
Regional Education Indicators Project
SUMMIT OF THE AMERICAS

EDUCATIONAL PANORAMA 2005: progressing toward the goals



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Regional Education Indicators Project (PRIE)

EDUCATIONAL PANORAMA 2005:
progressing toward the goals

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PREFACE

In 1998, during the meetings of the second Summit of Heads of State and Government of the Americas, these authorities emphasized the importance of education as a key element for the comprehensive development of our peoples.

In order to foster the various changes required by education in Summit of the Americas countries, a Plan of Action was fashioned that included not only education goals in accordance with the various efforts and agreements that were developed on the international level during the 1990s, but also the establishment of hemispheric working mechanisms that contribute to identifying and confronting challenges in education in order to achieve the stated goals.

One of these mechanisms was the creation of the Regional Education Indicators Project (PRIE), designed to make substantive contributions in the area of internationally comparable education information.

Thus, in order to be able to gauge progress as well as challenges, PRIE has been working since the year 2000, monitoring the education goals of the Summit of the Americas and making substantial contributions to international work in education statistics, strengthening national education information systems, and contributing to greater dissemination and use of information on education.

This document is one of the fruits of this project and is a valuable contribution that, together with UNESCO and the collective efforts of the technical teams of the Summit countries, the Secretaría de Educación Pública de México presents here as second phase 2004-2007 Project Coordinator.

PRIE was developed as an initiative that seeks to contribute to the set of long-standing and on-going international efforts to improve data bases that support the formulation, execution, and assessment of education policies. Since its beginnings, the project has benefited from the technical support of UNESCO as the entity responsible for technical support and thus assuring international and regional collaboration through its Institute for Statistics (UIS), and the Regional Information System (SIRI) of the Regional Bureau of Education for Latin America and the Caribbean (OREALC).

The report is presented to the IV Summit of the Americas to be held in Mar del Plata, Argentina in November 2005 as part of an effort that seeks to foster greater use of information by countries, considering them to be involved agents in the processes of production and analysis of information as well as in the formulation and development of education policies. A preliminary version of this report was presented at the IV Ministerial meeting last August.

We hope that the information contained herein helps to foster understanding of the state of education and its challenges in Summit of the Americas countries, and that it stimulates reflection that will be of particular use in the definition and management of education policies, making it possible to advance toward fulfillment of the educational goals of the Summit of the Americas by 2010.

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INTRODUCTION

After having produced the first ***Educational Panorama of the Americas*** in 2001, and ***Achieving the Education Goals*** in 2003, in this report we wish to concentrate on analyzing the state of education of countries in regard to the educational goals of the Summit of the Americas, while at the same time providing descriptive information and analysis in order to offer a more complete picture of the current situation.

In this sense, this is not a report on education indicators organized around the construction and organization of the indicators themselves; rather, it uses the set of education indicators adopted by the project in order to satisfy the principal mandate of providing information on the state of education of countries relevant to decision-making to Ministers of Education and other interested parties.

In recent discussions at the II Hemispheric Forum on Assessment of the Quality of Education¹, an initiative of the Summit of the Americas coordinated by the Ministry of Education of Brazil, participants emphasized the importance of adopting a broadened vision of the concept of education quality within the framework of Summit activities and projects and which, although seeing student learning as extremely important, is not limited to it alone.

In this sense, the adoption by PRIE of a set of indicators as one of the Summit projects treating different dimensions and actors within education allows us to adopt a more complete perspective of the quality of education as discussed at the forum held in Brazil.

Finally, it should be noted that the set of indicators adopted by PRIE has been changed and adjusted as the project has progressed. The major issues related to the first phase of the project are found in ***The Experience of the Regional Education Indicators Project 2000-2003***. Currently, an additional revision is being developed in order to arrive at a minimal set directed at the goals of the Summit of the Americas. This report is based on a first approximation of that set.

This report is organized as follows. We first present a reader's guide that presents general considerations that should be kept in mind in order to use the information contained herein. There follows an executive summary containing the major elements identified by this report. We then offer a main text of information and analysis that is structured around the education goals of the Summit of the Americas. This section treats the degree of progress toward the goals and establishes links between progress measures and other factors that contribute to enriching the analysis. Finally, we present major conclusions, followed by an appendix with country profiles as well as data tables used in this document.

¹ See <http://www.inep.gov.br/internacional/forum2/Portugues/>

1 READER'S GUIDE

Information Sources

In order to assure international comparability of the information treated, the Regional Education Indicators Project (PRIE) has developed this report that is based on information collected and published by the UNESCO Institute for Statistics (UIS). Most of the information utilized corresponds to that published on the UIS web site (<http://www.uis.unesco.org>). We have also consulted information published by the OECD (the Organization of Economic Cooperation and Development) for its member states based on the same standards as the information for UNESCO, as well as information from household surveys collected and processed by the United Nations Economic Commission for Latin America (ECLAC), also treated in accordance with the international standards defined by UIS.

Definitions and methods

A basic tool used for international comparability is the 1997 Standard Classification of Education, ISCED 97² of UNESCO.

Averages in this report are arithmetical means of the values of the countries considered in each case.

Financial information considered utilized the U.S. dollar corrected for different national purchasing values. Thus, we have used PPP (purchasing power parity) dollars according to data of the World Bank published by the United Nations Development Program (UNDP).

Data

Except for cases noted in the appendix, the school year (usually ending in this same year in the southern hemisphere and in the following year in the northern hemisphere) is 2002, which is the last period to date for which internationally comparable information is available.

All tables and figures show the information available for each indicator used. Thus, not all countries appear in all tables and figures. The appendix gives all information used and shows the information that has been included in each case.

Note that in some cases, available information may correspond to estimates of the UNESCO Institute for Statistics or to the country. When there is no available information for the reference year, that of the closest possible year may have been used. This information is also included in the data appendix.

² Details of this classification may be found at <http://www.uis.unesco.org>

Information contained in this report may be different that what is used and disseminated on the national level. These differences are due to the following:

- All references to education levels are expressed in terms of the International Standardized Education Classification (ISCED 97) which does not necessarily coincide with the national terms used in each country. Thus, for example, in this report, “primary education” is equivalent to Level 1 of ISCED 97, which is not necessarily identical to what countries call “primary”, “basic”, “fundamental”, etc., education
- The information sources used to calculate the indicators do not necessarily coincide with other sources that countries or other organizations may employ. Examples are the value of Gross Domestic Product or demographic information based on population projections of the Population Division of the United Nations.

In order to assure comparability, in all cases we have chosen to use the definitions, nomenclatures, sources, and calculation methods of UIS.

Countries

This report covers 34 active member states of the Organization of American States which represent the majority of the countries of the hemisphere. These 34 countries and the identifying abbreviations used are as follows:

AG	Antigua and Barbuda	DO	Dominican Republic	PE	Peru
AR	Argentina	EC	Ecuador	PN	Panama
BB	Barbados	GD	Granada	PY	Paraguay
BO	Bolivia	GT	Guatemala	SR	Surinam
BR	Brazil	GY	Guyana	SV	El Salvador
BS	Bahamas	HN	Honduras	TT	Trinidad and Tobago
BZ	Belize	HT	Haiti	US	United States
CA	Canada	JM	Jamaica	UY	Uruguay
CL	Chile	KN	St. Kitts and Nevis	VC	St. Vincent and the Grenadines
CO	Colombia	LC	Santa Lucia	VN	Venezuela
CR	Costa Rica	MX	Mexico		
DM	Dominica	NI	Nicaragua		

Data and indicators

PRIE began in the year 2000 with a set of preliminary data and indicators. This set was revised based on the experience of the first ***Educational Panorama of the Americas*** in 2001, on technical work of the first phase, and on development of the report on progress toward the goals that was published in 2003³. The present report is based on previous work and has defined a preliminary minimum set of indicators comparable with those that describe the state of education of countries with particular reference to the education goals of the Summit of the Americas. In this sense, the report has received the benefit of various discussions that have pointed toward the need to possess such a minimum and stable set of both data and indicators.

³ Details of this revision may be found in ***The experience of the Regional Education Indicators Project 2000-2003***. Available at <http://www.prie.oas.org> and <http://www.unesco.cl>

2 EXECUTIVE SUMMARY

This report is to be presented at the IV Summit of the Americas to be held in Mar del Plata, Argentina in November 2005. It should be noted that a draft version of this report was presented at the IV Ministerial meeting held in August, 2005. Within this framework, it is meant to serve as a contribution by the Regional Education Indicators Project of the Summit of the Americas (PRIE) to the work of this meeting by presenting descriptive information on the state of education of Summit of the Americas participating countries, paying particular attention to the progress and challenges noted in regard to stated education goals.

The report shows the following:

1. Levels of timely access to primary education are still limited, and access levels for ages different than those officially stipulated remain high. In 15 countries, timely access is less than 70% and the average for Summit of the Americas countries shows that for every 100 children of the age to enter the first grade of primary schooling, only 68 are of the age established by national legislation. Progress toward universal completion of primary education in effect requires both improvements in levels of access as well as timely access and improvement in repetition rates, given that the latter phenomenon is generally associated with over-age students, and being over-age limits the probability that a student will continue and finish his or her studies.
2. The levels of timely access are associated with social and demographic conditions. Thus, low levels are seen in those countries that have higher levels of demographic dependence, lower levels of relative development, and less wealth per inhabitant.
3. However, countries have recorded significant progress in assuring that the majority of primary school age children are in school. Thus, although children may not necessarily enter at the official age, they do enroll in a proportion that exceeds 90%.
4. Access levels are a necessary condition for achieving the completion goal. In addition, students must make continual progress through the school cycle. At this level we begin to see some clear difficulties, since in a group of countries at least one of four students does not reach the last grade of primary school.
5. This is linked with the high rate of grade repetition in countries, which in turn has a negative economic impact. In effect, for the year 2002, 5.7 billion USD (PPP) was spent in primary education to cover the cost of grade repeaters. It is estimated that in Latin America and the Caribbean, grade repetition in primary and secondary school absorbs approximately 11 billion USD (PPP) annually.
6. All of the above results in primary school completion levels that, in some cases fall far short of the stated goal which seeks to guarantee this right. In effect, of the 50.5 million young people between 15 and 19 years of age living in 18 Latin American countries with available data, slightly more than 6 million have not been able to finish primary school. Thus, if significantly more effort is not made, in only four countries

will 95% of children who have recently attained the age to enter primary school have finished that level by the year 2010. Even in these four cases, special efforts must be made to reach the less privileged.

7. It should be noted that in three out of the 18 Latin American countries with available data, expected levels of primary school completion for the year 2010 are far from the goal, since they will not exceed 75%.
8. If observed historical trends continue, in countries for which data are available, nearly 8% of the population between five and nine years of age in 2002 will not have finished primary schooling by the year 2010.
9. Levels of primary education completion also show significant differences which indicate that progress toward achieving this goal will require equity-based education policies. In effect, the social sectors with less probability of being guaranteed these rights are those of low income or populations that are underprivileged in terms of race or ethnic background, or those living in rural areas. It should be noted that gender-related differences are of lesser magnitude both against male and female population.
10. Learning levels that children attain in primary school also present important challenges. Although we lack sufficient empirical evidence on this subject that effects all Summit of the Americas countries, that which is available shows serious limitations and equity gaps. Nevertheless, available research also shows that factors exist that are susceptible to being influenced by national education policies and by practices within schools that can significantly improve learning outcomes.
11. These factors that are linked to differences in student achievement and proficiency levels show the influence of school culture and highlight the importance of giving schools the opportunities and support required to allow them to take full advantage of their own initiatives and abilities.
12. Levels of access to secondary education show that the situation in regard to the goal is auspicious. Eleven countries have reached the point where at least 75% of young people of the age to be in secondary school are in school, as the goal outlines. However, in 13 countries this percentage is below 65%. In four countries it is less than 50%.
13. Levels of access to secondary education are also associated with certain social and demographic characteristics. In effect, the lowest levels of access are in countries with the highest population growth rates, less development and relative wealthy, and less urbanization.
14. Access is also related to observable characteristics of completion of secondary education. In effect, only three out of the 18 Latin American countries with available data have at least 60% of the 20-24 year-old population finished secondary schooling. In 14 countries the percentage is less than 50%; and in three of these it is less than 30%.
15. Progress rates for completion of secondary education (another of the goals) vary greatly between countries. There are cases in which the percentage of people that conclude secondary education has grown steadily by 6% every five years for the last quarter century, although there are also cases of clear stagnation or very limited progress.
16. Similarly, access and completion rates for secondary education show disparities that highlight the importance of a focus on equity as a key element in education policies.
17. Access rates show gender differences that are in most cases slightly to the disadvantage of males.
18. Levels of completion for secondary education, however, show marked differences for most of the countries that are to the disadvantage of rural, ethnic, or race-specific populations.
19. The proficiency levels of young people show marked differences between those of the United States and of Canada and those recorded in the few Latin American countries that are able to provide comparable information for this item. According to PISA results, only students from Canada and the United States

show reasonable levels of proficiency in reading and writing for about two-thirds of the 15 year old population; at best, only one-fifth of Latin American countries reach reasonable levels of proficiency.

20. There are, nevertheless, important challenges for acquisition of basic competencies for the adult population. Literacy levels for the population 15 years-old and above surpass 20% in 6 countries. In some cases, the rates are higher for females. Average of years of schooling of the rural population is below that of the urban population.
21. Education as a continuous process of lifelong learning of the youth and adult population involves providing a variety of educational programs designed for job-related improvement skills and for personal development. They are part of a complex framework of institution-based education programs that meet multiple demands and interests as a result of countries' own initiatives.

Finally, it is important to stress the progress that countries have been made in providing the kind of internationally comparable information that made possible the analysis in this report, as well as to ratify the importance of PRIE in continuing to contribute to strengthening education information systems in accordance with the efforts that UNESCO has been carrying out under the world mandate it has received from countries in this matter.

3 PROGRESS TOWARD THE GOALS

“... the Governments, fully recognizing and respecting national sovereignty and the responsibilities of the institutions of our respective countries with regard to education, reiterate the commitment of the Miami Summit to ensure, by the year 2010, universal access to and completion of quality primary education for 100 percent of children and access for at least 75 percent of young people to quality secondary education, with increasing percentages of young people who complete secondary education, and assume responsibility for providing the general population with opportunities for life-long learning.”⁴

Education is considered to be a fundamental human right. Thus, tracing goals linked to assuring access to and completion of particular levels of education has such recognition as a foundation. It is also known that education leads to individual, family, and social benefits in terms of improving opportunities and increasing personal and collective well-being.

Moreover, there is a clear recognition of the important role that primary education plays in offering possibilities for further learning throughout a person's life. Therefore, the need to assure at least the kind of academic training that covers that which the Conference of Education for All in 1990 called “basic learning needs” for all people is an increasingly recognized imperative accepted by all governments.

In this sense, we may say that in recent decades there has been a significant growth in levels of access to primary education. Nevertheless, there is general concern that this progress in extending services and consequent access to primary education be accompanied by universal conclusion of studies at this level. One may note significant levels of school drop-out which is usually associated both with the economic difficulties of families and the inability of education systems to assure that children have timely access to learning that permits them to satisfactorily progress through the system.

It is also important to consider that significant growth in levels of access have taken place within a context of demographic growth that has resulted in substantial absolute increases in school enrollment. This situation has implications on the role of education systems in creating or fostering equality of opportunity. Current challenges to education systems in the region, at least in regard to primary education, are no longer limited to merely guaranteeing access; they are focused on the need to assure both completion and achievement of particular student proficiency levels. These general principles and these specific conditions of the region underline the importance of the goal of assuring that in the next five years we will reach a situation in which students not only enter, but also successfully complete primary education at levels of quality that effectively translate into more and better life opportunities.

⁴ Taken from the Plan of Action available at <http://www.summit-americas.org/chileplan-spanish.htm#I.%20EDUCACION:%20LA%20CLAVE%20PARA%20EL%20PROGRESO>

The Plan of Action of the Summit of the Americas posits the need to not only guarantee universal conclusion of quality primary education, but also to achieve high levels of access to and completion of quality secondary education.

The second education goal of the Summit of the Americas speaks to an additional concern that is the result of growing evidence that in order to have a higher probability of escaping poverty people require levels of schooling that go beyond primary education. There is a positive relation between the levels of schooling of a population and economic development, as well as between higher rates of economic return with higher levels of education. Studies carried out by ECLAC on the transfer of education capital between generations show that finishing secondary education and having a minimum of twelve years of schooling are important thresholds that significantly increase the probability of escaping poverty.⁵

In contrast to the case for primary education, access levels to secondary education are more variable. Moreover, this goal presents different challenges for participating countries in the Summit of the Americas. For example, in countries with high levels of geographic dispersion of the population, the challenge involves developing operating modalities that make it possible to expand secondary education.

3.1 UNIVERSAL COMPLETION OF PRIMARY EDUCATION

The first of the goals contained in the Education Plan of Action of the Summit of the Americas stipulates that for the year 2010 all countries participating in this initiative should assure to their children access to and completion of quality primary education.

This goal coincides with those established internationally in the Education for All⁶ initiative as well as the Millennium Declaration⁷ endorsed by the international community and set to be accomplished by 2015.

In order to describe the progress of Summit of the Americas countries regarding this goal, this section is organized in the following sections: first we present degrees of access and progress in primary education, which are necessary conditions for meeting the goal; second, we show current levels of completion of primary school studies both regionally and by country; third, we inquire whether current completion levels are different within countries as a means for identifying potential problems of equity in this area. These three elements also seen in relation to context variables and as descriptions of systems that make it possible to establish some behavior patterns that provide important additional information for policy-making in this regard.

Access to and progress in primary education

The measurement of access to primary education generally involves considering levels of entry to the first grade and the relative participation of enrollment at each level compared to the population that can potentially enroll. One thus has information on net and gross entry ratios to the first grade of primary school and the net intake rate at the primary level.

5 ECLAC (1998) **Social Panorama of Latin America, 1997.**

6 This initiative was launched at the World Conference of Education for All, held in 1990 in Jomtien (Thailand). In 1999, a world effort was developed to assess progress, resulting in a new World Conference held in April, 2000 in Dakar, Senegal and in subsequent world and regional action frameworks. The Action Framework of Education for All in the Americas was approved in February, 2000 in the Dominican Republic. The documents may be consulted at <http://www.unesco.org/education/efa/index.shtml>

7 See <http://www.un.org/millennium/declaration/ares552e.htm>

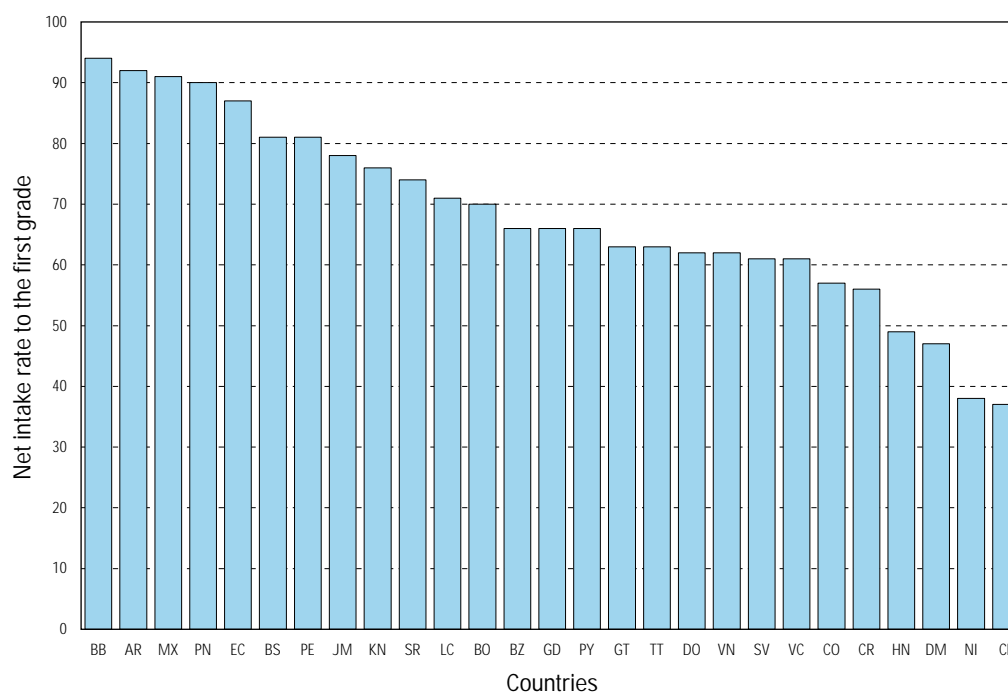
NET INTAKE ENROLLMENT RATES TO THE FIRST GRADE

The net intake rate to the first grade of primary education shows the percentage of persons of the official age to enter the first grade who actually are so enrolled. That is, this is a direct measure of timely entry to primary schooling.

The gross intake ratio to the first grade of primary education expresses the total volume of the entering population relative to the population of the official entry age. Thus one divides the total number of entrants (without considering age) by the population of official entry age. The resulting value expresses in relative terms the volume of the entering population. For example, a gross intake ratio of 120% means that the entering population is of a size 1.2 times that of the total population of the reference age.

The following graph presents values for net intake rates to the first grade for Summit of the Americas countries.

Graph 1 Net intake rate to the first grade of primary education. 2002 school year.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>

Note: See the data appendix for details.

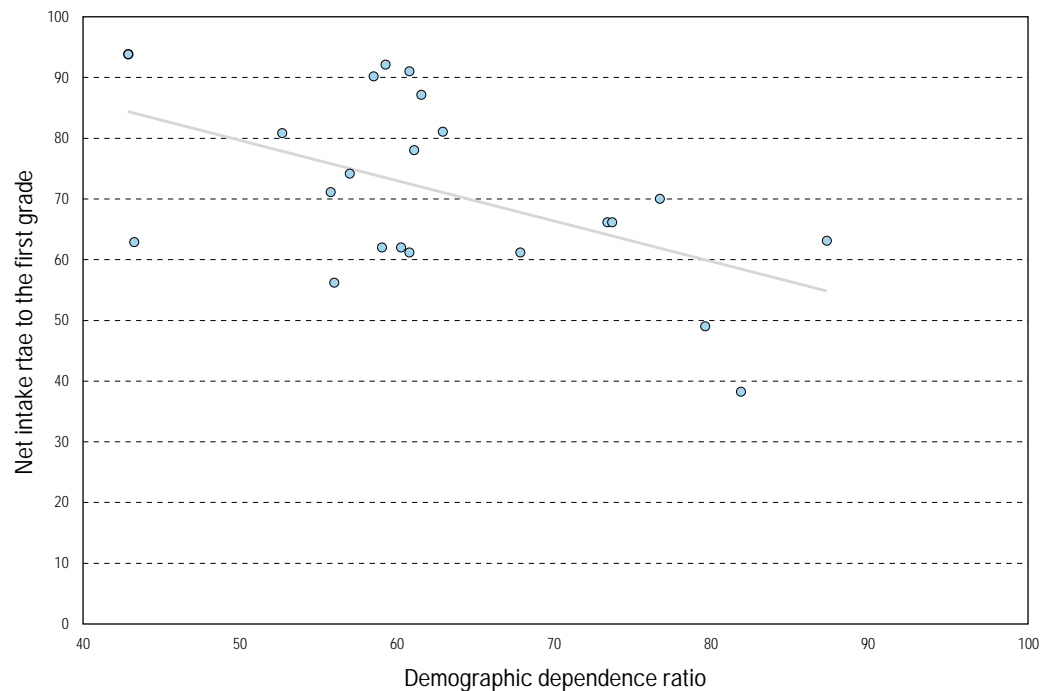
As can be seen, timely entry to primary education is an area that requires particular attention. In effect, in 15 countries the proportion of children who enter the first grade at the officially defined age is less than 70%, and in only seven countries does this percentage exceed 80%.⁸

⁸ Note, however, that this indicator is affected by adjustment problems between the reference dates used for recording age statistics and those used for defining the official school entry age. The case of Chile illustrates the importance that this lack of adjustment can have on the value of the indicator.

The arithmetical average of countries observed (68.1%) clearly reflects the existence of difficulties associated with timely entry.

Differences among net intake rates to the first grade show a can be related to some context variables. Thus, we see that the countries that show lower rates of timely entry are those with greater levels of demographic dependence,⁹ lower levels of relative wealth (measured by per capita Gross Domestic Product), and of relative development (measured by the Human Development Index).

Graph 2 Net intake rates to the first grade and demographic dependence ratio.

