - Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

| | Country |

Literacy

Data for the country is not available

Numeracy

Data for the country is not available
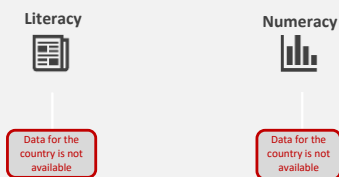
What is this?

The slices represent the percentage of the population (aged 15 years and above) who have achieved or exceeded a given level of proficiency in literacy and numeracy.
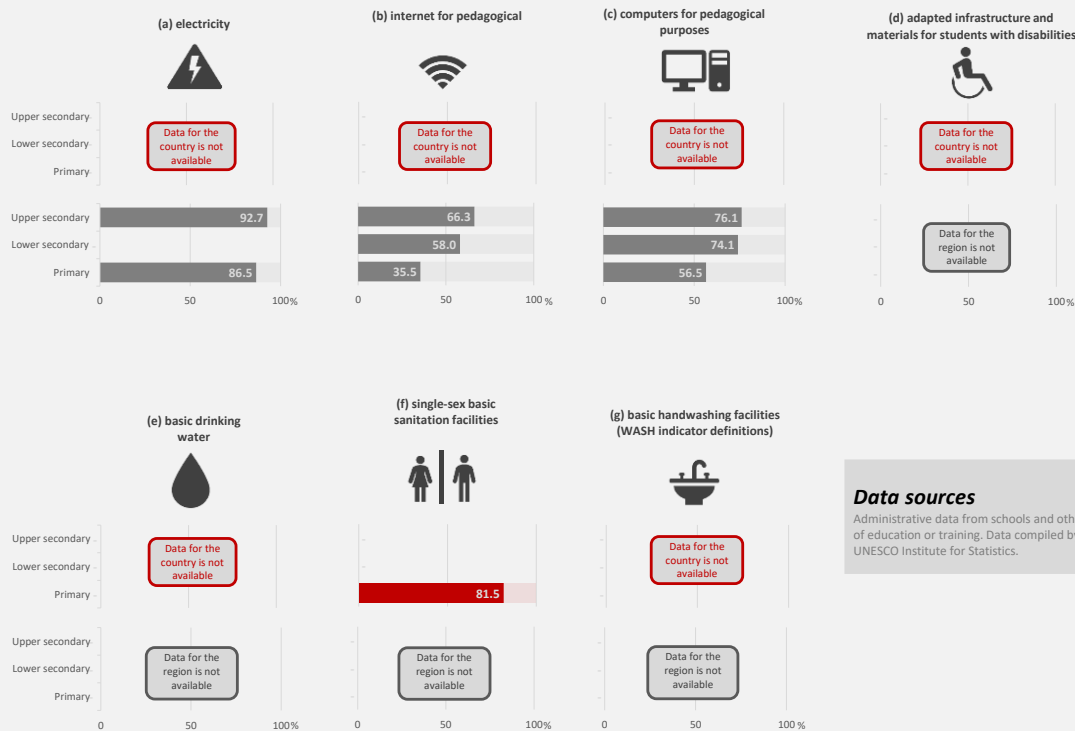
Data sources

National household surveys coordinated by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) and the World Bank's Skills Towards Employment and Productivity (STEP).

Sources: OECD's Programme for the International Assessment of Adult Competencies (PIAAC), World Bank 's STEP Skills Measurement Programme (STEP)