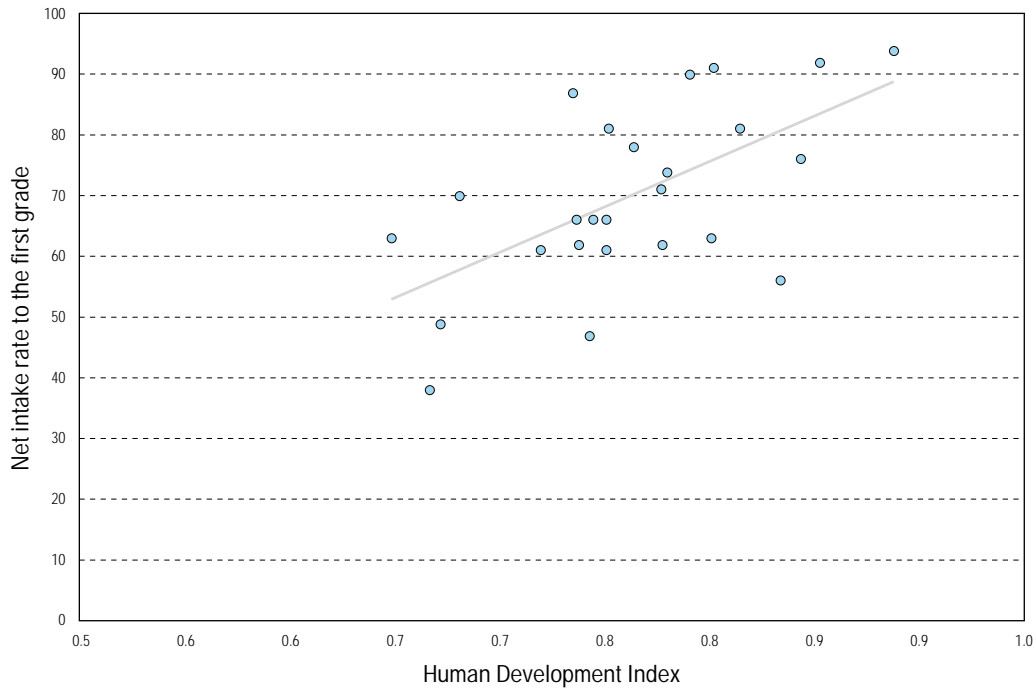


Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and ECLAC-CELADE (2005) **Boletín demográfico 73**.

Note: See the data appendix for details. Chile and Colombia excluded, as explained in note 9.

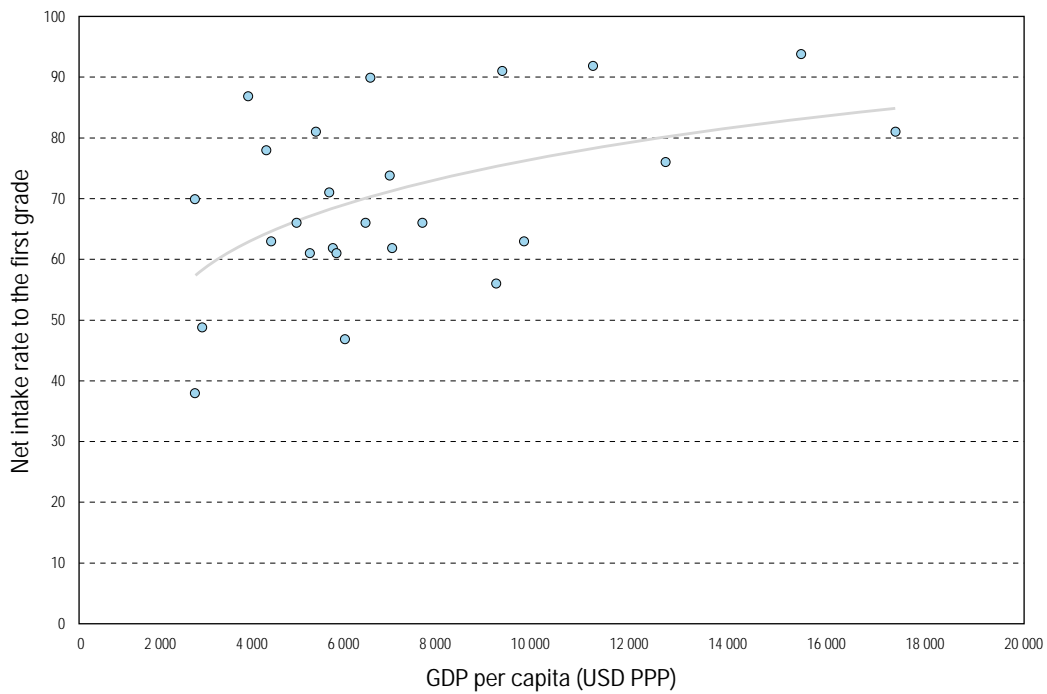
⁹ This expresses the relation between the total number of the population presumably dependent given their age (younger than 15 and older than 65) and the ages of the economically active population (15 to 64 years). The value expresses the number of dependent persons for every 100 non-dependent persons.

Graph 3 Net intake rates to the first grade and Human Development Index.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and United Nations Development Program (UNDP) **Human Development Report 2004**.
 Note: See the data appendix for details. Chile and Colombia excluded for reasons explained in note 9.

Graph 4 Net intake rates to the first grade and Gross Domestic Product per capita.

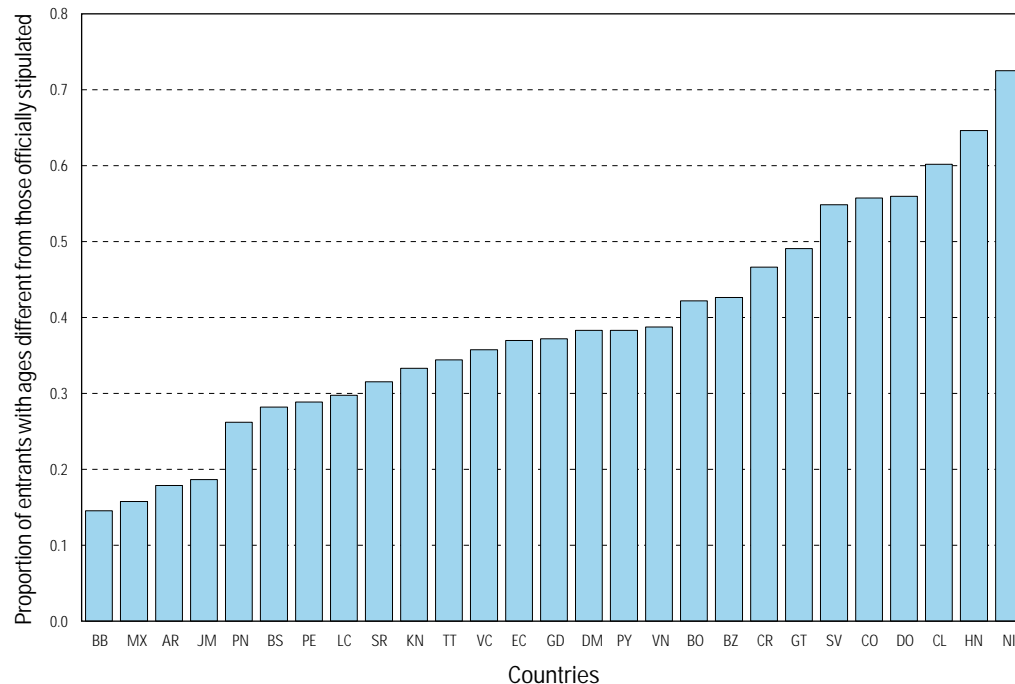


Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> y United Nations Development Program (UNDP) **Human Development Report 2004**.
 Note: See the data appendix for details. Chile and Colombia excluded for reasons explained in note 9.

This clearly demonstrates that the greatest difficulties here are faced by those countries with more adverse social conditions, whether due to their levels of wealth or development, or because of the relative numbers of people who are priorities for social policies.

The volume of the population entering the first grade (measured by the gross intake ratio) compared to the proportion of at-age entrants (measured by the net intake rate) shows the importance of the proportion of persons entering the first grade at ages different from the officially stipulated age.

Graph 5 Proportion of entrants to the first grade of primary education with ages different from those officially stipulated. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

Note that this difference is in large part explained by situations of late age entry to primary education, and reaches levels of above 50% in countries such as El Salvador, Dominican Republic, Honduras, and Nicaragua (for Colombia and Chile see note 8). Once again, these are countries that are more restricted in being able to face their challenges in the area of education. In effect, the larger proportions of entrants of ages different from those officially established are seen in countries with lower levels of human development (measured by the Human Development Index) and of urbanization.

It is significant that the opportunities available to a child to finish primary schooling and progress to additional levels of education are clearly influenced by the individual's situation regarding grade and age. In effect, the more the child falls behind in grade, pressures to assume other kinds of responsibilities increase and makes school drop-out more likely.

A second indicator that treats levels of access to primary education is the net enrollment rate at that level. Apart from the problems associated to limited levels of timely entry that we have illustrated, one may say that in general, a large proportion of persons of age to be in primary school do indeed enter this level. In effect, as seen in the graph, these rates reach average values for the countries observed that exceed 90%.

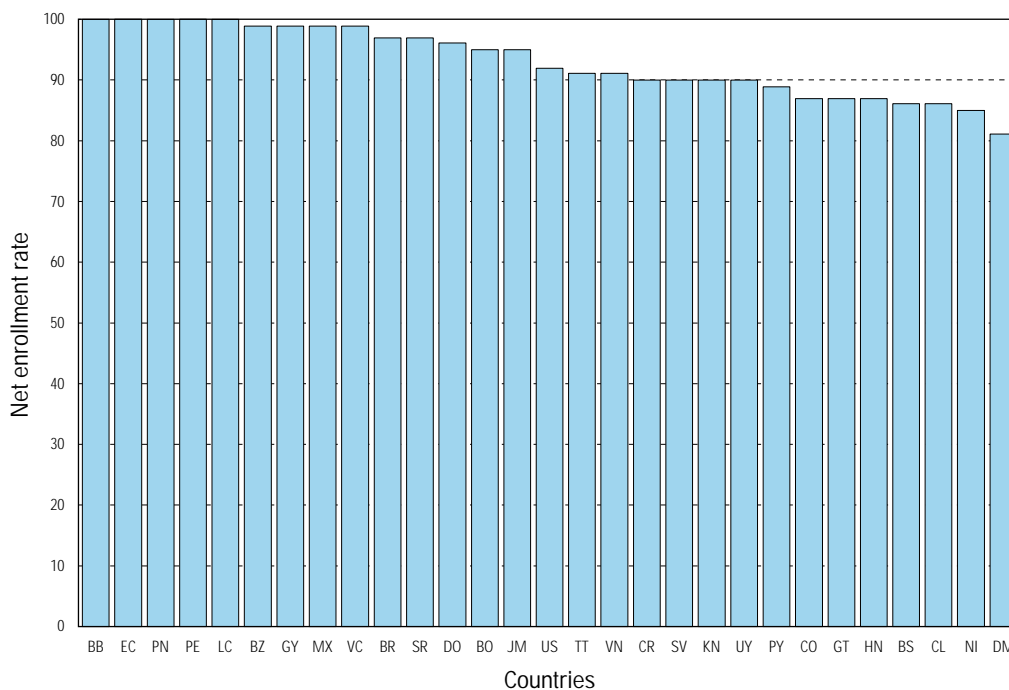
As can be seen, Summit of the Americas countries have been able to assure significant levels of entry to primary education. However, it is notable that in eight cases (Paraguay, Colombia, Guatemala, Honduras, Bahamas, Chile, Nicaragua, and Dominica); this rate is less than 90%¹⁰.

NET ENROLLMENT AND SURVIVAL RATES

The net enrollment rate to primary education shows the proportion of persons who, being of the officially stipulated ages to enter primary education, are in fact enrolled at that level. The survival rate to the last grade of primary education shows the percentage of those students who having entered the first grade, will enroll in the last grade of primary education, making certain assumptions that thus enable us to construct a “school life expectancy table” for each group or cohort of students.

It should be noted, however, that this indicator was developed together with others aimed at portraying the economic efficiency of the system, and that the assumptions involved are not always applicable. This means that the value of this indicator is referential and that it should be seen together with other indicators in order to have a more accurate view of the behavior of education systems.¹¹

Graph 6 Net enrollment rate in primary education. School year beginning in 2002.



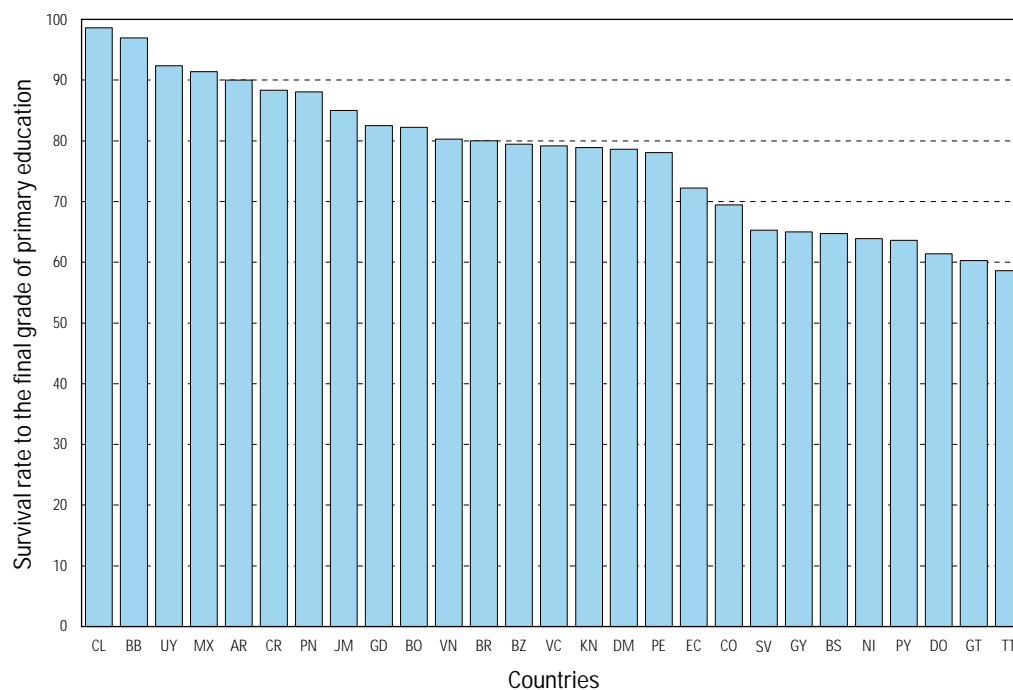
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

10 As in the case of the net intake rate to the first grade, this indicator is also influenced by problems of maladjustment between the dates of reference used for recording age statistics and those used for defining official school entry age. Here again, the case of Chile shows the impact that this problem can have on the value of the indicator.

11 This indicator tends to yield underestimated values (at least in Latin America) as can be seen in comparing with the observed levels of completion in studies to be shown later. Given this type of situation, the MERCOSUR education specialist team has decided to not incorporate these kinds of indicators in MERCOSUR Educativo, but rather to use indicators that describe the trajectory of students during the same school year. Various authors have developed alternative models for the flow of students between consecutive years. See, for example, Ruben Klein (1998) “**Measuring internal efficiency of the educational system**”, *Proceedings of the Joint IAASS/IAOS Conference*.

An additional condition for attaining this goal is to assure that students not only enter the first grade of primary school, but that they also are able to move through this level. Therefore, an approximate measure that may be used to this end is the so-called survival rate to the final grade of primary education that is shown in the following graph.

Graph 7 Survival rate to the final grade of primary education (result of the between-year flow between the school years beginning in 2001 and 2002).



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

As can be observed, only two countries (Chile and Barbados) show survival rates to the final grade of more than 95%. Another two countries (Uruguay and Mexico) surpass the 90% threshold, and ten countries (Ecuador, Colombia, El Salvador, Guyana, Bahamas, Nicaragua, Paraguay, Dominican Republic, Guatemala, and Trinidad and Tobago) have ratios that are below 75%. In the latter countries, internal efficiency levels of the system are particularly worrisome.

In effect, grade repetition and school drop-out are two problems that have repeatedly been cited in Latin America and the Caribbean¹² and that have a negative impact on the probability of concluding this level of schooling due to age gap the repetition produces.

The large number of students who repeat grades is an imperfect indicator of the limitations of education systems in assuring that students successfully progress through them achieving the learning levels required. This is explained by the different policies in regard to student grade promotion and repetition. Moreover, growing evidence regarding the lack of success of grade repetition as a mechanism aimed at providing students with a “second chance”¹³ supports the growing use of automatic grade promotion policies in countries that

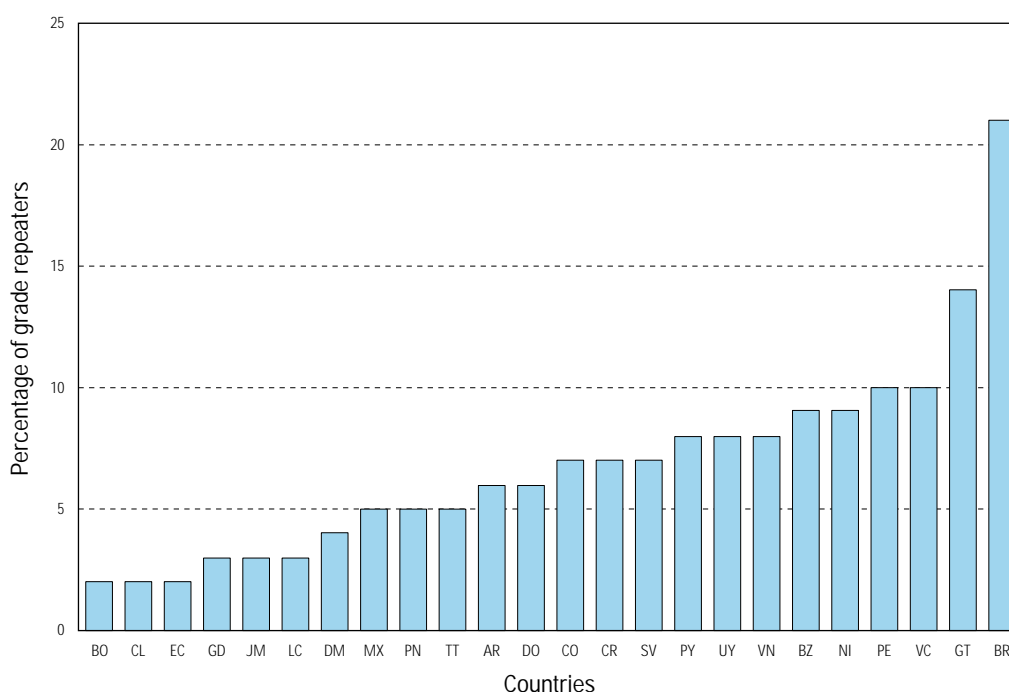
12 OREALC UNESCO/Santiago (1981) **Major Project of Education for Latin America and the Caribbean**; and UNESCO (2000) **Dakar Framework of Action**, included in the Framework of Action of the Americas of Education for All.

13 Crahay, M. (1996) *Peut-on lutter contre l'échec scolaire?* cited by Demeuse, Crahay and Monseur (2001) *Efficiency and Equity*, chapter 2 of Hutmacher, Cochrane, Bottani et al. (2001) **In Pursuit of Equity in Education**.

traditionally had not used them. Such policies make it difficult to use grade repetition indicators for comparing cross-national academic comparisons.

However, independent of grade promotion and repetition policies, a student who repeats a grade represents the need to face additional costs for his or her education. In this sense, the percentage of repeating students¹⁴ is a direct indicator of a waste of invested resources. These effects have been widely documented¹⁵. Therefore, we here present current grade repetition levels for Summit of the Americas countries.

Graph 8 Percentage of grade repeaters in primary education. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

If one multiplies the number of students enrolled as grade repeaters for a given year by the unitary cost of providing education services of the level one discovers that the total value of public resources spent on repetition for primary education only equals 5.7 billion USD (PPP) per year in the 22 countries considered¹⁶.

Brazil accounts for 61% of this figure, while Granada accounts for only .03%. However, these proportions should be analyzed considering, first, the different sizes of enrollments. Thus, if the percentages of grade

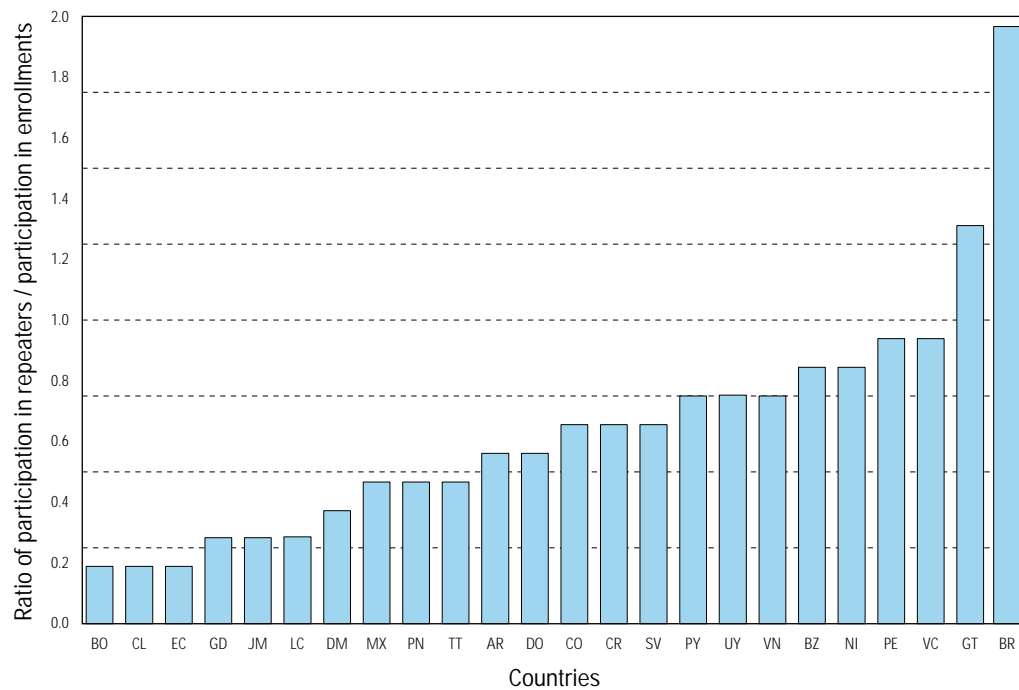
14 Note that one uses the percentage of grade repeaters and not the grade repetition rate. The former refers to the fraction of enrollees in a given year who are repeating a grade, while the latter refers to the fraction of enrollees in a year who in the following year enroll in the same grade. In this sense, the percentage of grade repeaters describes the situation at a given time; while the grade repetition rate refers to the inter-annual flow of students.

15 ECLAC/UNESCO (2004) *Invest better to invest more*, and Bruneforth, Motivans, Zhang (2004) *Investing in the future: financing the expansion of educational opportunity in Latinamerica and the Caribbean*, UIS Working Paper No. 1.

16 This figure refers to the 22 countries with information available for calculation. Moreover, it is referential, since it has been calculated using public spending per student and the percentage of repeaters which is national (including public, private and government subsidized private schools) plus total enrollment. A more precise calculation would require information desaggregated by governance for the three elements used (unitary cost, percentage of repeaters, and enrollment). Bruneforth, Motivans, and Zhang (2004: 26) estimated the additional cost of grade repetition in primary and secondary schools to be more than 11 billion USD (PPP) for the year 2000 in 15 countries of Latin America and the Caribbean.

repeaters were equal in all countries the distribution of the number of repeaters would be exactly in line with the number of enrollees. Therefore, if we compare both distributions we obtain a corrected estimate considering the size of the contribution of each country. The following graph illustrates this comparison:

Graph 9 Ratio between relative participation of each country in the total number of repeaters and relative participation in total enrollments. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

It can be seen that only Brazil and Guatemala is the number of grade repeaters a larger proportion than that contributed by enrollment (1.9 times in the case of Brazil, and 1.3 times in the case of Guatemala), while countries such as Bolivia, Ecuador, Chile, Santa Lucia, Granada, and Jamaica the volume of repeaters is less than one-third of the volume of enrollees.

Similarly, the contribution that each country makes to the aggregated waste of financial resources is also dependent upon their spending per student. In effect, countries that make greater economic efforts, understood as greater per-student spending, lose a greater volume of resources for each student that repeats a grade. However, this should not lead to the conclusion that countries should spend less in order to waste less; rather, they can assure a better use of resources by seeing to it that students make progress and remain within the system.

Completion of primary education

In order to treat completion of primary education we present below information related to both current volumes and expected completion as a proportion of persons who are able to complete this level of education.

MEASURING COMPLETION

In order to measure completion of primary education one may develop different approximations that have been the subjects of methodological discussions in recent years.

On the one hand, it is possible to describe numbers of the population that complete a particular level, or the proportion of persons of a particular population group that do so. On the other hand, it is possible to have measures of what in fact takes place at a given moment (that shows the result of past behaviors of the education system in terms of access, repetition, progress through the system, etc.) or of what one expects to happen (data on current behavior of the education system).

Thus, the UNESCO Institute for Statistics (UIS) has developed four measures of volume, two of which correspond to current situations and two to expected ones. These measures are:

- 1. Gross intake ratio to the final grade of primary education. Treats the volume of persons who currently enter the last grade of primary education expressed as a proportion of the population of the reference age to be enrolled in that grade.*
- 2. Gross primary education graduation ratio. Treats the volume of persons who currently conclude primary education expressed as a proportion of the population of the reference age to so graduate.*
- 3. Expected gross intake ratio to the final grade of primary schooling. Provides an estimate of the volume of the population expected to enter the last grade, given current entry volumes and enrollment patterns.*
- 4. Expected primary education gross graduation ratio. Provides an estimate of the volume of the population expected to conclude the last grade of primary education given current entry volumes and enrollment standards.*

For its part, UNESCO's Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO) has developed complementary efforts to be able to provide measures on the proportion of persons who complete a given level of education. These measures also correspond to current completion that express past behaviors of a system, such as estimate measures of what one expects to happen given current behaviors of the educational system.

These measures are:

- 5. (Current completion level) The proportion of persons who completes a number of years of education equivalent to at least the duration of the level analyzed.*
- 6. (Expected completion level, 1) Projection of the observed historical trend for the former indicator.*
- 7. (Expected completion level, 2) Estimate of the probability of reaching the final grade of primary education for the population of entry age, using current school career patterns of students enrolled in primary education.*

In addition to the above, it is also possible to utilize an indicator that treats timely completion of a particular level. That is, the proportion of persons who, being of the age to complete a level, have in fact done so. As noted by authors who propose this indicator, it provides a summary measure of the over-all efficiency of the system in assuring timely entry as well as uninterrupted progress or loss throughout the observed level of education.

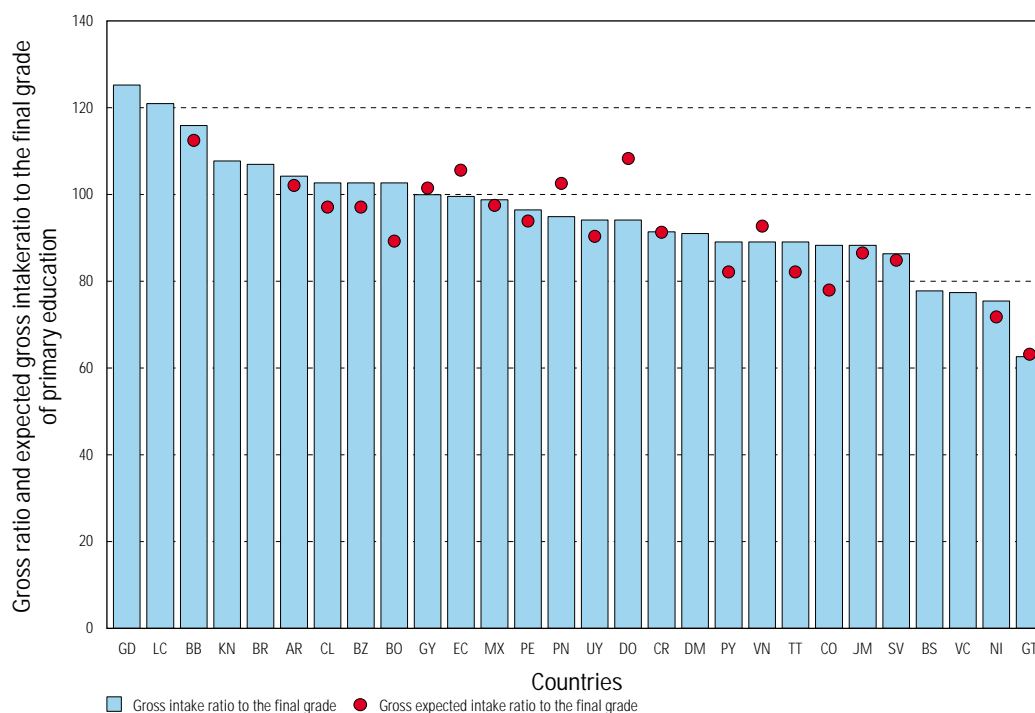
This report has used information from the first six indicators mentioned here. The seventh is currently being constructed in a joint effort of UIS and OREALC UNESCO/Santiago and for this reason is not yet available.

*References: The measures developed by UIS are outlined in UIS (2005) **Global Education Digest**. Those developed by OREALC UNESCO/Santiago are in Guadalupe, C. and Louzano P. (2003) **Medición de la conclusión universal de la educación primaria en América Latina** y Guadalupe, C. and Taccari, D. (2004) **Conclusión universal de la educación primaria: ¿cómo evaluar el progreso hacia esta meta?***

*The last mentioned measure has been proposed by Guadalupe, Rodríguez, and Silva "Pautas para el desarrollo de indicadores educativos" in Guadalupe, C. et. al (2001) **La educación peruana a inicios del nuevo siglo**.*

Information on volumes of the population that complete primary education shows that currently in a significant number of countries, a number of students near to even more than the population of age to be enrolled in and complete the last year of primary school actually do so. The following graph shows the volumes of persons that enter (bars in the graph) and that are expected to enter (points on the graph) the final grade of primary education, expressed in terms relative to the reference age population.

Graph 10 Gross intake ratio and expected gross intake ratio to the final grade of primary education. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

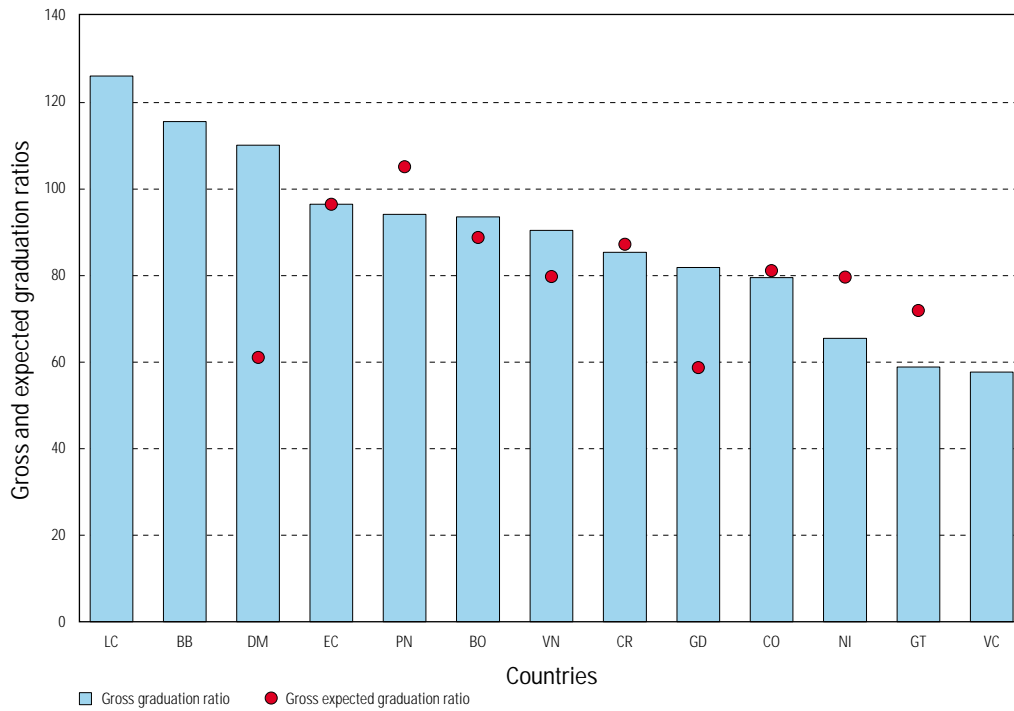
In cases in which these indicators yield values near or above 100 percent, this indicates that the education system would have the capacity to receive in the final grade all of the population that theoretically should be enrolled.¹⁷ Thus, showing a value of the indicator near or above 100 percent denotes a necessary, but not sufficient condition for achieving the goal.

Of particular note here is the fact that in ten countries these ratios are below 90%, even dropping to 80% in four cases. In these countries, the indicator shows that one of the conditions necessary for achieving the goal would require a considerable extra policy effort. Moreover, with few exceptions, the expected ratios do not show substantial variations from current entry and enrollment characteristics.

A similar situation is shown by the equivalent indicators that measure the relative volume of the population that graduates (bars) and expected to graduate (dots) from primary schooling in the cases where such indicators are available.

¹⁷ This phrase is expressed in the conditional tense since the distribution of educational service offerings does not necessarily occur in a homogeneous fashion within a country, or the transaction costs involved in gaining access to educational services are not necessarily equivalent. Concentration of educational services in some parts of a country, together with high over-age rates can result in high values for the indicator without this meaning that the entire population has access to services. Therefore, interpretation of this indicator (as with any other of the so-called gross or apparent intake ratios used in education) should be made with particular care.

Graph 11 Gross and expected graduation ratio for primary education. School year beginning in 2002.

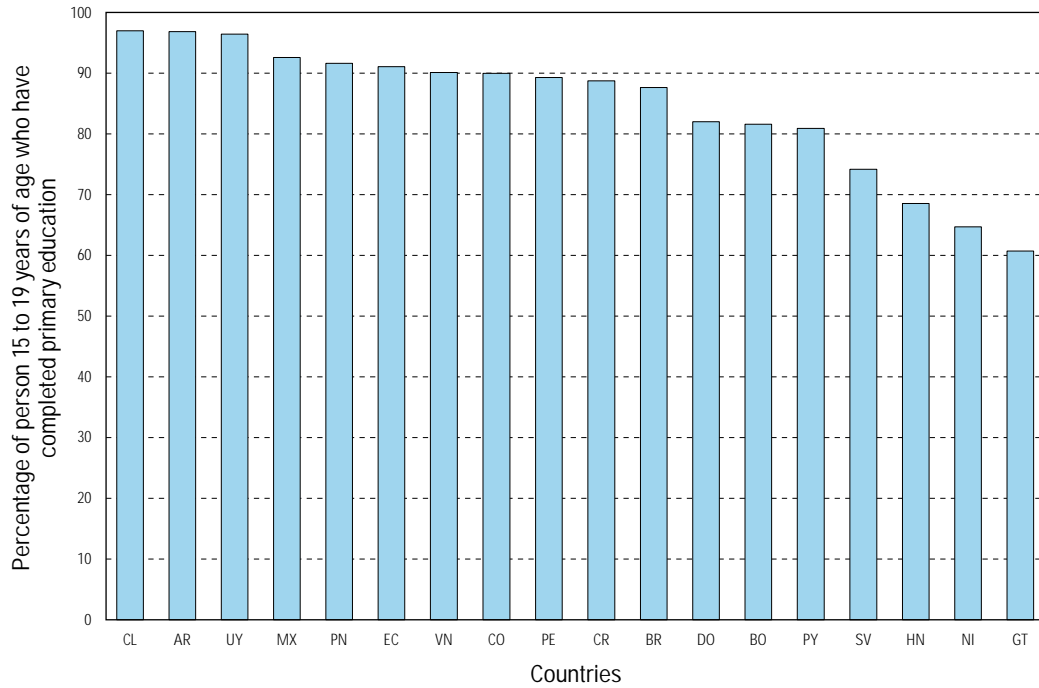


Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

Observation of levels of primary education completion among those who have had the opportunity to do so who are of ages immediately following the ranges associated with enrollment at that level provides a clear idea of the situation in question. Thus, measurement of the proportion of persons who complete primary education clearly illustrates the situation in regard to the goal. Available information for the population 15-19 years of age shows the following:¹⁸

¹⁸ See technical notes regarding the relation between ages of the population and historical trends of this indicator in UNESCO (2004) **Universal primary completion in Latin America: Are we really so near the goal?**

Graph 12 Percentage of persons 15 to 19 years of age who have at least completed primary education.



Source: UNESCO (2004) **Universal primary completion in Latin America: Are we really so near the goal?** Based on information derived from household surveys processed by ECLAC.
 Note: See the data appendix for details.

Thus, only three countries (Chile, Argentina¹⁹, and Uruguay²⁰) have exceeded the 95% threshold of completion primary education for their populations of recent completion age group for this level. To these three, we may add another four countries (Mexico, Panama, Ecuador, and Venezuela) that have passed the 90% conclusion threshold. At the same time, it must be noted that four countries (El Salvador, Honduras, Nicaragua y Guatemala) have completion levels of under 75%.

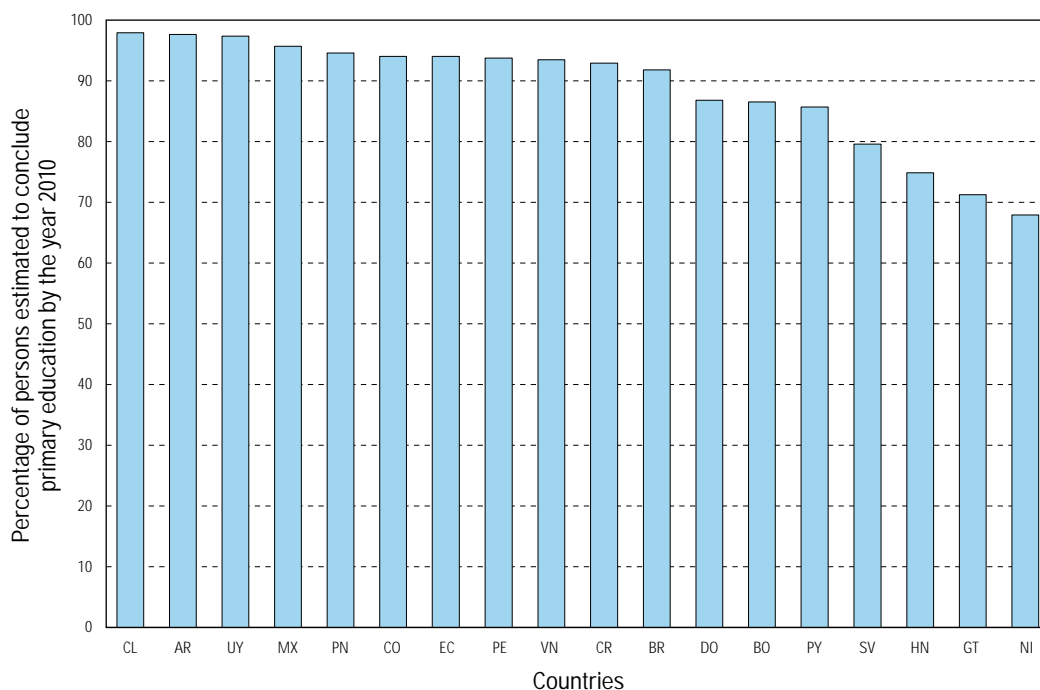
These percentages mean that of the 50.5 million young people between 15 and 19 years of age who live in the countries studied, slightly less than six million have not concluded primary schooling.

Available information also allows us to estimate the proportions of the population that by the year 2010 will complete primary education. This information is presented in the following graph.

¹⁹ Urban areas only.

²⁰ Urban areas only.

Graph 13 Percentage of persons estimated to complete at least primary education by the year 2010.



Source: UNESCO (2004) **Universal primary completion in Latin America: Are we really so near the goal?** Based on information derived from household surveys processed by ECLAC.
 Note: See the data appendix for details.

The graph shows that one can estimate that only one country (Mexico) will join the group of countries with at least 95% of children who today are between 5 and 9 years of age and will have completed their primary education by the year 2010. Most of the countries observed (the four previously mentioned as well as Panama, Colombia, Ecuador, Peru, Venezuela, Costa Rica, and Brazil) will pass the threshold of having 90% of the population within the cited age range who have completed primary education. At the same time, it is notable that three countries (Honduras, Guatemala, and Nicaragua) will not reach the 75% threshold, and one country (El Salvador) will not achieve 80% unless substantial additional efforts are made

Thus, we estimate that in the set of countries observed, 92.1% of children who in the year 2002 were between 5 and 9 years of age will have completed primary education by the year 2010.

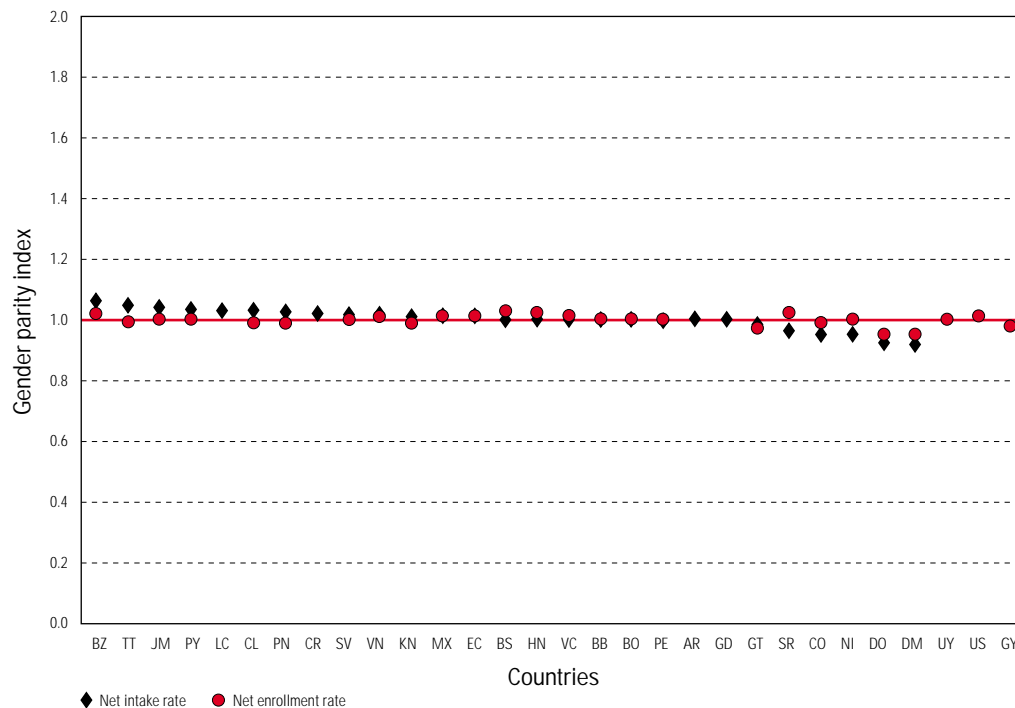
Equity gaps in access to and completion of primary education

As we have observed, levels of progress toward achieving universal completion are not homogeneous between countries. At the same time, one needs to inquire whether within countries progress toward guaranteeing this right to all has taken place so that all social groups have been treated in an equivalent manner. In order to do so, one needs information on levels of progress by different breakdowns.²¹

²¹ Projections will not be used in this section due to limitations of the sampling designs utilized in the surveys. Reference will be made only to information from countries that present breakdowns considered in the sources used.

The first of these to be observed has to do with gender parity in terms of the access rates observed. The following graph shows these parity levels in regard to net rates of entry and enrollment in primary education.²²

Graph 14 Gender parity index and net intake and enrollment rates in primary education. School year beginning in 2002.



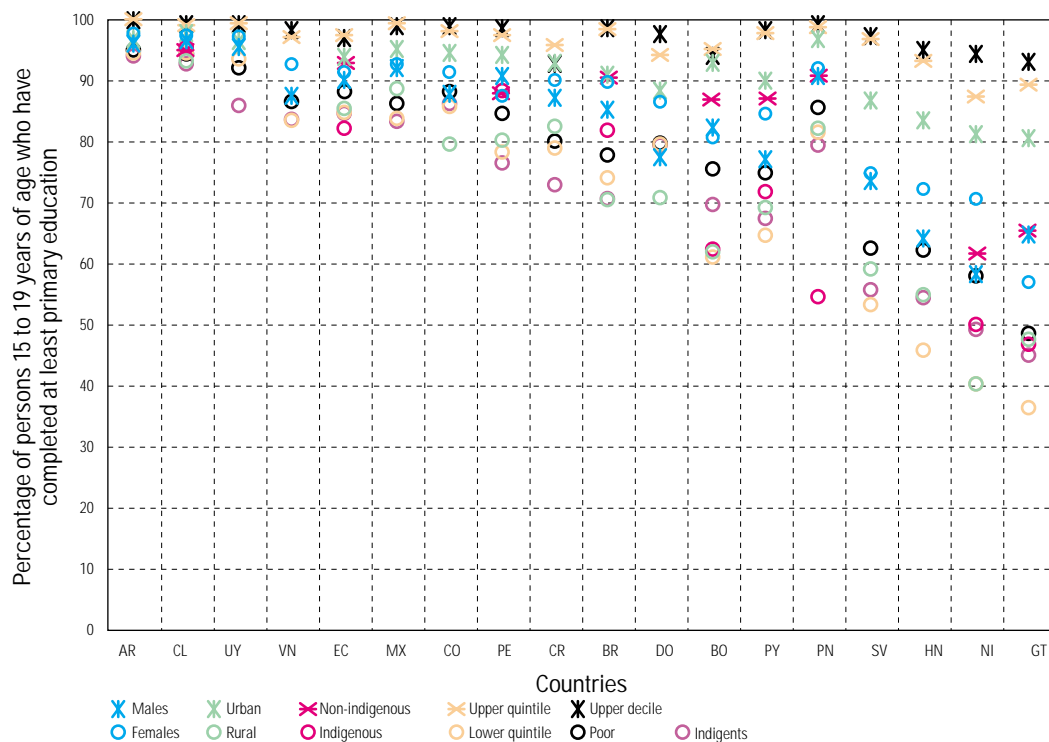
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

Although in some countries intake rates show a larger proportion of timely entry in the case of females (Belize, Mexico, Trinidad and Tobago, Jamaica, Paraguay, Santa Lucia, Chile, Panama, and Costa Rica) or of males (Surinam, Colombia, Nicaragua, Dominican Republic, and Dominica), these differences are in general small, with the index showing values that vary around parity to a very limited extent (between 0.92 and 1.09). These differences are further reduced when we look at parity levels of the net enrollment rate at each level. In effect, the gender parity index of the net enrollment rate for the primary level presents values that vary even less (between 0.95 and 1.03).

Furthermore, available information reveals the percentage of persons from 15 to 19 years of age who have completed primary education by gender, area of residence, income quintile, poverty status, upper income decile, and ethnic or racial group. Therefore, it is possible to identify differences of various kinds in each country in terms of each of these dimensions regarding equity.

²² The parity index is calculated as a coefficient between the ratios corresponding to females and males. Thus, an index greater than 1 shows that the value of the indicator is greater in the case of the female population, while an index of less than 1 shows the opposite.

Graph 15 Percentage of persons 15 to 19 years of age who have completed at least primary education, by different breakdowns.



Source: UNESCO (2004) **Universal primary completion in Latin America: Are we really so near the goal?** Based on information derived from household surveys processed by ECLAC.
 Note: See the data appendix for details.

This graph not only shows differences within each country, but also to what extent gaps have been closed in each case. Thus, only two countries (Argentina²³ and Chile) show situations in which the observed population always shows completion percentages of above 90% and the differences between social groups are smaller. Only in four other countries (Uruguay,²⁴ Venezuela, Ecuador, and Mexico) do all groups present completion percentages above 80%. In the other cases, the differences may be very high so that national averages mask the complexity of the situation.

In effect, in three countries (Honduras, Guatemala y Nicaragua) the lowest income sectors (the lower quintile) show completion percentages of below 50%; in seven more countries (Peru, Costa Rica, Brazil, Dominican Republic, Bolivia, Paraguay y El Salvador) this percentage is less than 80%.

Similarly, populations that are underprivileged due to their skin color or ethnic background have completion percentages of below 80% in five (Bolivia, Paraguay, Panama, Nicaragua y Guatemala) of the nine cases in which such information is available.