4.a - Education facilities

Indicator 4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

| | Country |
| | Region |

(a) electricity

Upper secondary	Data for the country is not available
Lower secondary	
Primary	

Upper secondary	92.7
Lower secondary	58.0
Primary	86.5

0   50   100%

(b) internet for pedagogical

Upper secondary	Data for the country is not available
Lower secondary	
Primary	

Upper secondary	66.3
Lower secondary	58.0
Primary	35.5

0   50   100%

(c) computers for pedagogical purposes

Upper secondary	Data for the country is not available
Lower secondary	
Primary	

Upper secondary	76.1
Lower secondary	74.1
Primary	56.5

0   50   100%

(d) adapted infrastructure and materials for students with disabilities

Upper secondary	Data for the country is not available
Lower secondary	
Primary	

Data for the region is not available

0   50   100%

(e) basic drinking water

Upper secondary	Data for the country is not available
Lower secondary	
Primary	

Upper secondary	Data for the region is not available
Lower secondary	
Primary	

0   50   100%

(f) single-sex basic sanitation facilities

Upper secondary	
Lower secondary	
Primary	81.5

Upper secondary	Data for the region is not available
Lower secondary	
Primary	

0   50   100%

(g) basic handwashing facilities (WASH indicator definitions)

Upper secondary	Data for the country is not available
Lower secondary	
Primary	

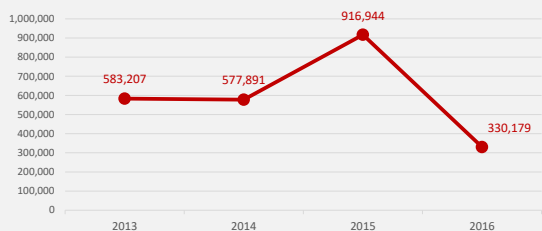| Upper secondary | Data for the region is not available |
| Lower secondary | |
| Primary | |

0   50   100%

Data sources

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.

Year (country): 2016
Year (region): 2017

Sources: UIS and UOE Surveys of Formal Education

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
FOR
STATISTICS

SUSTAINABLE
DEVELOPMENT
GOALS

4.b - Scholarships

Indicator 4.b.1 - Volume of official development assistance flows for scholarships, constant US$

■ Country

```
1,000,000                           916,944
  900,000
  800,000
  700,000   583,207   577,891
  600,000      ●─────────●
  500,000
  400,000                              330,179
  300,000                                 ●
  200,000
  100,000
        0
           2013      2014      2015      2016
```

Sources: The Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD)
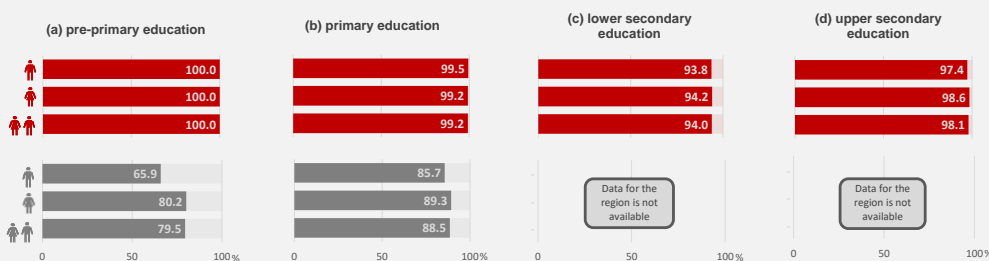
What is this?

Total net official development assistance (ODA) for scholarships in donor countries expressed in US dollars at the average annual exchange rate.

Data sources

Administrative data from donor countries and other aid providers on net official development assistance to education. Data compiled by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development from returns submitted by its member countries and other aid providers.

4.c - Qualified teachers

Indicator 4.c.1 - Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex

■ Country
■ Region

	(a) pre-primary education	(b) primary education	(c) lower secondary education	(d) upper secondary education
Country ♂	100.0	99.5	93.8	97.4
Country ♀	100.0	99.2	94.2	98.6
Country ♀♂	100.0	99.2	94.0	98.1
Region ♂	65.9	85.7	Data for the region is not available	Data for the region is not available
Region ♀	80.2	89.3		
Region ♀♂	79.5	88.5		

Year (country): 2016 or most recent year available
Year (region): 2017 or most recent year available

Sources: UIS Surveys of Formal Education

What is this?

Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

Data sources

Administrative data from schools and other providers of education or training. Data compiled by the UNESCO Institute for Statistics.