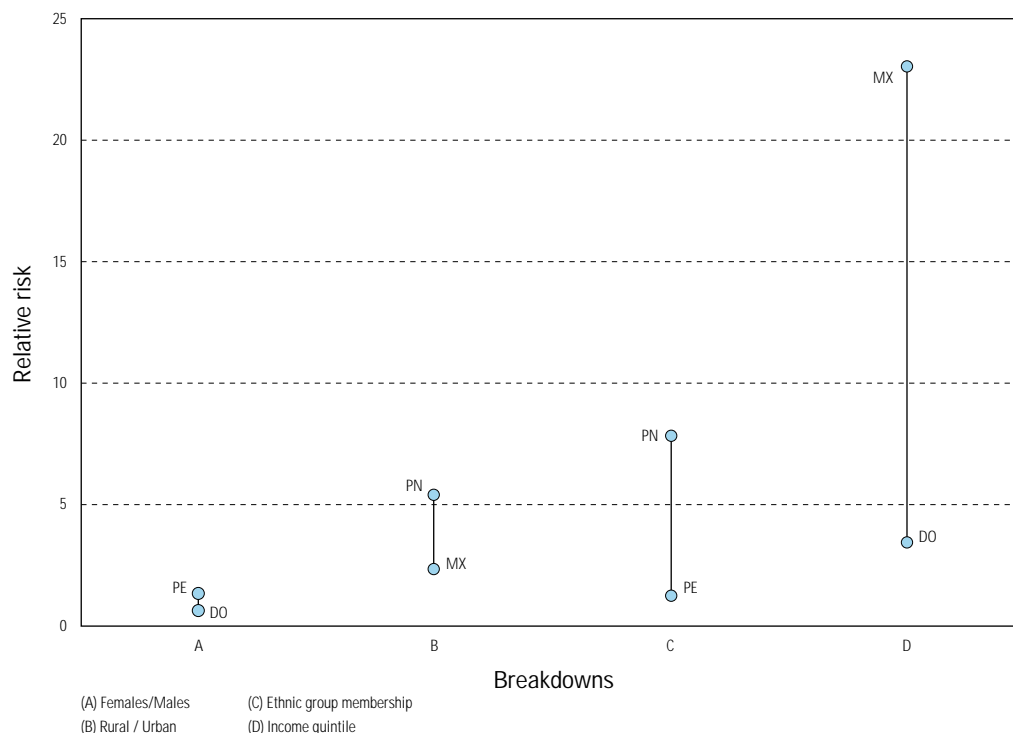
Another way of presenting this information is to look at the relative risk of not completing primary education. This procedure compares the probabilities of non-completion of two different population groups (for example,

23 Urban areas only.

24 Urban areas only.

males and females), and expresses the difference in terms of how more probable it is that a person will not conclude primary schooling if belonging to group x than to group y²⁵. The following graph shows variations in relative risks according to different criteria for the countries observed.

Graph 16 Relative risk of not completing primary education.



Source: UNESCO (2004) **Universal primary completion in Latin America: Are we really so near the goal?** Based on information derived from household surveys processed by ECLAC.
 Note: See the data appendix for details.

Thus, one can see that the greatest differences in terms of the risk of not completing primary education are associated with differences in income levels of the population. In effect, the risk of not concluding primary school for those persons in the lowest income quintile is, in the country with the smallest differences, 3.4 times greater than for those in the upper quintile. It reaches 23 times in the country with the greatest differences.

For their part, differences between ethnic or racial groups and between populations of different areas of residence (urban/rural) also show significant differences, although less than in the case of comparisons based on income. In effect, the relative risk of not completion among native peoples (or black/mixed race in Brazil) is between 1.2 and 7.8 times greater than for the rest of the population. In rural areas the risk is between 2.4 and 5.4 times greater than for those living in urban areas.

²⁵ Relative risk is calculated by comparing the percentage of persons from 15 to 19 years of age without complete primary schooling among group X, and the percentage of persons from 15 to 19 years of age without complete primary schooling among group Y. It measures the increment of the probability of not completing primary education upon considering membership in group X instead of group Y. Operationally, it is the quotient between both percentages.

Finally, differences associated with gender are those that present the smallest magnitudes, going from countries in which females have a higher probability of completion to those in which the difference favors males. But these differences always have lower magnitudes. Thus, the probability of not completion for the female population varies between 0.6 and 1.4 times more than for males.

It is clear, therefore, that the major differences in probabilities on not completion are associated with income levels of the population.

The quality of learning in primary education

As we noted in the introduction of this report, the joint use of education indicators adopted by PRIE provide information on the state of education in Summit of the Americas countries, treating different aspects linked to the quality of education in these countries, meeting demands regarding multi-dimensionality that the concept of quality implies. From this point of view, and given the areas analyzed and to be developed, it is important to note that it is essential to assess those aspects linked more specifically with the quality of education in general and in primary education in particular in order to analyze progress toward achieving this goal.

Thus, just as important as assuring that children enter school and are able to move through and conclude primary education is assuring that the experience of education results in development of the knowledge, skills, and attitudes that for students represent opportunities to develop as individuals, as social beings, as people able to act, be enterprising, and to continuously learn.

The concern for guaranteeing learning has led to the development of national student performance assessment systems, developed mainly during the 1990s in the framework of education reforms in many countries. At the same time, different international experiences have contributed to providing comparative information and analysis on this theme.

Unfortunately, international studies either include few countries of the Summit of the Americas, provide little significant information in regional terms, or analyze situations that apply to situations many years in the past. Thus, to date, existing comparable information between countries is limited. More recent information resulted from the participation of countries in the First International Comparative Study on academic performance of students in language and mathematics in the third and fourth grades of primary school which was carried out by UNESCO in 1997²⁶ (12 Summit of the Americas countries of a total of 13 participants); the Program for International Student Assessment (PISA) of the OECD - the Organization of Economic Cooperation and Development (9 Summit of the Americas countries, including the future participation of Colombia, of a total of 60 participants)²⁷; and the Trends in International Mathematics and Science Study (TIMMS) of the International Association for the Evaluation of Educational Achievement (IEA).²⁸

Only the first of these studies provides information on learning in primary schools. Although its results refer to a situation seven years ago, many of its findings are still current and will therefore be reviewed in this section.

26 For more information on this study, carried out by the Latin American Laboratory for Assessment of the Quality of Education, see: <http://www.unesco.cl>

27 For more information on this study, see: <http://www.pisa.oecd.org>

28 For more information on TIMMS, see: <http://timss.bc.edu>. The first round in 1995 included 45 countries (5 of the Summit of the Americas group); the second round in 1999 included 38 countries (3 of the Summit of the Americas group); the third round in 2003 included 49 countries (3 of the Summit of the Americas group); and the round scheduled for 2007 foresees the participation by 64 countries (6 of the Summit of the Americas group).

It should be noted that UNESCO has been working on a new version of this international study that will produce information on 18 Summit of the Americas countries for the year 2006.

At the same time, national student achievement assessment systems have produced a very wide set of relevant information, although it is not necessarily comparable²⁹.

The development of such national assessment systems has gone through various stages. Initially, most of the studies developed were curriculum-based and intended to maximize variance of results in order to facilitate identification of factors associated with such variability and thus provide education authorities with relevant information for decision-making. There has recently been increasing interest in measuring achievement in regard to learning levels defined as necessary minimums or as achievement objectives. Legislation of the United States designed to prevent education gaps (the *No Child Left behind Act*) is an example of this trend.

Given this context, PRIE has assumed the task of contributing to the identification of a common set of educational content and levels of proficiency that may be used as references for Summit of the Americas countries. The results of this effort may also aid development of future comparative student achievement measurement efforts, as well as stimulate wider discussion on the kinds of learning that education systems need to assure. This is of particular importance both for curricular policy and for teacher training.

As it has been shown in a number of publications,³⁰ evidence provided by the first UNESCO study in 1997 shows a disturbing student achievement distribution, marked inequalities in achievement levels between different demographic strata, and the existence of a set of factors that influence student achievement levels and that may be mobilized even within the most unfavorable contexts.

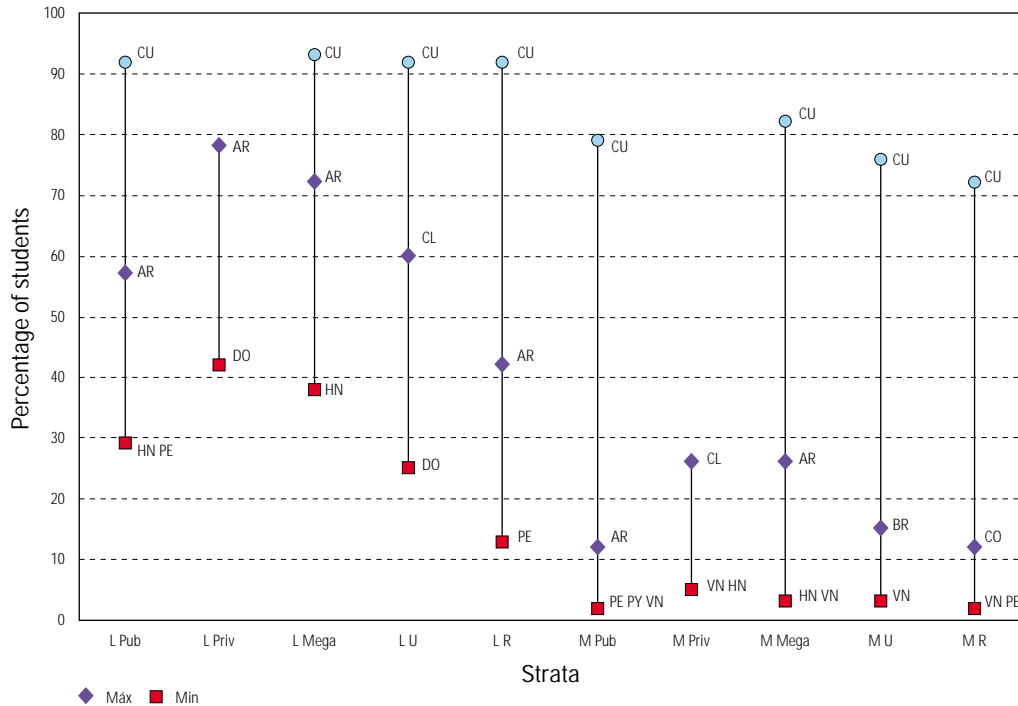
The proportion of students who demonstrated the highest levels of achievement in the common curricular content treated by the study varied between 13% and 78% in language and by only 2% and 26% in mathematics for the eleven Summit of the Americas countries that participated in the study.³¹ It is notable that the highest test scores were those of students in private schools located within large cities, while the lowest scores were those of students in rural areas.

²⁹ For more information on national assessment systems, see: <http://www.preal.org/GTEE/>

³⁰ See the three reports of the first UNESCO study at <http://www.unesco.cl>. This site also offers a report on the qualitative study on schools in particularly unfavorable conditions but with outstanding test results.

³¹ The study also included Costa Rica, the results for which were not published due to not meeting established requirements for timeliness and standardization. Cuba, a country not part of the Summit of the Americas, also participated and, as is well-known, showed student achievement significantly higher than the other participating countries.

Graph 17 Percentage of students attaining the highest proficiency level in language and in mathematics, by different breakdowns. Year 1997.



Source: UNESCO (2001) LLECE. **Technical Report of the First International Comparative Study.** Available at www.unesco.cl

Note: Included in data on Cuba (CU) which is not a Summit of the Americas country. Cuba is part of the LLECE study. Analysis of available data is based on information on the entire set of participants. See the data appendix for details.

PROFICIENCY LEVELS IN THE FIRST UNESCO STUDY UNESCO

LANGUAGE

I (primary literal reading). This is the most basic and simple reading level, and involves recognition of explicit local level structures: identifying actors in a story, key plot fragments, and explicitly stated relations.

II (literal reading as paraphrase). This level presents a greater degree of reading complexity, and requires word interpretation guided by a literal sense of the text. Responses require recounting the text in other words, without necessarily being a insightful interpretation of it.

III (inferential reading). This level requires filling empty spaces in the text, explaining assumptions upon which it is structured, linking micro and macro - level arguments, and identifying different forms of relations implicit in the text. Questions require relating a part of the text to a partially-explained theme and recognizing textual outlines.

MATHEMATICS

I (basic math). Students are able to carry out exercises that require superficial recognition of mathematical structures. They are able to master elemental mathematical language and show skills related to reading and writing numbers, recognizing geometric figures identifying simple patterns and carrying out elementary operations.

II (recognition and use of simple mathematical structures). Students at this level are able to recognize mathematical structures. They can do routine classroom exercises such as solving simple problems that require the four basic mathematical operations.

III (recognition and use of mathematical structures). Students at this level are able to recognize complex mathematical structures. They can carry out usual and more elaborate procedures in solving problems including those that involve recognizing the structure of decimals and recognize positional values in order to establish equivalencies.

Source: UNESCO (2001) Technical report of the First Comparative International Study. Available at www.unesco.cl

In regard to the set of factors that explain variations observed in levels of student performance, this study emphasized the importance of the following elements:

- A disciplinary climate in the classroom, understood as the existence of an atmosphere of non-aggression between students in which they feel comfortable as like “good friends”.
- Teachers attribute learning results to the abilities of students.
- Involvement of parents and guardians.
- Whether teachers say that learning results from family support received by students has an inverse effect on these results.
- Whether teachers have additional employment; that is, the positive impact on student learning of teachers who work only at one school.
- The existence of criteria of grouping students by ability indicates that in schools where this is the case, student performance is lower.
- Whether the school has a library of substantial size.
- Whether teachers feel that their salaries are adequate.

3.2 ACCESS TO AND COMPLETION OF SECONDARY EDUCATION

The second of the goals contained in the Summit of the Americas Plan of Action stipulates that by the year 2010 all countries participating in this initiative should assure that at least 75% of their young people have access to quality secondary education with growing completion rates.

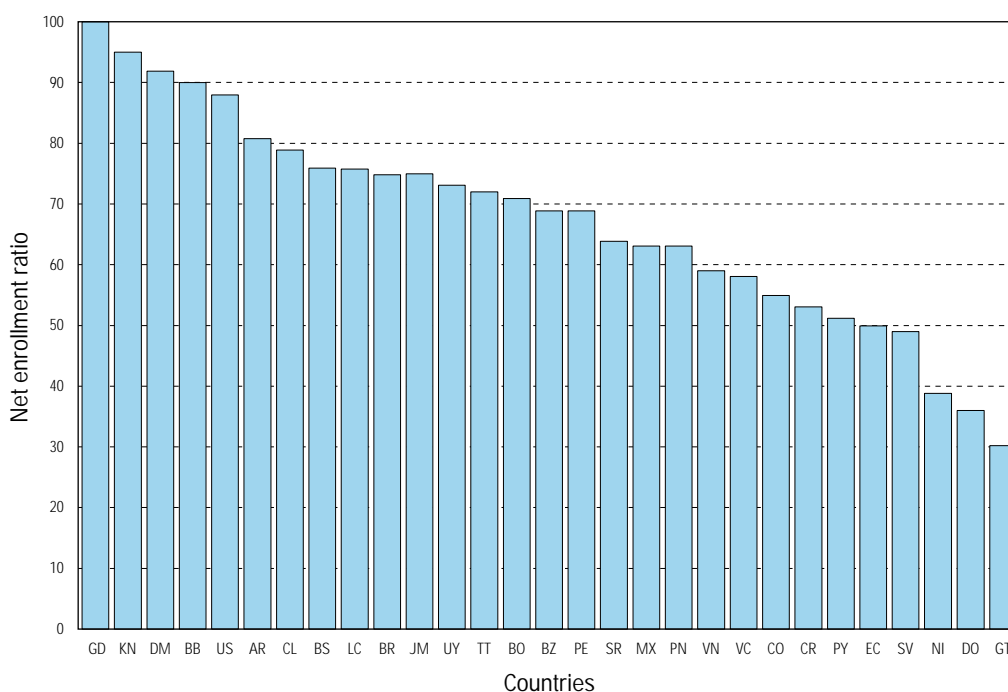
This goal is also in agreement with those established world-wide in the initiative of Education for All, and in particular in the Framework of Action for the Americas of that initiative.

In order to describe the progress of the Summit of the Americas countries toward this goal, this section is organized in the following sections: first, we present the degree of access to secondary education and which is one of the elements of the goal; second, we describe the current levels of completion of secondary studies, both over-all and by country; third, we analyze whether current conclusion levels show differences within countries as a way of verifying potential problems in regard to this subject. These three elements are also seen in regard to context variables and in describing systems that make it possible to establish behavioral standards that provide additional information to policy-making processes.

Access to secondary education

In order to provide information on levels of access to secondary education we use information corresponding to net enrollment rates at each level.

Graph 18 Net enrollment rates for secondary education. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

The graph shows that 11 countries (Granada, St. Kitts and Nevis, Dominica, Barbados, USA, Argentina, Chile, Bahamas, Santa Lucia, Brazil, and Jamaica) have access levels equivalent to 75% or more of its reference population- thus fulfilling this component of the goal.

NET ENROLLMENT RATE

The net enrollment rate for secondary education shows the proportion of persons who, of the officially established age to be enrolled in secondary education, are in fact so enrolled.

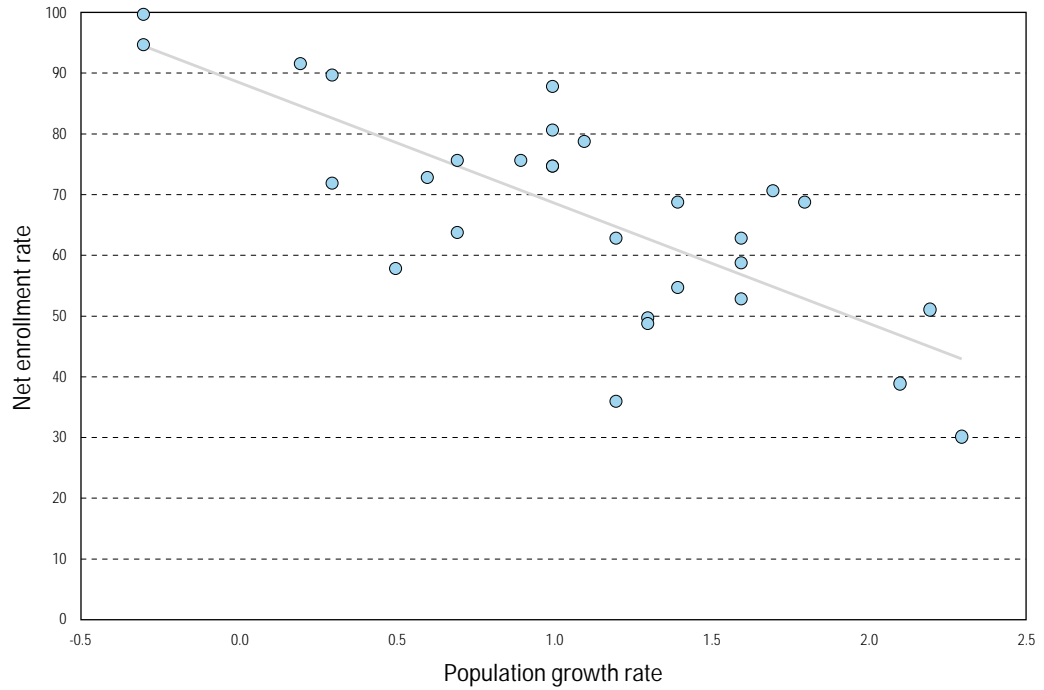
This can be calculated for both lower and upper secondary (levels 2 and 3 of ISCED 97) or combined for both levels. In this section we have used the combined ratio for the entire secondary level.

Another five countries (Uruguay, Trinidad and Tobago, Bolivia, Belize, and Peru) have enrollment rates that are 6% or less from the goal and, therefore, are near its achievement.

However, 13 countries (Surinam, Mexico, Panama, Venezuela, St. Vincent and the Grenadines, Colombia, Costa Rica, Paraguay, Ecuador, El Salvador, Nicaragua, Dominican Republic, and Guatemala) have rates below 65%. Of these, four countries, (El Salvador, Nicaragua, Dominican Republic, and Guatemala) have access levels below 50% of the population of the age to be in secondary school.

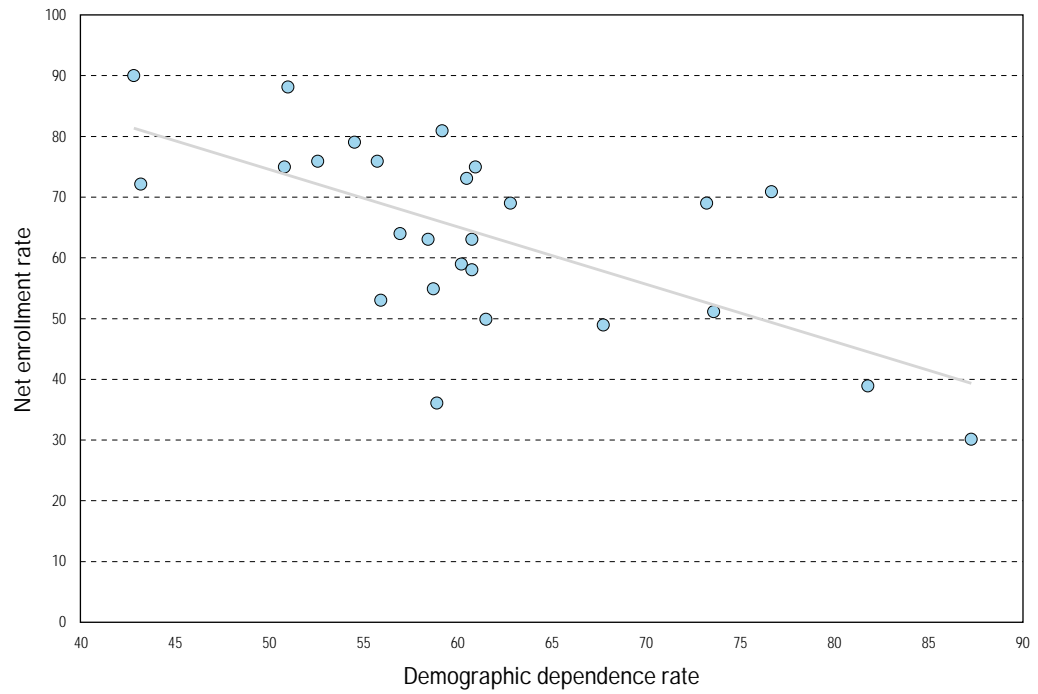
As in the case of timely access to primary education, we note that countries that face greater challenges in this regard are those that have higher levels of social demands as a result of demographic growth and dependence, as well as those that have larger proportions of rural populations and lower relative levels of development (measured both in terms of human development and of per capita wealth).

Graph 19 Net enrollment rate in secondary education and population growth rate.



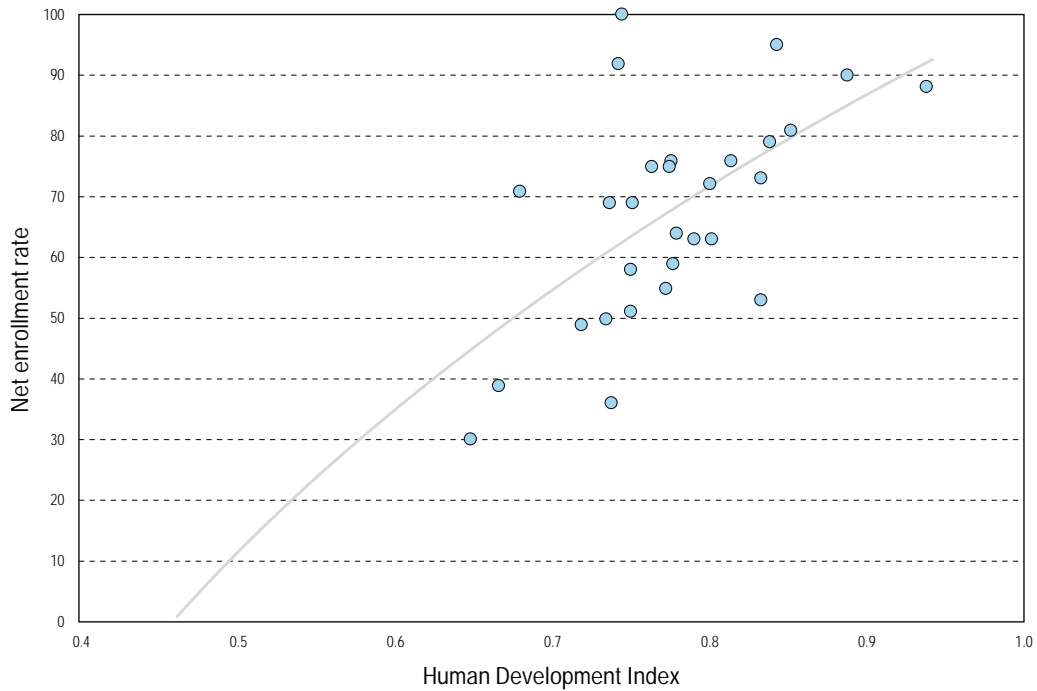
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and United Nations Development Program (UNDP) **Human Development Report 2004**.
 Note: See the data appendix for details.

Graph 20 Net enrollment rate in secondary education and demographic dependence rate.



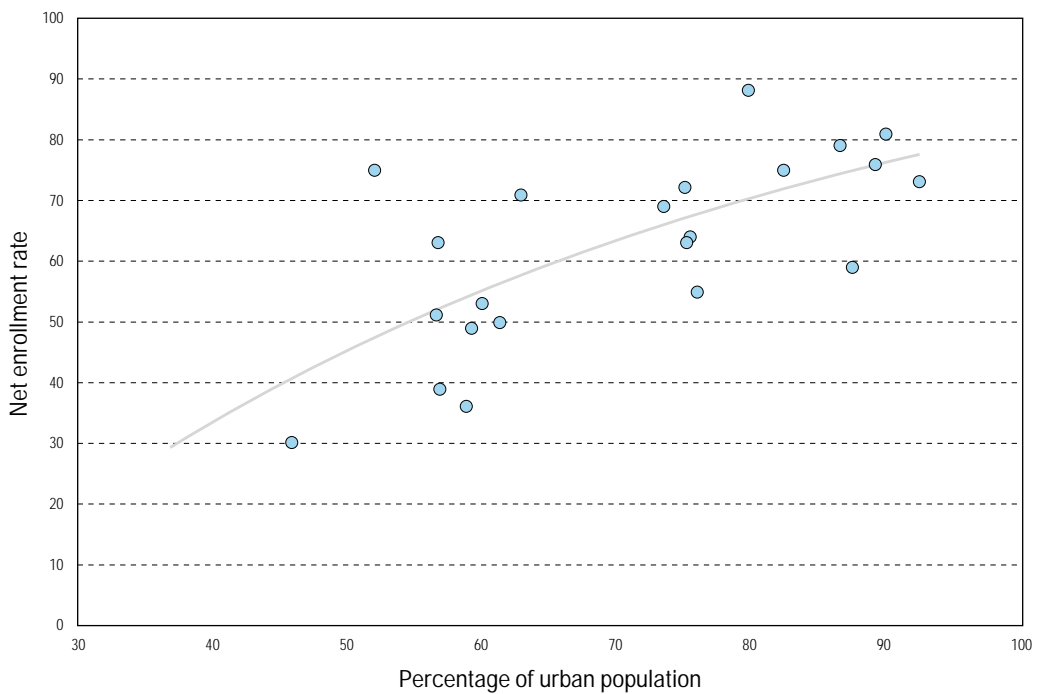
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and ECLAC-CELADE (2005) **Boletín demográfico 73**.
 Note: See the data appendix for details.

Graph 21 Net enrollment rate in secondary education and Human Development Index.



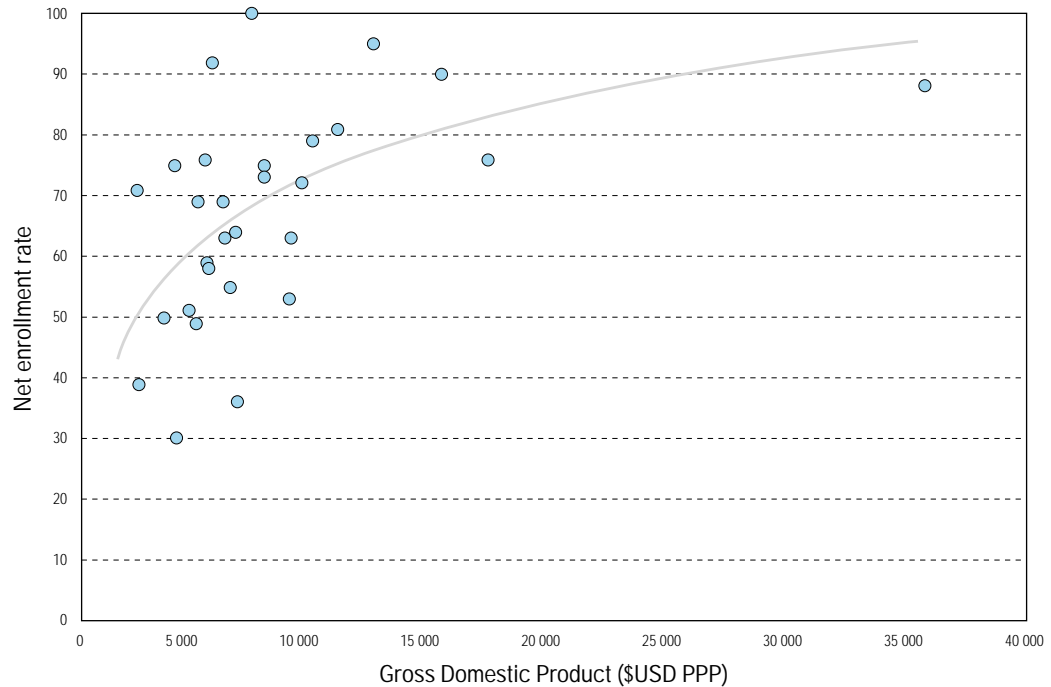
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and United Nations Development Program (UNDP) **Human Development Report 2004**.
 Note: See the data appendix for details.

Graph 22 Net enrollment rate in secondary education and percentage of urban population.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> y ECLAC, **Statistical Yearbook of Latin America and the Caribbean (2004)**.
 Note: See the data appendix for details. Excluded are small territory and low population countries in which differences between urban and rural areas are not clearly associated with the geographic dispersion and difficulty of access present in other cases.

Graph 23 Net enrollment rate in secondary education and Gross Domestic Product (\$USD PPP).



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and United Nations Development Program (UNDP) Human Development Report 2004.
 Note: See the data appendix for details.

Completion of secondary education

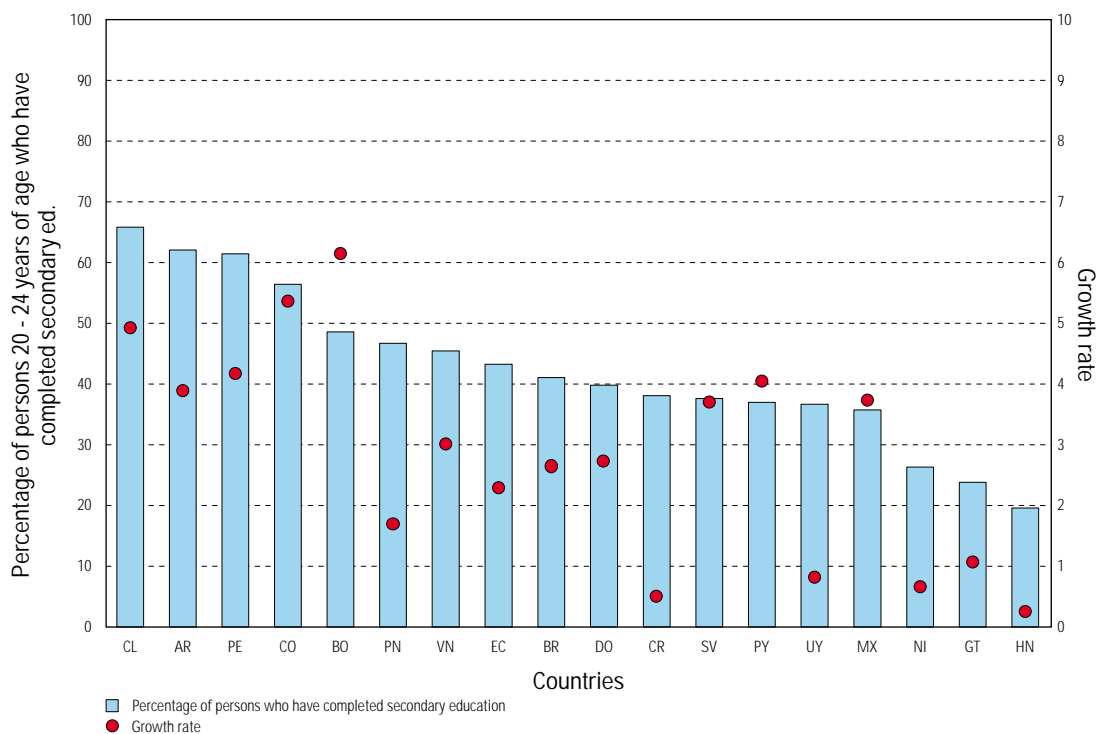
In order to treat secondary education completion and determine whether these are growing, we present below information on the proportion of persons 20 to 24 years of age that have successfully concluded that level of education and the variations of the proportion that have concluded secondary education in the last 25 years.

As shown in the following graph, completion levels for secondary education are not particularly high. In only three countries (Chile, Argentina³², and Peru) have more than 60% of those between 20 and 24 years of age concluded this level. In another 14 countries (Bolivia, Panama, Venezuela, Ecuador, Brazil, Dominican Republic, Costa Rica, El Salvador, Paraguay, Uruguay, Mexico, Nicaragua, Guatemala, and Honduras) this proportion is less than 50%. In three of these (Nicaragua, Guatemala, and Honduras) it is less than 30%.

On the other hand, completion levels among the population of ages corresponding to completion of secondary education in the last 25 years (the population 20 to 44 years of age) show very dissimilar rates of progress. Thus, countries such as Bolivia, Colombia, and Chile show particularly marked rates - between 2.9% and 6.1% for each 5-year period. At the same time, countries with very limited proportions of their young population with complete secondary education such as Honduras, Guatemala, and Nicaragua show very modest progress (between 0.2% and 1.1% for each 5-year period). Of note are the modest rates of progress of Uruguay and Costa Rica, in spite of being countries that have not achieved particularly high completion rates.

³² Urban areas only.

Graph 24 Percentage of persons 20 to 24 years of age who have completed at least secondary education and completion growth rates.



Source: ECLAC, Special processing of household survey data.
 Note: See the data appendix for details.

Given the high correlation between levels of completion and net enrollment rate of the given level, we may say that, with exceptions, the countries with lower levels of completion are also those that face greater challenges, given their levels of development and relative wealth, as well as their particularly demanding demographic conditions.

MEASUREMENT OF COMPLETION OF SECONDARY EDUCATION

As in the case of primary education, it is also possible to measure completion of secondary education by using different approximations, although in this case international debate has been less frequent. Nevertheless, measures used for primary education also may be used in the case of secondary education.

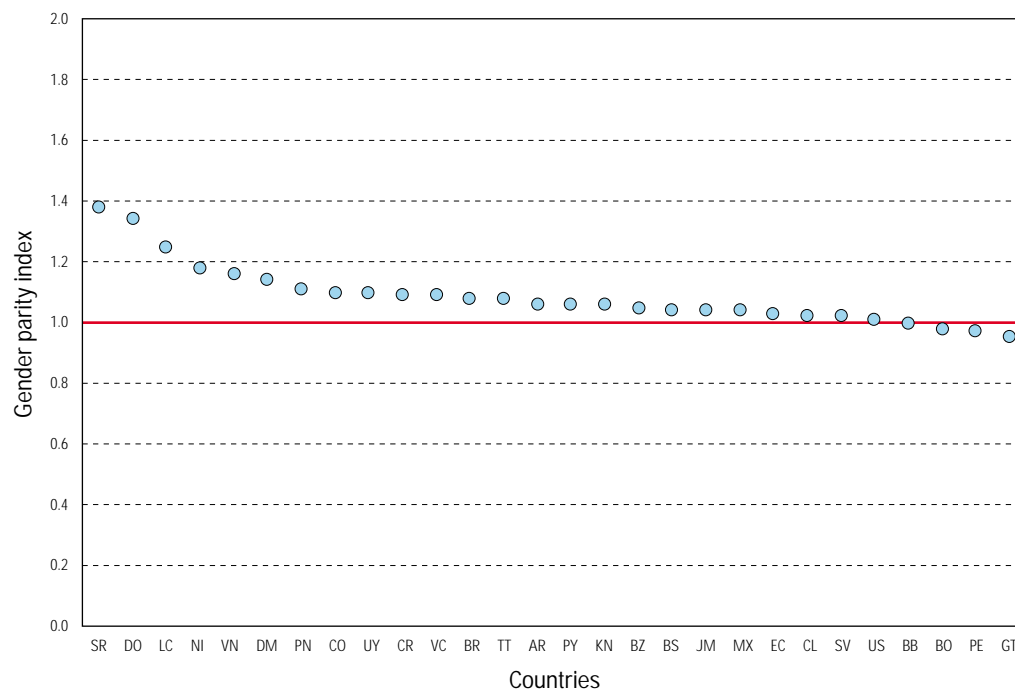
In this report it has been possible to make use of information equivalent to that used in the case of primary education as a direct measure of completion levels. In effect, we have used information on:

- 1. (Current completion level) The proportion of persons who have completed a number of years of education that is at least equivalent to the duration of the education level analyzed.*
- 2. Rates of progress toward higher completion levels. These are calculated as an artifact presented by changes in completion percentages in the last 25 years (approximating the values for the 20 - 44 year-old population by five-year age groups).*

Equity gaps in access to and completion of secondary education

A first element to be considered in relation to equity has to do with gender parity in regard to levels of access to secondary education.

Graph 25 Gender parity index of net enrollment rates in secondary education. School year beginning in 2002.



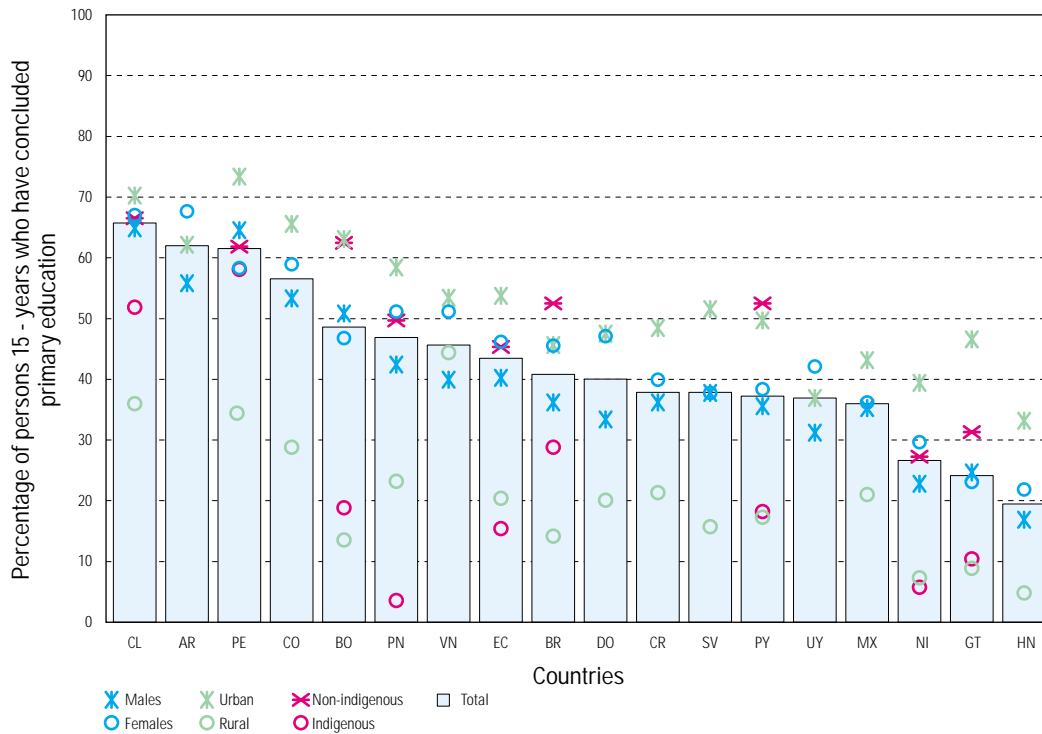
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

As can be seen, access levels to secondary education only show disadvantages for females in three cases (Bolivia, Peru, and Guatemala - countries with large indigenous populations) although these differences are quite limited in scope (the parity index in these countries varies between 0.98 and 0.95). However, all of the other countries show differences to the disadvantage of males. This substantiates a trend that has been observed for some years.³³ In countries such as Surinam, Dominican Republic, and Santa Lucia net enrollment rates of females in secondary education surpass those of the male population by more than 20%. Moreover, the gender parity index equals or is above 1.05 in another 14 countries (Nicaragua, Venezuela, Dominica, Panama, Colombia, Uruguay, Costa Rica, St. Vincent and the Grenadines, Brazil, Trinidad and Tobago, Argentina, Paraguay, San Kitts and Nevis, and Belize).

One may also note equity gaps in completion levels of secondary education in the population 20 - 24 years of age.

³³ See UNESCO (2004) *Universal primary completion in Latin America: Are we really so near the goal?*

Graph 26 Secondary education completion levels for persons 20 - 24 years of age by different breakdowns.



Source: ECLAC, Special processing of household surveys.
 Note: See the data appendix for details.

In contrast to the situation observed regarding completion of primary education, most countries show that their national figures are without important gaps, with the partial exception of Argentina.³⁴

In effect, excluding Argentina,³⁵ the percentages of people who have concluded at least secondary education in the most favored segment varies between 2 (Chile) and 17 (Panama) times that observed for the least favored segment of each country.

It is clear from the above that progress toward higher secondary education completion levels involves facing both general challenges related to successful provision of services, and particular attention to the less favored groups within each country.

³⁴ Urban areas only.

³⁵ Urban areas only.

Quality of learning in secondary education

As noted above, measurement of the quality of education systems cannot be reduced to merely looking at one dimension, however important it may be. In this sense, a set of education indicators that contributes to a multi-dimensional description and analysis of education systems can allow us to attain a more complete understanding of their quality.

However, learning levels have a key place in describing and thinking about education systems by contributing to treating a central objective of the system. They therefore deserve specific treatment.

Unfortunately, there is no internationally comparable evidence on student performance levels in secondary education that covers the entire set of Summit of the Americas countries.

The only international studies that can be taken as a reference on this point are TIMMS and PISA, in spite of including a very limited number of these countries.

Only three of the Summit of the Americas countries participated in both TIMMS 2003 and TIMMS 1999 (Argentina, Chile, and the USA in 2003, and Canada, Chile, and the USA in 1999). Moreover, the information on Argentina is not available.

Available results of the mathematics test show that the United States has been able to increase its average scores compared to the average of participating countries, while Chile shows an unstable behavior with a slight trend toward worsening its situation compared to the average of participating countries.

Given the base of comparison in which the emphasis is on viewing the relative positions of countries, and the explanation of variance around an empirical average, it is difficult to say if these behaviors indicate a problematic situation or not, except as a comparison with countries that lead the "positions table".³⁶

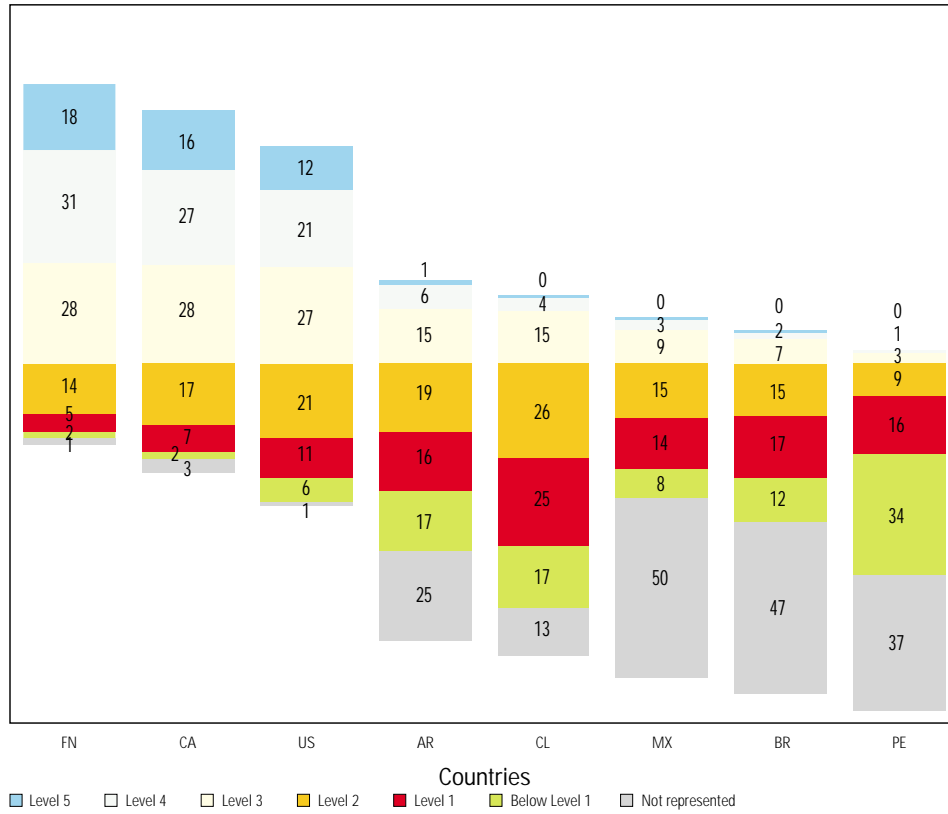
For its part, PISA has had slightly greater participation of Summit of the Americas countries. Its results are organized according to a criteria scale described in the corresponding Box.

Although PISA was not designed to assess results achieved in secondary education, both the age of the target population as well as objective sampling procedures (in this regard see the corresponding Box) permit us to use it as indicative information in this sense.

The results of PISA 2000 (focusing on language) and PISA 2003 (on mathematics) show that, with the exception of the United States and Canada, the other Summit of the Americas participating countries demonstrate significant difficulties in assuring that their 15 year-olds achieve skill levels that the study postulates as key in the contemporary world.

³⁶ For detailed information, consult the respective reports at <http://timss.bc.edu>.

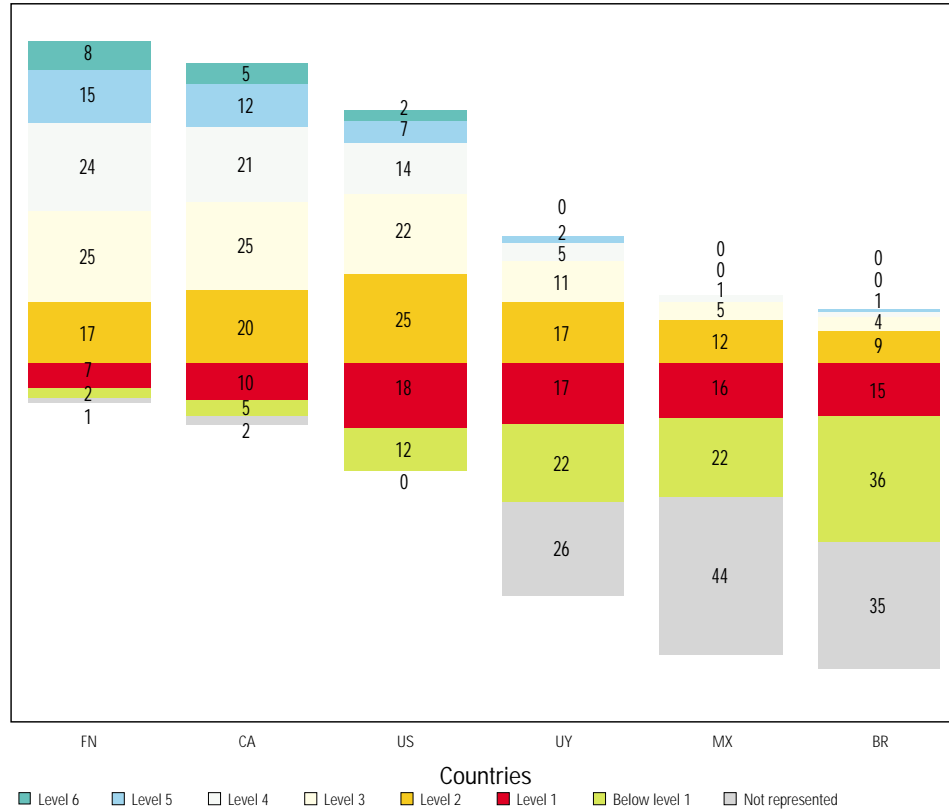
Graph 27 Results of PISA 2000. Percentage of students by proficiency level on the combined reading literacy scale.



Source: UNESCO/OCDE (2003) **Literacy skills for the World of tomorrow - further results from PISA 2000.**
 Note: Data is included for Finland (FN) which is not a Summit of the Americas country, to serve as an empirical example of a country with highest average achievement levels. See the data appendix for details.

As we can see, in the case of Canada, 79.5% of its 15 year-old population show performance equivalent to level 3 or better. This value is 60.5 in the case of the United States, while for the Latin American countries it varies between 3.8 (Peru) and 23.1 (Argentina).

Graph 28 Results of PISA 2003. Percentage of students by proficiency level on mathematics/ space and shape scale.



Source: OCDE (2003) *Learning for tomorrow's world. First results from PISA 2003*.
 Note: Data is included for Finland (FN) which is not a Summit of the Americas country, to serve as an empirical example of a country with the highest average achievement levels. See the data appendix for details.

Similarly to what was observed in the case of language, in this case the percentage of the 15 year-old population that shows performance equivalent to level 2 or better is 82.8% for Canada, 69.7% for the United States, and varies between 14.6% (Brazil) and 35.1% (Uruguay) for participating Latin American countries.

Note that the PISA reports establish different cut-off points for data reporting. Thus, while for the results of language a performance level of 3 was considered to be basic, in the case of the mathematics test the cut-off point was drawn at level 2. One should note that the scales are different both in extension and in construct of each category. In any case, the information on cut-off points is only for reference and it is necessary to consider the content that defines each performance level.

In addition, one should consider that the graphs presented here differ in content in the PISA reports since they incorporate the population not represented in the sample. This not only makes it possible to correct in the comparison the effect of different proportions of the population represented; it also shows that quality of education should be viewed based on a combination of aspects (in this case both access and achievement) that offer a more complex view of the phenomena that are the objects of education policies.

PISA DESIGN AND PROFICIENCY LEVELS

PISA was initially designed as a study of the skills of 15 year-olds independent of their education status (enrolled or not enrolled in the education system or at any particular level) with the understanding that it is necessary to whether people who are at an age near the end of compulsory schooling and approaching adulthood are equipped with basic tools needed to face the challenges of contemporary society.

This design assumes that such skill development is a social responsibility, and therefore its observation is not necessarily tied to the operating conditions of educational services (enrollment, curriculum, etc.).

At the same time, given the near universal offer of educational services in the age range of compulsory schooling in OECD countries (for which this study was originally conceived) it was feasible to assume that the totality of young people 15 years of age could be studied through procedures based operationally on educational institutions. In effect, in these countries a sample of 15 year-old students is practically identical to a sample of the 15 year-old population.

However, in Latin American countries this raised some important challenges, given levels of over-age students and school drop-out. Thus, although operationally a homogeneous criteria was maintained through which the sample of the 15 year-old population only included persons enrolled in the system and who moreover were enrolled in a school grade above the sixth (that is, beyond primary education in most cases and even a part of secondary in the other), this led to the sample being, in effect highly representative of the 15 year-old population enrolled in a grade above the 6th, but not of the 15 year-old population as a whole.

In the case of OECD countries, excluding Mexico, this filtering allowed the population studied to be equivalent to 95.9% of the 15 year-old population in the year 2000 and to 92.7% of the 15 year-old population in 2003.

As shown in the graphs, this is not the case for Latin American countries, where the population not represented by the study (due to being in grades lower than the 7th or outside the system - that is, in a presumably less favorable situation than the rest of the population) varies between 12.6% and 49.6% in the year 2000, and between 25.9% and 44.0% in 2003.

On the other hand, the tests were constructed based on criteria of what was considered necessary for a 15 year-old to know in the contemporary world. This led to define proficiency levels in a conceptual rather than empirical way. These levels are presented below.

LANGUAGE

Level 1. The young people are able only to complete less complex tasks developed by PISA such as identifying a single unit of information, identifying the main theme of a text, or making simple connections using daily knowledge.

Level 2. The young people are able to carry out basic tasks such as locating direct information, making low-level inferences, finding the meaning of defined parts of a text, and using some knowledge to understand it.

Level 3. The young people are able to carry out moderately complex tasks such as locating various units of information, associating different parts of a text, and relating texts with knowledge with which they are familiar.

Level 4. The young people are able to carry out more complex tasks such as locating hidden information, constructing meaning from language matrices, and critically evaluating a text.

Level 5. The young people are able to carry out sophisticated reading tasks. They can relate the information presented in texts with that with which they are not familiar, show detailed understanding of complete texts, and critically evaluate and establish hypotheses with the ability to resort to specialized knowledge and manage concepts that may contrary to their expectations.

MATHEMATICS

Level 1. The young people can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations. They can perform actions that are obvious and follow immediately from the given stimuli.

Level 2. The young people interpret and recognize situations in contexts that require no more than direct inference. They can extract relevant information from a single source and make use of a single representational mode. Students at this level can employ basic algorithms, formulae, procedures or conventions. They are capable of direct reasoning and making literal interpretations of the results.

Level 3. The young people can execute clearly described procedures, including those that require sequential decisions. They can select and apply simple problem-solving strategies. Young people at this level can interpret and use representations based on different information sources and reason directly from them. They can prepare short communications reporting their interpretations, results and reasoning.

Level 4. The young people can work effectively with explicit models for complex concrete situations that may involve constraints or call for making assumptions. They can select and integrate different representations, including symbolic ones, linking them directly to aspects of real world situations. Young people at this level can utilize well-developed skills and reason flexibly, with some insight, in these contexts. They can construct and communicate explanations and arguments based on their interpretations, arguments and actions.

Level 5. The young people can develop and work with models for complex situations, identifying constraints and specifying assumptions. They can select, compare, and evaluate appropriate problem-solving strategies for dealing with complex problems related to these models. Young people at this level can work strategically using broad, well-developed thinking and reasoning skills, appropriately linked representations, symbolic and formal characterizations, and insight pertaining to these situations. They can reflect on their actions and can formulate and communicate their interpretations and reasoning.

Level 6. The young people can conceptualize, generalize, and utilize information based on their investigations and modeling of complex problem situations. They can link different information sources and representations and flexibly translate among them. Young people at this level are capable of advanced mathematical thinking and reasoning. These young people can apply this insight and understanding, along with a mastery of symbolic and formal mathematical operations and relationships, to develop new approaches and strategies for attacking novel situations. Young people at this level can formulate and precisely communicate their actions and reflections regarding their findings, interpretations, arguments, and the appropriateness of these to the original situations.

Source: UNESCO/OCDE (2003) **Literacy skills for the World of tomorrow - further results from PISA 2000** y OCDE (2003); **Learning for tomorrow's world. First results from PISA 2003.**

On the other hand, PISA also makes it possible to draw conclusions regarding the factors that present a greater association with the academic achievement of the persons assessed. Thus, one has information that emphasized the value of the following elements:³⁷

- More frequent use of resources available in schools (libraries, access to internet, calculators, laboratories).
- The number of students per each full-time equivalent teacher (which is not equal to the size of classes) which presents a non-linear relationship with academic results. Thus, low ratios (less than 10) or high ratios (more than 25) are associated with less achievement, while sizes from 10 to 25 show very limited impacts.
- Specialized training of teachers in subjects under their responsibility.
- Perceptions of principals regarding teacher factors that affect school climate.
- The morale and commitment of teachers as perceived by principals.
- School autonomy, also as perceived by principals.
- The perception of students of their relations with teachers.
- Classroom disciplinary climate.
- The perception of students regarding the emphasis that teachers give to academic performance, and the demands of teachers upon students.
- Interest and enjoyment of students in regard to mathematical tasks, in interaction with anxiety levels that such tasks provoke.
- Student motivation, as well as their self-confidence and emotions.

3.3 LIFE-LONG LEARNING OPPORTUNITIES

"Today, no one can expect that their initial stock of knowledge, obtained in their youth, will be sufficient throughout life, for rapid changes in the world demand permanent updating of knowledge".³⁸

From this statement we can derive the idea of education as a permanent process that includes actions that go beyond social leveling, training, and professional preparation, toward the concept of an education society in the sense that all venues of human interaction involve opportunities to learn and to develop human abilities.

The third goal of the Summit of the Americas also views education as an activity that is not limited to formal instruction in schools; rather, it is identified with a more comprehensive view stemming from the recognition that human beings are first and foremost beings that learn.

Thus, the concept of life-long learning recognizes an essential quality of the human condition which social organization must assure and guarantee.

Educational processes, therefore, should meet the needs of each and every person, independently of the level of instruction and training acquired at an early age. However, Summit of the Americas countries still face significant challenges in the acquisition of basic skills for the adult population, a situation that leads to

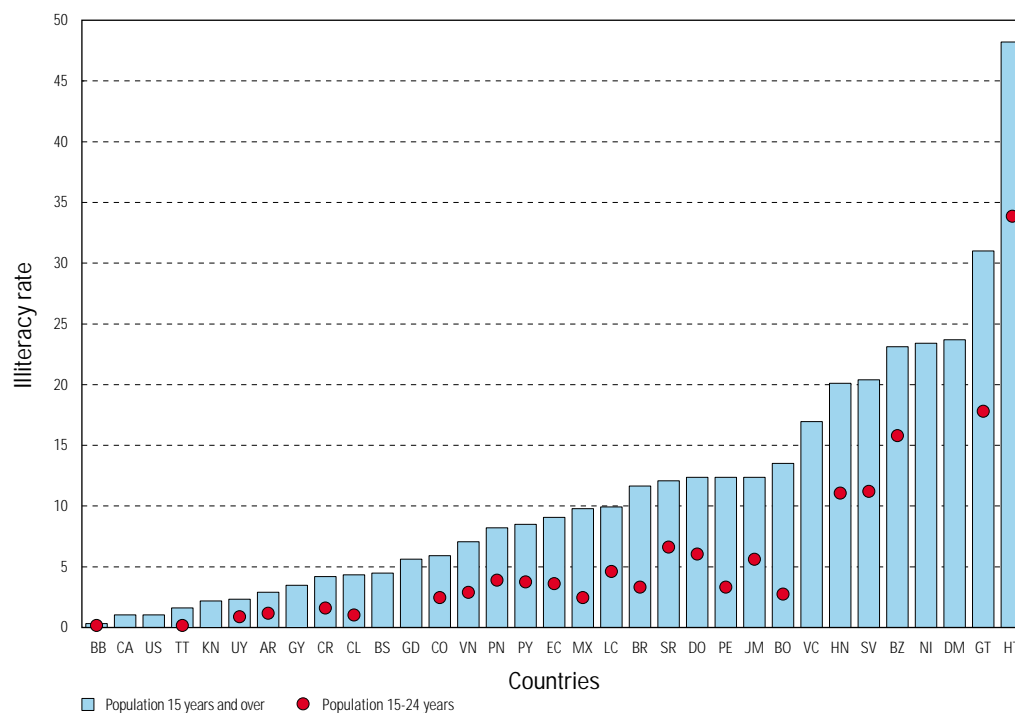
³⁷ See UNESCO/OCDE (2003) *Literacy skills for the World of tomorrow - further results from PISA 2000* y OCDE (2003) *Learning for tomorrow's world. First results from PISA 2003*.

³⁸ Delors, J. et Al (1996) *Education: the treasure within*. UNESCO.

the need to inquire about the meaning and characteristics of «life-long learning opportunities» for these countries.

The presence of a large adult population that claims not to know how to read and to write and/or with a limited number of years of formal education are indicators of even more adverse situations for some of the countries of the hemisphere.

Graph 29 Illiteracy rate.



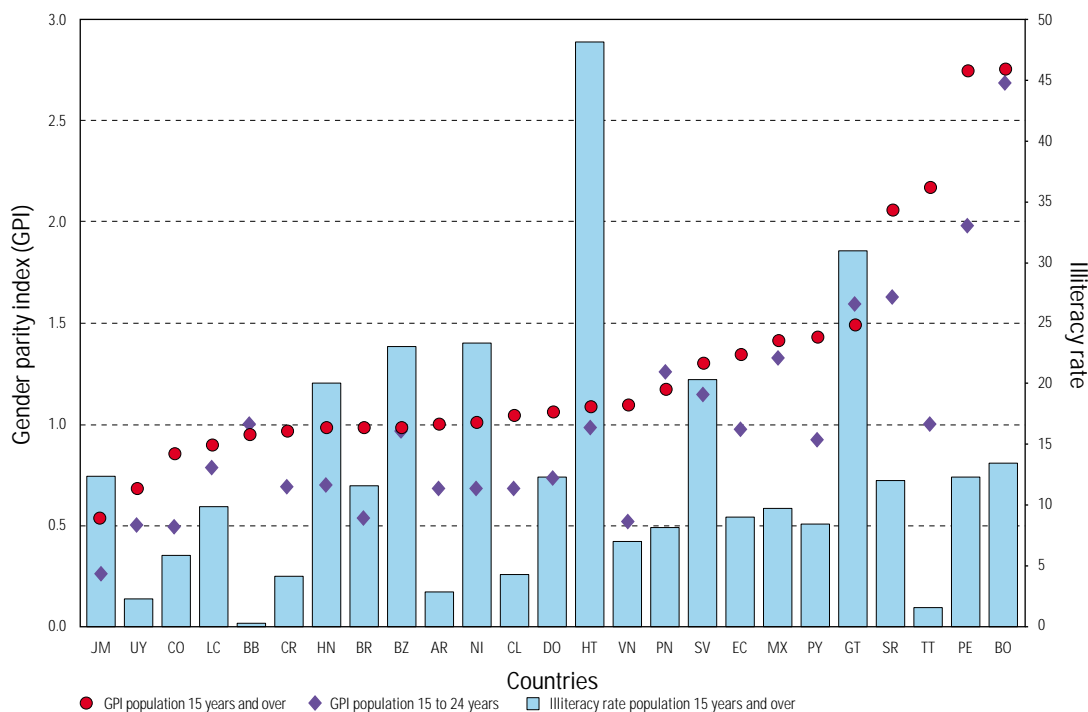
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and United Nations Development Program (UNDP) **Human Development Report 2004**.
 Note: See the data appendix for more information.

As shown above, the situation between countries is quite heterogeneous. Percentages of the illiterate 15 years and over population vary between 0.3% in the case of Barbados and almost 50% in Haiti, with seven countries presenting levels above 20% (Honduras, El Salvador, Belize, Nicaragua, Dominica, Guatemala, and Haiti).

The relative magnitudes among the young population are smaller compared to the total adult population in all cases. This is the result of expansion of primary and secondary educational services in recent decades. It is important to note the cases of Bolivia, Brazil, Chile, Mexico, Peru, and Trinidad and Tobago - countries that have reduced illiteracy levels by more than one-third comparing the 15 years and over population with that of 15 to 24 years.

Gender comparisons show extreme situations for Bolivia and Peru, where female illiteracy rates (for the population 15 years of age and over) are almost three times more than those for males.

Graph 30 Gender parity index. Illiteracy rate.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org> and United Nations Development Program (UNDP) **Human Development Report 2004**.

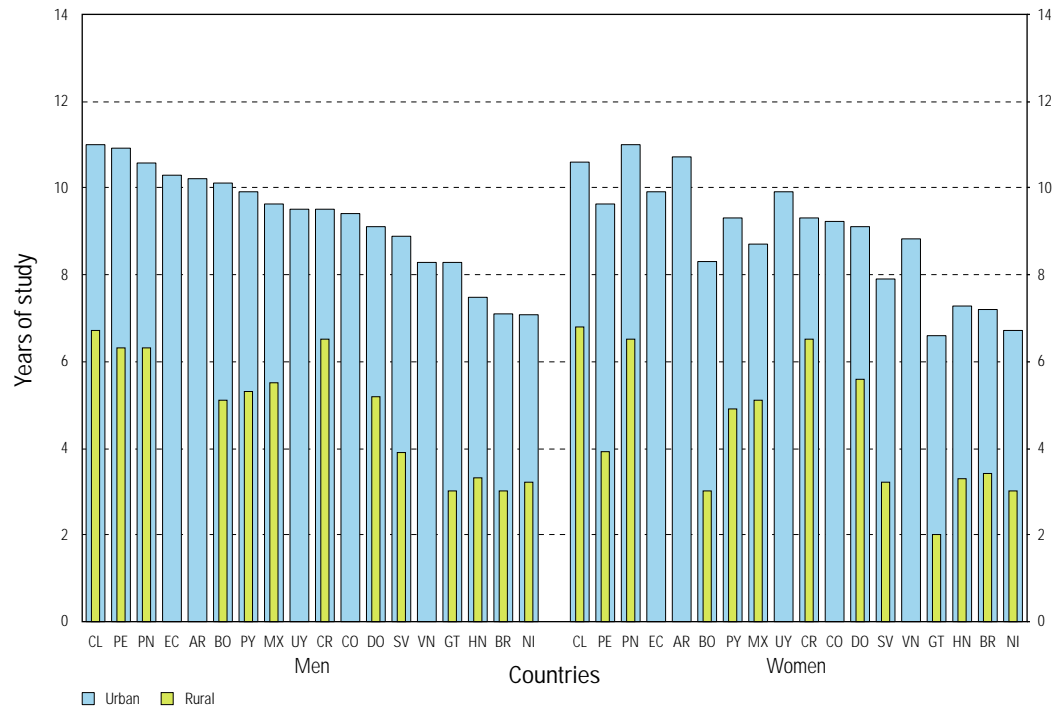
Note: See the data appendix for more information.

Note that in almost all cases, gender differences decrease and approach parity (parity index equal to 1), when comparing values of the indicator for the population 15 years and over with the 15 - 24 years population. However, some countries go from a situation of parity to situations in which the male population is at a disadvantage (Colombia, Costa Rica, Honduras, Brazil, Argentina, Nicaragua, Chile, Dominican Republic, and Venezuela). On the other hand, Paraguay, Surinam, Trinidad and Tobago, and Peru present the most marked reductions in gender disparity.

In terms of the average number of years of schooling of the population 25 - 59 years of age, we see that the countries for which information is available present a less than desirable situation in regard to the number of years of study necessary as a minimum basis to construct personal well-being. According to a study carried out by ECLAC, obtaining 12 years of schooling and complete secondary education, allows people to have an 80% chance to earn an income that keeps them out of poverty.³⁹

³⁹ ECLAC (1998) **Social Panorama of Latin America, 1997**.

Graph 31 Average number of years of schooling for the population 25-59 years of age.



Source: CEPAL, **Social Panorama of Latin America, 2002 - 2003**.
 Note: See the data appendix for more information.

Note that only Argentina, Bolivia, Chile, Ecuador, Panama, and Peru, the case of the male population, and Argentina, Chile, and Ecuador, in the case of the female population, present more than 10 years as the average number of years of schooling for the 25 - 59 year-old population group in the urban areas.

On the other hand, offering learning opportunities for all involves, among other things, considering the situations in each country in terms of areas of residence (urban vs. rural). According to figures shown in the graph above, there are great differences between urban and rural areas in terms of average number of years of schooling for men and for women in the 25 - 59 year age group. All countries for which information is available present average values in urban areas that are at least 1.5 times higher than the values for rural areas, with Guatemala being the country with the most extreme differences in this regard for both sexes.

There are different education programs administered by different organizations that offer remedial mechanisms for situations of exclusion and drop-out from the formal educational system. Some Summit of the Americas countries possess parallel to the formal system remedial solutions that absorb not only adults who have not had educational opportunities at the officially established ages, but also accept school-age children who are behind in grade or must work during regular school hours.

In this sense, we may cite the existence of programs that offer certification of primary and secondary education for young people 15 - 17 years of age in some MERCOSUR countries. In the year 2000, of the total in-school population of these ages, almost 2% in Chile, slightly less than 5% in Argentina and Brazil, and almost 14% in Paraguay were enrolled in such programs for adults.⁴⁰

⁴⁰ Educational MERCOSUR Indicator System (2005) **Comparative analytic-descriptive study of MERCOSUR educational sector**.

Many Summit of the Americas countries also have a wide spectrum of formal and non-formal educational programs for adults organized principally under two modalities: one aimed at the employment market, and the other aimed at personal development.⁴¹ These programs are linked to national strategies with a hemispheric perspective aimed at responding to the needs of society and in accordance with the seven regional action priority areas stated in the Plan of Action for the Future adopted at the V International Conference on Adult Education held in Hamburg, Germany in 1997⁴²;

- Literacy training
- Education and employment
- Education, citizen participation, and human rights
- Education for rural workers and indigenous peoples
- Youth education
- Education and gender
- Education, local and sustainable development.

Offering these kinds of educational programs requires cooperation among various actors and organizations in inter-institutional arrangements that include government agencies, particularly education ministries and secretariats as well as civil society organizations.

This kind of scenario also requires the existence of diverse interests or purposes. For example, in the area of training initiatives of labor skills standardization and certification one can identify four actors each with their own demands and expectations, but with a clear convergence toward improving the pertinence and quality of the training offered. These are: training institutions –seeking to develop pertinent curricula adjusted to demands; private companies with their focus on improving their productivity and competitiveness; governments– generally through ministries of labor and of education, seeking to create instruments that result in public recognition of labor skills that facilitate the operation of the labor market and fostering transparency in labor relations; and labor unions in search of certifiable training that can be a mechanism for negotiation in search of better labor conditions⁴³.

According to information published in the Labor Skills Experiences Regional Observatory of the Inter-American Professional Training Research and Documentation Center (CINTERFOR) has identified various alternatives in some countries of the Americas related with training, standardization and skill accreditation. As an example, some of these may be cited that are classified according to four types of institutions/organizations identified.⁴⁴

1) Training Institutions

a) Barbados: The Technical and Vocational Education and Training Council (TVET Council) will seek in the near future to introduce National Vocational Classifications (NVO) and is collaborating with industrial councils in the areas of informatics technology, tourism, hotel management, and client services. It is thus hoped to be able to establish certification standards that satisfy the needs of Barbados and that can also be compared with international models.

41 Romijn C. (2002) *Combining the World of Work with the Word of Education*. In *Integrating Lifelong Learning Perspectives*. UNESCO Institute for Education.

42 See, UNESCO/CEAAL/REFAL/INEA (2000) *La Educación de Personas Jóvenes y Adultas en América Latina y el Caribe. Prioridades de Acción en el siglo 21*.

43 CINTERFOR, Vargas Zúñiga, F. (2004) *La formación basada en competencias en América Latina y el Caribe*. <http://www.cinterfor.org.uy>.

44 Information taken from <http://www.cinterfor.org.uy>

This council administers the Employment Training Fund (ETF) that offers a program of training grants and loans to support labor force training. The NVOs establish cross-cutting skill development/occupational area parameters.

b) Bolivia: the Instituto Nacional de Formación y Capacitación Laboral [National Labor Training Institute] (INFOCAL), updates the “National Occupation Classifier - CNO”, fulfilling the need to provide a guide to different occupations in the country, their different skill levels and functions. CNO seeks to link labor supply and demand and establish a comprehensive curricular structure in order to assure, on the one hand, mobility between different educational levels and on the other between the education system and the economy, thus contributing to life-long education of the population.

c) Brazil: The training model of Brazil's Serviço Nacional de Aprendizagem Industrial [National Industrial Training Service] (SENAI) is skill-based. Its strategic national project aims at two broad results: first, developing skill training profiles and programs, and second, putting in place a process for recognizing skills acquired through labor experience. The skill identification process is based on the creation of Technical Employment Sector Committees. Their objective is to facilitate participation in order to better identify training needs and to identify job profiles.

d) Colombia: The Servicio Nacional de Aprendizaje [National Training Service] (SENA) is organizing a National Labor Training System and developing a new National Occupations Classification (CNO) which is a training framework based on levels of competence. The institution is directed by a tripartite National Council with representatives from government, workers, and employers in order to facilitate dialogue on training and stimulate participation of business people and workers. The council fosters the use of skill standards by public and private training institutions, offering training options for their instructors in pedagogy and the design of skill-based training programs. The council also works closely with the Ministry of Education in order to facilitate employee mobility between education and professional training. The move toward a National Labor Training Program emphasizes two areas currently under development: strengthening the National Training Institutions Network, and creating links between professional training and formal education.

e) El Salvador: The Instituto Salvadoreño de Formación Profesional [El Salvador Professional Training Institute] (INSAFORP), has organized an organizational development process that concentrates its efforts on skill-based employment training and on the design and promotion of a National Training and Certification Program. The general characteristics of such a system are demand-focused and results-based, in order to make possible in the mid-term greater institutional coordination as well as greater interchange between companies and training services. Moreover, the objective of this system is skills standardization and certification that provides to the market useful and timely information on what individuals know how to do in the work environment, providing flexible, pertinent, and quality programs that meet the needs of the population and the economy. The system seeks in the future to provide greater possibilities for modernization and adaptation that view training as a long-term process that encompasses the entire working life of individuals and facilitates the development of skills in order to increase opportunities for the personal and professional growth of workers. A point to be noted in this case is that INSAFORP does not carry out training directly; its role is to utilize public funds available to it to contract training activities with public and private entities.

f) Guatemala: The Instituto Técnico de Capacitación y Productividad [Training and Productivity Technical Institute] (INTECAP) of Guatemala has incorporated the labor skills focus in its own management. Thus, it has developed the “NORTE” (in Spanish stands for Technical Standardization of Competencies) model which is made up of five components: standardization; professional training design; assessment; training event

development; and certification. These make up an institutional modernization model through the convergence of the labor skills model and the managerial quality model. INTECAP has also assumed responsibility for developing not only the training by skills management model but also for the human resources management by labor skills model.

g) Jamaica: HEART Trust/NTA is the national training agency that has served as a model for the development and application of skill-based professional norms and classifications in the Caribbean. Through its instructor training department (VTDI), HEART/Trust/NTA offers courses leading to the Bachelor's Degree with specialization in Technical Instruction and Professional Training. The specialized information and knowledge that it has shared with other institutions has made HEART/Trust/NTA a regional focal point on Technical Education and Professional Training. A recent example of this support was the visit of the delegation of Saint Lucia to study the HEART/Trust/NTA training model in order to adapt it to that country. The National Council on Technical and Vocational Education and Training (NCTVET) is responsible for fostering continual improvement in vocational technical skills and productive capacity of the work force.

h) Nicaragua: The Instituto Nacional Tecnológico de Nicaragua [National Technical Institute of Nicaragua] (INATEC), has worked on the reformulation of its programs using a labor skills focus and skills analysis methodologies such as AMOD⁴⁵ based on the Curriculum Development Model (DACUM) and Instructional Curriculum Systemic Development (SCID). The institute updated its training programs principally in the industrial area. This methodology includes the analysis of the skills and sub-skills that make up a profession in order to facilitate the development of curricula and teaching support materials and self-assessment guides.

i) Dominican Republic: The Instituto Nacional de Formación Técnico [Profesional National Professional Technical Training Institute] (INFOTEP), using a tripartite management model, has made progress in integration of the National Professional Training System through different integration and participatory mechanisms involving important elements of the system and its environment as well as different areas of the institution. Among these mechanisms are those that involve integration of productive sectors (advisory committees, technical commissions, a planning committee, assessment commissions, etc.); those related to the integration of system components and inter-institutional coordination (delegated management centers, shared management center, development projects with international organizations and entities); those that have to do with support for institutional and system management (control commission, budget committee, tributary commission, etc.); and those related to strategic regional alliances through the establishment of agreements (Cooperation Agreement of Professional Training Institutes of Central America and the Dominican Republic, agreement with CONOCER of Mexico, etc.).

j) Santa Lucia: recent TVET Council legislation seeks to extend technical instruction and professional training through a network of national training centers. The National Continuing Education Council⁴⁶, made up of educators, representatives of the public and private sectors and NGOs, as well as other education actors, has been created in order to advise the Ministry of Education in matters related to improving instructional programs.

k) Trinidad and Tobago: The National Training Agency (NTA) has sought to establish definitions of occupational standards since 2001 in areas such as soldering, food and beverage services, computer technology, industrial instrumentation, and operator procedures. Industrial training organizations have prepared specific projects on standards and have created a web page that allows interested parties to seek information on professional qualifications, industrial partners, accreditation standards, etc. In addition a draft law on employment skills

⁴⁵ "A model "

⁴⁶ See details on adult education in Santa Lucia at www.unesco.org/education/uie/pdf/country/StLucia.pdf

has been prepared for submission to the parliament. The purpose is to finance workers who seek to improve the knowledge and skills.

l) Venezuela: The Instituto Nacional de Cooperación Educativa [National Education Cooperation Institute] (INCE) has begun up-dating of its programs using a labor skills focus. To this end, it has used functional analysis in order to identify skills and is working on a pilot application in the area of auto mechanics. It has received technical support from INTECAP of Guatemala in the training of a group of employees responsible for analyzing training program design.

m) Asociación de Agencias Nacionales de Formación del Caribe [Caribbean National Training Agencies Association]: Working in alliance with workers, employers, and governments, the community of Professional Training Institutions (IFP) of the Caribbean subscribes to the philosophy and practice of skills-based training. This is based on international skills standards and has been validated locally. Such skills standards describe specific knowledge, abilities, and attitudes that people need to acquire and demonstrate in order to be certified at any level and for any occupation within the national classification system (SNC). This means that any certified person within the region is equally competent within the system for the same occupation anywhere in the region. National training authorities proved to countries of the region flexibility to respond on the national scale, facilitating training and re-training as new occupations appear or as current occupations and skills become obsolete. The skill-based training model utilized by the IFPs in the region is based on specific workplace-based criteria and standards. Assessment for certification is based on established and explicitly stated and published criteria and conditions.

2) Business Sector

The conviction of the business sector of the utility of fostering skill-based worker training programs in order to assure quality service, competitiveness and improved worker performance is closely linked with human resources management models applied in worker selection, training and promotion. We cite below examples of some experiences.

a) Brazil: The Associação Brasileira de Manutenção [Brazilian Maintenance Association] (ABRAMAN): Several years ago, with the cooperation of Cinterfor, ABRAMAN began a worker certification process in order to improve business performance and competitiveness based on documented evidence that maintenance problems hinder business efficiency and productivity. ABRAMAN brought together various skills required for efficient performance in the area of maintenance and formulated a National Classification and Certification Program (PNCC) in order to improve quality and productivity of maintenance services in the country through professional training for these activities and thus to meet the expectations of the maintenance market in Brazil. The program is monitored through a National Classification and Certification Council made up of 35 companies and advised by a Classification and Certification that acts as the executive organ of the system.

b) Colombia: the Centro de Formación y Desarrollo Tecnológico de la Industria Papelera [Paper Industry Center for Training and Technological Development] (CENPAPEL) has developed activities to establish a standardization, training, and skill certification system for workers in the Colombian paper industry. In the CENPAPEL system, labor skills make up a complex structure of identifiable, measurable, logical, and functionally related components that guarantee satisfactory performance in real work situations within agreed-upon standards. These components are knowledge, attitudes, and values. They are organized by levels that define coverage of the working population, differentiation between basic knowledge, technological skills, grades of autonomy, and transferability between work environments. Among projected goals are: increased competitiveness of the labor force, development of a training system guided by criteria of efficiency and profit; greater flexibility

of occupational structures that facilitate technological progress, and structuring new production organization schemes; a supply-driven training system and another based demand, satisfying the real needs of the labor market; recognition of the knowledge and skills acquired by experience and outside the academic area, and training as a continual, life-long process for workers.

c) Honduras: The Centro Asesor para el Desarrollo de los Recursos Humanos [Human Resources Development Assistance Center] (CADERH) which functions as a network of training centers, uses the Labor Skills-Based Instruction model (IBC), a modular training methodology. CADERH has 750 modules as well as occupational standards for 54 occupations. Its network is composed of 29 centers. Its creation was based on need identified by a group of business people, union leaders, and professionals to develop, improve, and strengthen the capacity and quality of formal and non-formal technical and vocational education as a response to the demands of employers in the private sector⁴⁷.

d) Paraguay: the Cámara Paraguaya de la Construcción [Paraguayan Construction Association] is developing the Construction Industry Efficiency and Competitiveness Program (PECC) aimed at establishing a labor skills standardization, training, and certification system for the sector. The program has developed a diagnosis of the training needs of the sector and intends to make available modular curricular designs for 17 occupations. In addition, it is developing two cross-cutting modules in the areas of labor safety and health and the environment. Plans also include offering worksite-based training courses and the training of instructors in order to update them on the contents of the new programs. Another objective is to improve the quality of training offered by training institutes in the private sector, the instructors of which benefit from the training activities offered by PECC.

3) Ministries of Labor and of Education

Public concern for the creation of training activities aimed at improving employability and creating national frameworks in order to recognize work-acquired skills have resulted in greater intervention by ministries of labor and of education in the implementation of training models that respond to needs within the framework of current employment policies. Various initiatives have been taken in order to increase training opportunities and to organize national frameworks or systems based on standardization, training, and skill certification. We present below the experiences of Argentina, Brazil, Chile, and Mexico.

a) Argentina: the Certification and Skills Technical Unit (UTeCC) of the National Employment Secretariat of the Ministry of Labor, Employment, and Social Security was created to undertake a series of actions for standardization and recognition of professional skills. The current Technical Unit developed the Labor Certification and Classification Program. The work initiated in 2001 within the framework of the program are related to four sectors of activity –baking, printing, metal working, and auto mechanics– and serve as a basis for government policy for standardization and worker certification in strategic fields for development of national competitiveness; performance quality of workers to improve their competitiveness in the labor market, the rights of workers in access to and permanence in employment that is registered and recognized; the development of professional training pertinent to the technical and production needs of economic sectors; and expectations of the professional development and mobility of workers through recognition of quality and their performance in the national and international area (MERCOSUR).

b) Brazil: the Ministry of Education has developed a skills framework for professional training. The National Council of Education emitted National Curricular Guidelines for technical level professional education. The

47 CADERH, <http://www.caderh.hn>.

guidelines, announced in 1999, are defined as a set of principles, criteria, definitions of general professional skills by professional area, and procedures to be observed by instructional systems and by schools in the organization and planning of courses on the technical level. These guidelines are compulsory for all institutions that offer technical employment training. One characteristic is the organization of professional education in 20 areas of activity, in each of which "curricular referents" are used to specifically list the skills for each of the areas. The referents include skills, abilities, and technological, scientific, and instrumental bases. During 2003 activity has been once again taken up on possible development of a national certification system in Brazil. This would involve not only transparent and legitimate mechanisms for recognition of worker skills; it would also treat the need to have available a national classification framework for the participation of the Ministry of Labor.

c) Chile: the employment training system in Chile focuses on a strategy through which the Ministry of Labor, through SENCE (National Service of Training and Employment), administers "tributary franchises"; a fiscal incentive mechanism through which companies can recover worker training investments through annual corporate income tax deductions, with the tax refunds not to exceed 1% of the monthly corporate payroll. Companies may elect their training providers among Technical Training Entities (OTEC) accredited by SENCE in order to thus benefit and recover part of the training costs that they incur.

SENCE also manages funds that it uses to contract training among a wide variety of OTECs. Generally, the national funds applied to training are distributed among «social programs» that focus on populations that are vulnerable to unemployment, part-time workers, or first-time employees who generally have low academic levels.

The program called "Chile Trains" was created in order to establish a permanent training and education system that can contribute to the development of the country and improvement of personal opportunities. It is a joint initiative of the Ministry of Education and the Ministry of Labor and Social Security through SENCE; it also receives the support of the Ministries of Finance, of Agriculture and Fundación Chile.

d) Mexico: the Labor Skills Standardization Council (CONOCER) is an organization that fosters the development of skills quality classifications as well as certification, created with the purpose of improving the quality of companies, workers, and training institutions in the country. It is a tripartite government initiative with its own clearly-defined identity and functions as a governing entity. It was created within the framework of the Technical Education and Training Modernization Program (PMETyC) in order to serve as a source for persons who wish to have access to continual training programs based on fixed, agreed-upon standards by the private, labor, and education sectors.

4) Worker Unions

The growing focus on labor skills has produced initiatives on the part of union organizations. Multiple facets of labor skills have been incorporated into business life: changes in the organization of labor, concepts such as multi-functionality, skill-based selection, skill-based training, skill-based pay, skill-based assessment all were aspects that began to appear in labor relations and are a consequence of the growing number of collective agreements in which the subject of training appears as one more aspect, as well as the incorporation of training into labor legislation. Labor unions are becoming increasingly involved in social dialogue. Through bipartite and tripartite schemes, the opinions and initiatives of workers are being considered in the development of labor skills systems.

Worker organizations are participating in working meetings and discussions in order to create a Certification Network within the framework of a project that is moving forward in Brazil with the participation of Professional Training Secretariat (SEFOR) of the Ministry of Labor. Similarly, in Uruguay Labor Skills Project led by the National Employment Department has a tripartite Advisory Council with the participation of labor organizations.

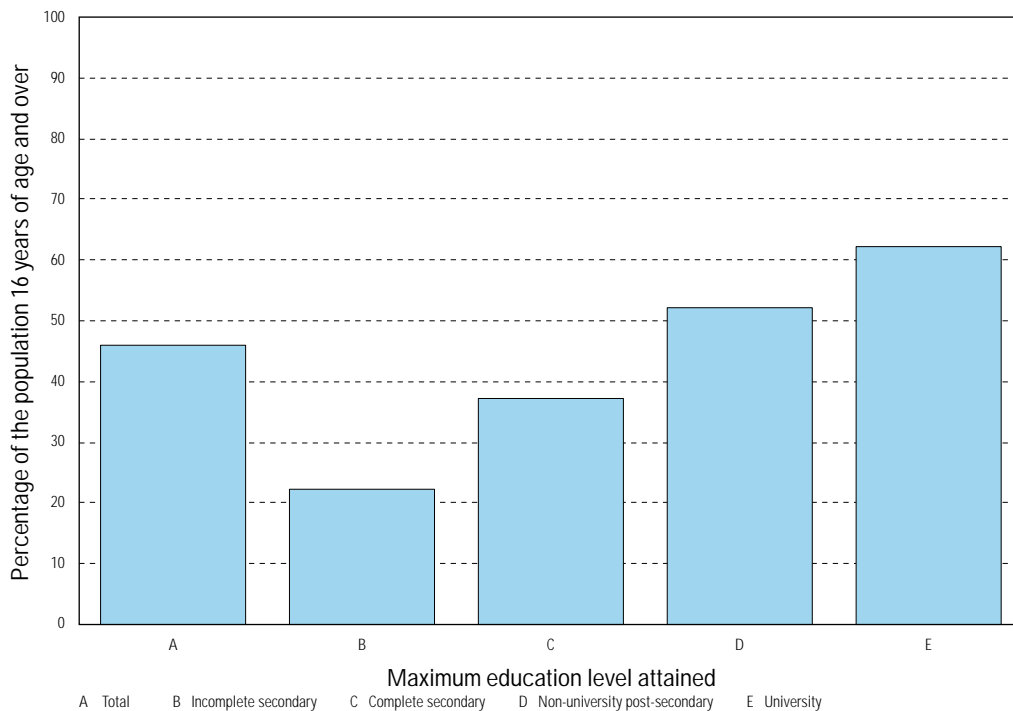
In Argentina, the Training School of the Bakers, Pizza Workers, Ice Cream Workers, and Cookie (alfajor) Makers Union, an worker organization in the food sector, participates in offering training programs and in 2001 initiated a job training and certification project. Also in Argentina the Training Center of the Transportation Mechanics Union has proposed a similar job training project.

In the case of developed countries, the practically universal conclusion of secondary education is often not sufficient for guaranteeing employability and the development of minimum skills in light of the current demands of society, with proliferation of information technology, globalization, and changes in demands of companies on the work force. For this reason, on-going learning has grown significantly among the young and adult population.

For example, in the United States, the National Household Education Survey (NHES) of the National Center of Education Statistics (NCES) for the years 1991, 1995 y 1999,⁴⁸ present results that show a 55% growth of the population 16 years of age or over who, not being enrolled in secondary school or having concluded higher education, were participating in other post-secondary adult education programs not part of regular education, while participation of the population of this same age group in higher education remained stable during the period analyzed.

According to the NHES, nearly 90 million of people over 16 years of age (46%), not enrolled in regular secondary education programs participated in programs for adults in the 12 months preceding the date of the survey. This participation is independent of age group and education level attained, as shown in the following graph.

Graph 32 Percentage of the population 16 years of age and over, not enrolled in primary or secondary education programs, who participated in adult education programs during the 12 months previous to the survey. United States of America. 1999.



Source: U.S. Department of Education. NCES. NHES. http://nces.ed.gov/programs/quarterly/vol_2/2_1/q6-1.asp.

48 NHES 1999. Random telephone surveys of the population 16 years and over, not enrolled in primary or secondary education, and carried out in 50 states and the District of Columbia by NCES from January 3 - April 3, 1999. In www.nces.edu.gov

The lowest level of participation in adult education programs occurs among the group of persons with incomplete secondary education, who participate primarily in basic education (ABE) or general education programs (GDE).⁴⁹

On the other hand, the most frequent reasons to choose those programs given by those interviewed referred to maintenance and improvement of skills or knowledge (approximately 90% for all age groups), and the acquisition of new skills and knowledge (approximately 75% for all age groups); with obtained new certifications or licenses the least mentioned reason.

In the case of Canada, the situation is very similar to that reflected above. Data from surveys carried out by the Canadian Policy Research Network with the participation of the Research Network for New Approaches to Life-Long Learning (WALL/NALL)⁵⁰ seeking to identify informal and life-long learning processes⁵¹, show that in 2004, 81% of the population 18 years of age and over participated in informal learning programs, while 34% attended an adult course or workshop within classic organizational structure during the year in question.

In terms of the reasons for interest for these kinds of informal learning programs, acquisition of new knowledge and the development of new tasks in employment appear as the major reasons for the search for learning programs.

The diversity of situations in each of the Summit of the Americas countries, the complex interrelations among different actors with their own characteristics and interests, the broad and varied offerings of educational programs, the multiple participation of institutions and agencies with responsibility over such programs, together with the lack of systematic data collection of these activities produces difficulties in being able to assess this goal using information comparable between countries. Although we have offered a summary of some of the initiatives and results of various programs, it is important to emphasize that the goal refers not only to the provision of programs for adults aimed at providing remedial knowledge or employment training; but rather to providing opportunities for personal development to those who have attained significant levels of formal education.

3.4 OTHER ASPECTS LINKED TO EFFORTS TO ACHIEVE PROGRESS IN EDUCATION

Investment in education

Although the quality of educational services depends on various factors, both within and outside the education system itself, it is undeniable that investment levels have a significant impact. Both the levels of effort made by countries to invest in education as well as the forms and characteristics of such investment have direct impacts on the quality of education in Summit of the Americas countries.

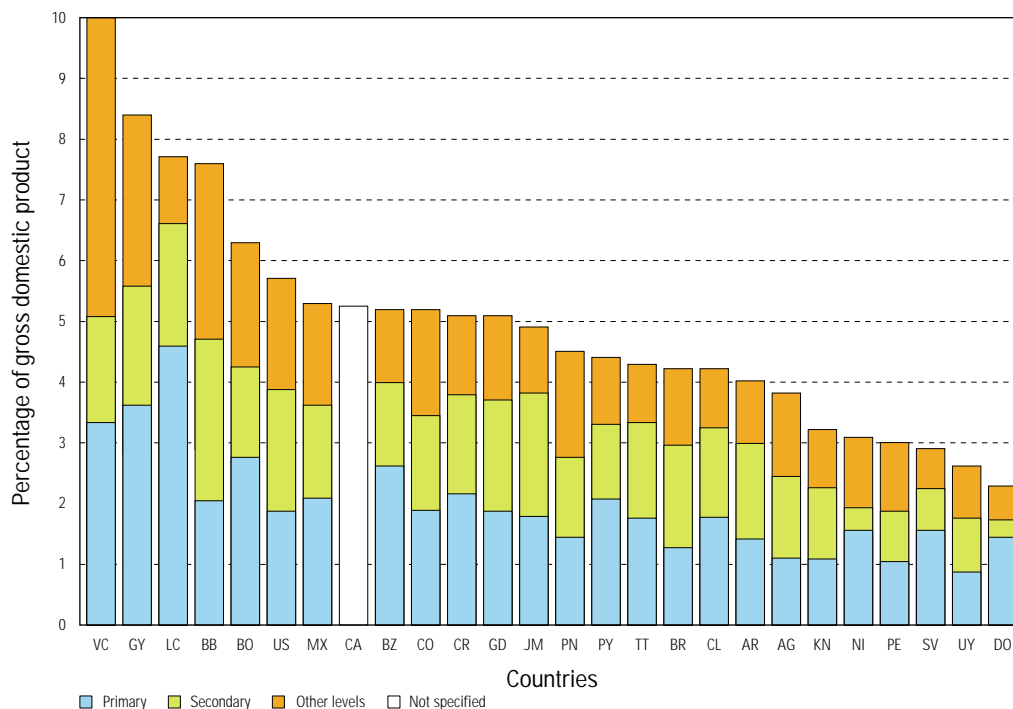
The availability of information on expenditure on education allows us to approach these subjects. The following graph shows what proportion of national wealth is directed at public investment in education.

⁴⁹ See http://nces.ed.gov/programs/quarterly/vol_2/2_1/q6-1.asp.

⁵⁰ See <http://www.nall.ca>.

⁵¹ *Informal learning is any learning program that fosters the increase of knowledge, skills, or understanding imparted outside the regular organizational structure.*

Graph 33 Public expenditure on education as a percentage of gross domestic product by levels of education. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

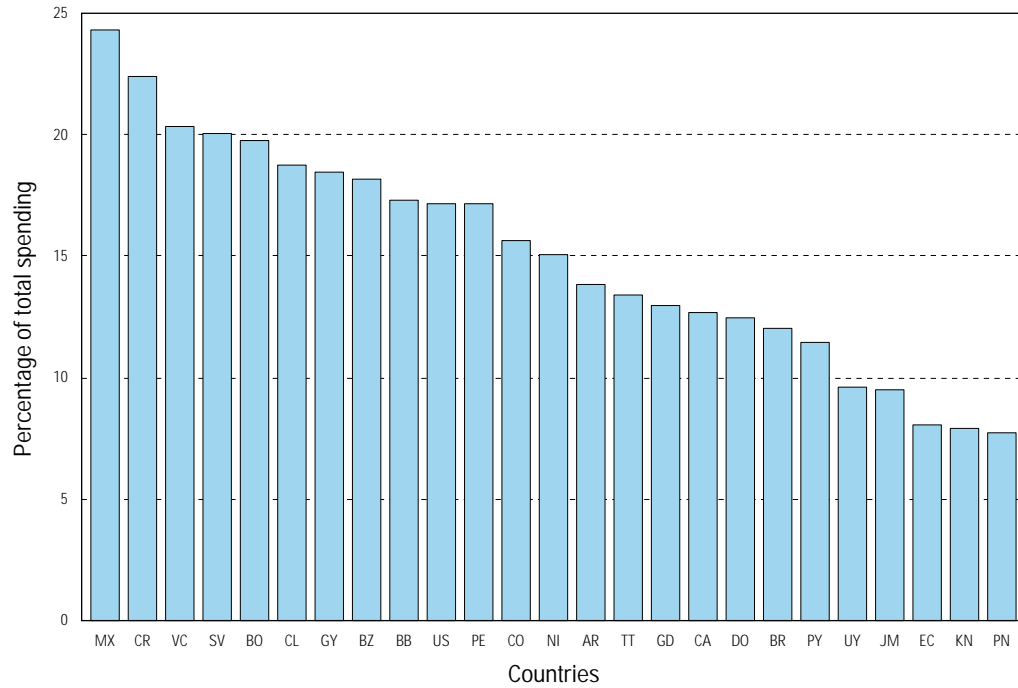
As can be seen, countries invested between 2.3% and 10.0% of their Gross Domestic Product in public expenditure in education. This is a measurement of the effort of each country, and is referential in nature, since magnitudes depend on various factors that present significant differences between countries. Among these are: the proportion of enrollment that is covered by government financing; the size of the school-age population; the absolute size of the Gross Domestic Product; and the volume of public resources collected for financing government operations.⁵²

The way that this effort is distributed between different levels of education does not demonstrate a single pattern. It is dependent both on the relative size of enrollments as well as on corresponding unitary costs. These variables present significant differences between countries.

Similarly, it is possible to observe the level of budgetary priority that countries grant to investments in education.

⁵² Between-country comparisons should take all of these factors into consideration in order to avoid inappropriate conclusions. Thus, a country with substantial national wealth can delegate a smaller proportion of that wealth than can another country with less wealth in order to serve in an equivalent manner a similar proportion of the population. The same applies to comparing countries with different demographic structures or different relative volumes of tax collection. For example, the usual tax rate in Latin America is around 15% of a product, while in OECD countries it is above 29% (ECLAC 1998, *El Pacto Fiscal, fortalezas, debilidades y desafíos*). Therefore, it is not possible to establish a rigorous reference point regarding what would be a minimum required investment volume in terms of the product.

Graph 34 Public expenditure on education as a percentage of total public expenditure. School year beginning in 2002.

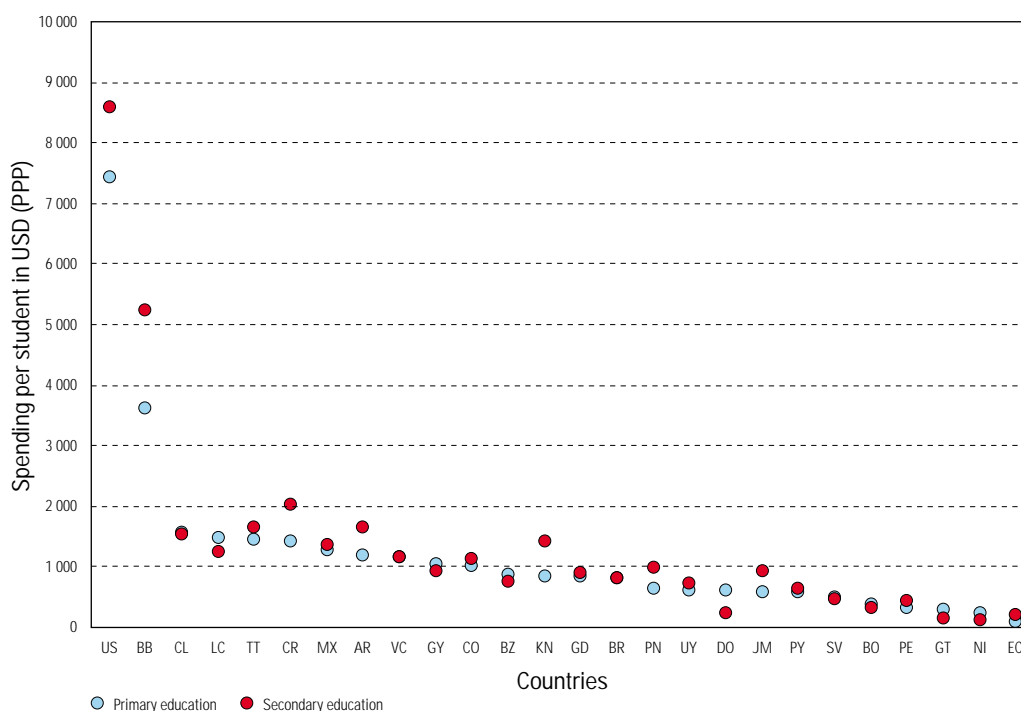


Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

A significant number of countries spend more than 15% of the total of their public expenditure on education. But only three countries (Mexico, Costa Rica, and St. Vincent and the Grenadines) show budget allocation levels of between one-fourth and one-fifth of their respective public budgets. In five countries (Uruguay, Jamaica, Ecuador, St. Kitts and Nevis, and Panama) the allocation of public resources to education does not reach 10% of total public expenditure.

These levels of effort translate into a final allocation of resources that should make it possible to provide educational services to the entire enrolled population. From this point of view, the effort shown above is translated into budgetary allocations that may be compared in terms of unitary costs, or expenditure per student. In order to do so, it is necessary to use a comparable monetary unit that takes into account the different purchasing power values in the price structures of each country.

Graph 35 Public expenditure on education per student in \$USD (PPP). School year beginning in 2002.



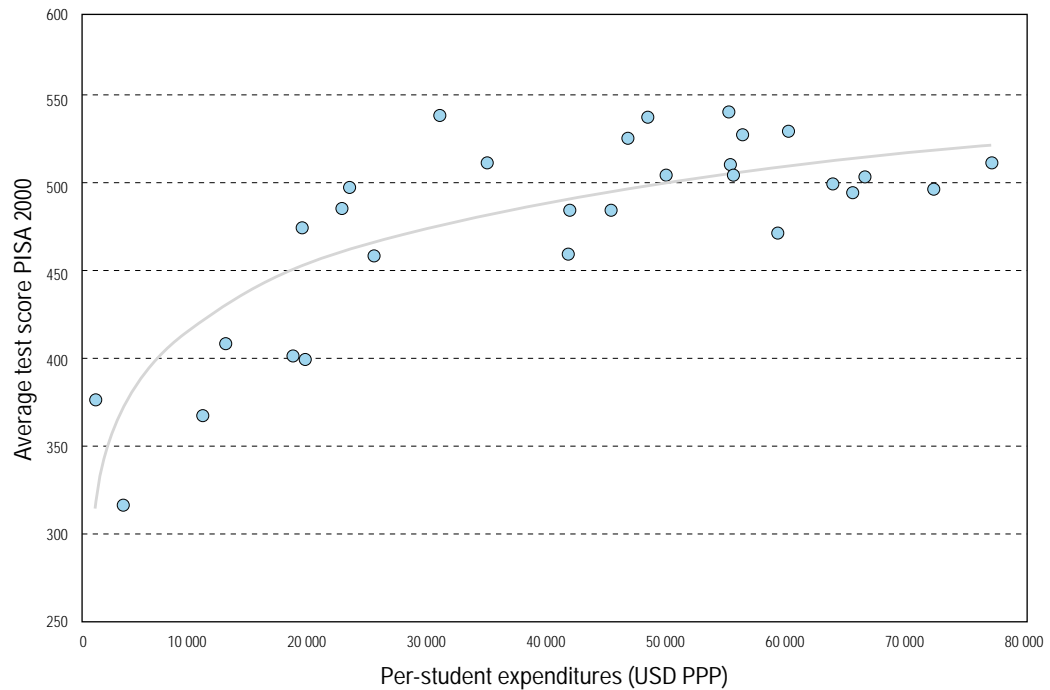
Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

It is clear that most countries invest less than USD \$1,000 (PPP) per student per year, both in primary and in secondary education. This threshold is passed by only 11 countries for primary education (United States, Barbados, Chile, Santa Lucia, Trinidad and Tobago, Costa Rica, Mexico, Argentina, St. Vincent and the Grenadines, Guyana, and Colombia), two of which (United States and Barbados) show investment levels substantially higher than the others. The situation is very similar in the case of secondary education, where once again only 11 countries pass the threshold of \$1,000 (PPP) per student per year, including in this group St. Kitts and Nevis and excluding Guyana. However, it is important to note that of the 26 countries on which information is available, 15 of them present per-student investment levels in secondary education greater than the levels for primary education.

It is these investment levels that are translated into spending on material and human resources used to offer educational services to students. Although management systems mediate in determining whether this investment will be more or less effective, the provision of sufficient resources is a necessary condition for providing education services of higher quality.

As PISA has demonstrated, there is a clear relation between levels of investment per student and levels of student academic performance. However, the same study shows that the impact on academic achievement is not linearly related to academic performance.

Graph 36 Relation between per-student expenditures and test grades of countries. PISA 2000.



Source: UNESCO/OCDE (2003) *Literacy skills for the World of tomorrow –further results from PISA 2000.*–

The fact that after a certain point, greater investment does not necessarily produce higher levels of academic achievement should not lead to the conclusion that this additional spending is meaningless. In fact, greater investment makes it possible to provide additional services and to enrich the learning environment and the development of students in regard to various skills. This results in better quality services independently of their impact or lack of impact on academic achievement measured through standardized tests. This is a clear case in which we can see the error of relating education quality only to student achievement.

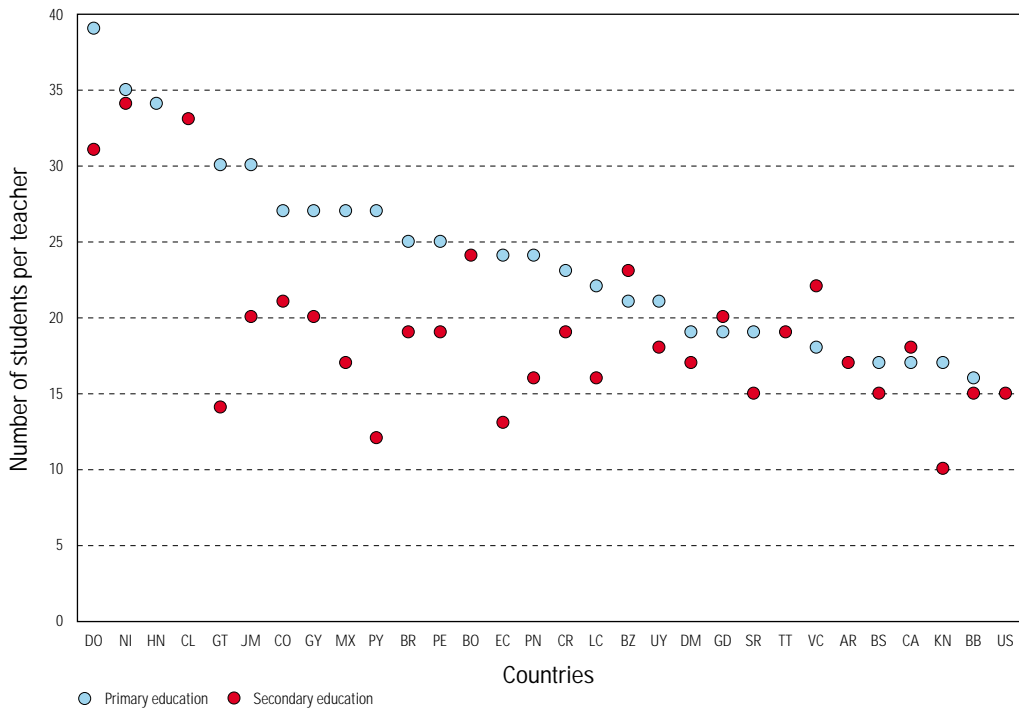
One of the key factors of investment in education has to do with teacher policy. Teachers are not only vital elements in education systems, their salaries also represent the major expenditure of education budgets

The number of students per teacher is an indicator of levels of investment in human resources per student. The indicator compares student enrollment with the number of teachers expressed as full-time equivalents. In this sense, it is an indicator of investment and not of the size of learning groups.

The following graph shows that with few exceptions (Belize, Granada, St. Vincent and the Grenadines, and Canada), investment in teachers in primary education tends to be smaller than for secondary education in terms relative to the number of students. This is directly linked to the way that services are administered in secondary education, that is usually based on teaching teams using professionals from various specialties.

On the average, the countries considered invest in one full-time teacher for every 24 students in primary school and for every 19 students in secondary. Both distributions show significant variability. In the case of primary education, the ratio of students per teacher varies between 15 and 39, while for secondary education the variability between countries is between 15 and 34.

Graph 37 Pupil-teacher ratio in primary and in secondary education. School year beginning in 2002.

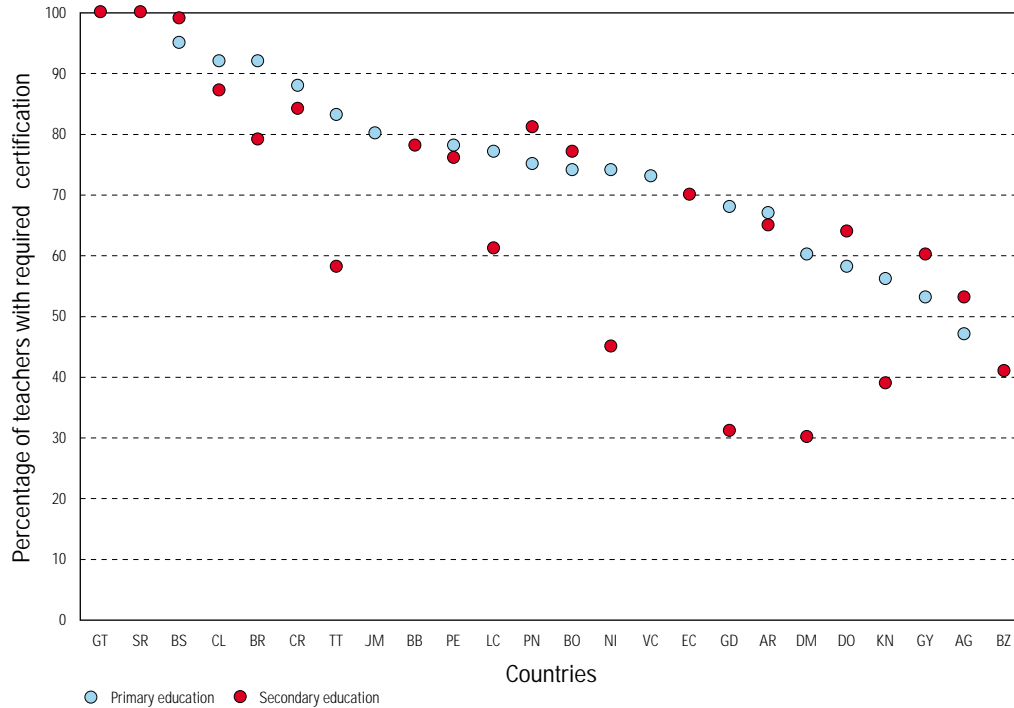


Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

This investment in teachers is also linked to the degree to which teachers are recruited who fulfill graduation or certification required by national in order to work at a given level of education.

The following graph shows in what proportion teachers in both primary and secondary education satisfy such national requirements.

Graph 38 Percentage of teachers with required certification in primary and secondary education. School year beginning in 2002.



Source: UNESCO Institute for Statistics –UIS– education data base accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

In approximately one-half of the countries, certification requirements are fulfilled by three-quarters of teachers, both in primary and secondary education. However, it should be understood that not all countries have the same requirements for formal certification or proven professional skills. The available evidence shows that students served by teachers with higher education training tend to achieve better learning results.

Compulsory schooling

The levels of education established as compulsory provide very important evidence regarding how education policies approach guaranteeing the right to education.

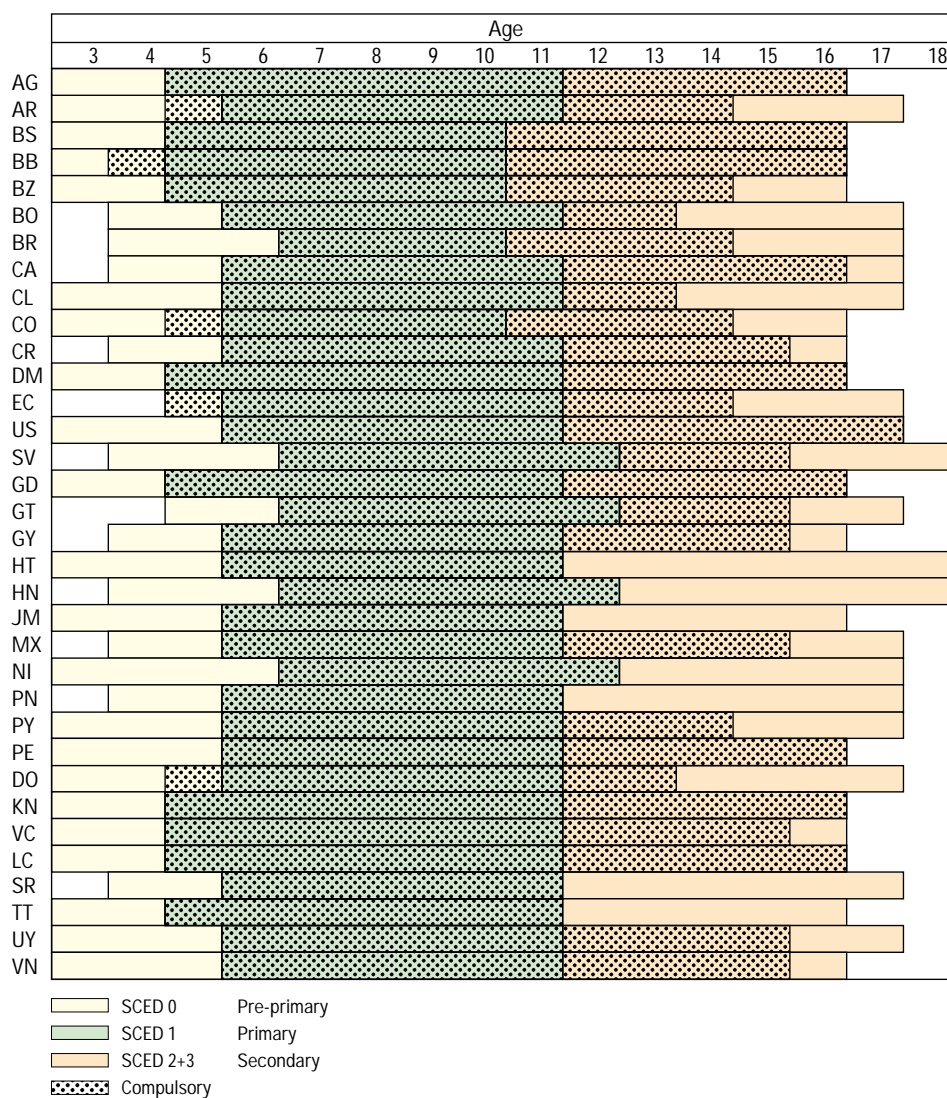
On the one hand, the implications of declaring a level of education compulsory are not clear. For whom is it compulsory? Of what are they required? In this regard, there are two ways of approaching this subject. The first is to identify those levels of education that governments should assure for everyone and for which it should provide such services free of charge (in order to assure that no one will be excluded due to lack of resources) or finance such services. In some countries, compulsory education is synonymous with free education provided by government; that is, government is obliged to provide such services without exclusion. The second approach is to identify those levels of education which all children should achieve, and it being an obligation of parents to assure that their children can attend school, whether in a private institution or through government subsidies.

On the other hand, there are countries in which compulsory school attendance is established in terms of age, while in others attainment of level is the criterion. The first case is primarily associated with the Anglo-Saxon tradition of education system organization in which the first grades are organized according to the ages of children and in which grade repetition is minimal. In the second case, largely that of Latin America, education services are organized around academic programs linked, but not subject to the ages of students.

Finally, compulsory schooling is linked to what is considered to be the education rights of persons. In this sense, it becomes a key theme on national social agendas.

The following graph shows the structure of education systems in regard to information on the ages officially established as coinciding to each level, and highlighting the parts considered compulsory.

Graph 39 Education levels (SCED 0 to 3). Official ages and compulsory schooling. School year beginning in 2002.



Source: UNESCO Institute for Statistics (2005) *Global Education Digest* accessible at <http://www.uis.unesco.org>
 Note: See the data appendix for details.

The information in this graph shows that in 2002, all countries considered the level equivalent to primary education (or the respective age range) to be compulsory. It also shows that in the large majority of countries, at least a part of secondary education (lower secondary) is compulsory. Thus, the idea has become generalized that primary and lower secondary education comprise a basic unit required for all children. Only in seven countries does compulsory schooling not go beyond the primary level. In seven other cases, compulsory schooling extends to lower and higher secondary levels. On the other hand, there is a group of five countries that have begun to extend compulsory schooling into the pre-school level, beginning with the grade immediately before entry into primary education.

Furthermore, in five countries, primary education begins at seven years of age. In the majority of cases it begins at five or six years of age, as in ten countries of the Caribbean. It is interesting that four of the five countries in which primary education begins later are those in which conclusion levels are the lowest.

4 CONCLUSIONS

This document has utilized a basic set of internationally comparable indicators to illustrate the state of education in Summit of the Americas countries. The description has focused principally on the education goals adopted by the Summit. Based on the presentation we offer three basic categories of conclusions.

The first is linked directly to the situation of countries in regard to the education goals of the Summit of the Americas. Here it is possible to state the following:

- Although countries have made significant efforts in recent years and the levels of progress are in a group of cases very impressive, few countries show a particularly auspicious situation in regard to achieving the Summit of the Americas education goals. If they do not make substantially greater policy efforts, a very large number of children and young people in these countries will not enjoy the rights that the Summit goals recognize.
- Universal completion of primary education is one of the goals that, in general is near to being accomplished. However, in 18 countries almost 6 million youths from 15 to 19 years of age have not completed that level. If more efforts are not made, in only four countries in the region will 95% of the population of exit age from primary education have completed that level by the year 2010. That is, only these four countries will have decidedly approached the goal. Even in these cases, specific efforts must be made in order to reach groups of people who do not have this right assured.
- Guaranteeing quality primary education is a great challenge. First, it is important to gain a broader understanding of this phenomenon in order that the different dimensions that comprise quality educational services be taken into account in the light of the challenges faced by education systems in this century. Observations of student academic achievement show that such achievement is very limited. On the other hand, the study of student academic performance yields valuable information to aid in developing effective education policies and practices, both on the national scale and within individual schools.
- Both completion and student learning achievement in primary education show the prevalence of problems related to equity. In effect, the probability of concluding this level as well as lower levels of learning tends to occur among the most disadvantaged segments of the population in every country.
- The above phenomena are also linked to key questions of waste of resources due to grade repetition and late-age entry in primary education. In effect, the presence in classrooms of students who are over-age is a widespread occurrence that conspires against the probability of successful conclusion. Moreover, 5.7 billion USD (PPP) are spent each year in order to pay for the studies of grade repeaters. These resources could very well be used to improve learning conditions of students and to assure their universal right to conclude quality primary education.

- Levels of access to secondary education show significant progress. Eleven countries have already assured that at least 75% of young people of the age to frequent this level are doing so.
- Although the Summit of the Americas has not set a numerical goal for completion of secondary education, such levels are still very limited. In only three countries of the eighteen for which we have information has at least 60% of the 20 to 24 year-old population concluded secondary education. In most of the countries observed, this proportion is less than one-half.
- At the same time, disparities between social groups in regard to the completion of secondary schooling are not only more marked, but also more extended than in the case of primary education. All countries must make significant efforts in order to close current equity gaps.
- On the other hand, the situation in regard to the part of the goal that states the need to have ever higher conclusion rates shows a very disparate scenario in which in spite of significant progress in some countries, in others there is stagnation in conclusion levels of the last 25 years.
- Although there is little information available about levels of quality in secondary education, a first and imperfect approximation is provided by learning levels achieved in the 15 year-old population. In this regard, there is a clear gap between countries such as the United States and Canada and those in Latin America for which information is available. In effect, not only is the fraction of 15 year-olds who reach secondary school in Latin America markedly lower; the learning levels that they achieve are lower as well. Thus, according to the PISA study, while in the United States and Canada two thirds of this population achieve acceptable or superior levels in reading and writing, the figure is, in the best of cases, one in five in the Latin American countries observed.
- Compulsory schooling levels within countries do not merely describe the system; they also are a measure of the political commitment of States. In this sense, it is important to note that those countries with lower levels of compulsory study and that begin primary schooling relatively late are the very ones in which we see the greatest difficulties in regard to progress toward the goals.
- Education as a continuous lifelong learning process involves supplying a variety of modes of educational programs able to meet multiples demands by the Summit of Americas countries. Moreover, such offerings should go far beyond programs designed for improvement, leveling of professional skills, and job promotion. There are important challenges for enabling the adult population to acquire basic education competencies. Illiteracy rates for the population of 15 years old and over in some countries still show figures above 20%. On the other hand, the expansion on primary and secondary educational services has contributed to significantly reducing illiteracy among the 15 to 24 years old population. Regarding equity, in some countries there are significant literacy gender gaps against women. In rural areas, the average of years of schooling of the 25 to 29 years old population is still much lower than those for urban areas.
- It is possible to identify a multiplicity of labor market-oriented education programs that are a product of the interaction and coordination of a variety of institutions and organizations with specific interest in these kind of training programs. Education and training Institutions, the business sector, Ministries of Education and Labor, and the workers' unions have been cooperating to construct a complex framework of training systems and occupational competencies designed primarily for the youth and adult population. On the other hand, in some countries there is a framework of educational programs designed for personal development.

The second category of conclusions is directly related to context factors that underlie the situation described above and to how different education policies treat the question of context with different degrees of success. In this regard, we note the following:

- Unfortunately, we see a tendency for countries that are more distant from achieving the goals outlined by the Summit of the Americas to be precisely those with lower levels of relative wealth, lower levels of relative development, as well as being those that face greater social pressures due to higher rates of demographic growth and dependence.
- However, this is not an iron-clad rule. There are cases of countries with relatively fewer resources and facing more demanding conditions that have achieved not only rates of progress similar to those of countries with better conditions, but have done so at a decidedly more rapid pace.
- An illustrative case is that of Bolivia - a country that shows that highest rate of growth in secondary school conclusion levels in the last 25 years. In this sense, understanding the social process behind this progress is a task that can provide important information for countries that, with social conditions similar to those of Bolivia, do not demonstrate similar levels of progress.
- In this same sense, of note is the limited progress or even stagnation observed in regard to some of the goals in countries such as Uruguay, Costa Rica, and Honduras. In particular, levels of secondary education completion in these countries should be examined carefully.

The third category of conclusions is related to the needs, progress, and gaps in information need to describe the state of education. In this regard, it is important to consider the following:

- Development of this report has been possible thanks to a sustained effort by countries and by UNESCO in order to guarantee a regular and growing production of internationally comparable information.
- In effect, a comparison of information currently available with that which could be used four years ago for production of the first **Educational Panorama of the Americas** of PRIE shows significant levels of progress.
- However, there is still a broad set of areas where it is possible to increase both the quantity and quality of available information. In effect, areas such as that of financial information continue to present great challenges both in terms of coverage and comparability of available data. Other areas such as calculation of the numbers of equivalent full-time teachers still require additional effort. It is possible to speculate that a broad sub-set of Summit of the Americas countries could report greater volumes of information that would enrich comparative international analysis. This is an area in which PRIE offers support in agreement with the international data collection program carried out by UNESCO.
- One of the critical areas in terms of the availability of information is broadening the possibilities of analyzing heterogeneity within countries and the possible relation that some of these disparities may have with themes related to equity. In this sense, strengthening national education information systems as national systems that are composed of diverse actors, among which stand out ministries of education and national statistics institutes, is a key area in which PRIE plays a role jointly with the regional program for strengthening national capacities carried out by UNESCO.
- An additional area that requires significant effort in order to assure availability of information for comparative international analysis is that related to learning content and achievement. Determining basic learning needs that all students should achieve as well as measuring levels of student performance is a key area. In this field, PRIE has begun a project designed to review experiences that contribute to defining basic contents. This is of primary importance in order to contribute to the efforts carried out by UNESCO through the Latin American Laboratory for Assessment of the Quality of Education in the area of the measurement of student academic achievement.

5 APPENDICES

5.1 COUNTRY PROFILES

This appendix includes for each of the 34 Summit of the Americas's countries a summary of the information used in this document.

The central section, shows for each indicator for which information was available, the relative position of each country in relation to the regional average. For this purpose, the each indicator value has been transformed into a common scale using a normalization procedure. Thus, each dot shows how distant the country is from the regional average using standard deviation units (maked using dotted lines).

Take into account that higher values for an indicator do not necessarily imply a "better" situation, since this depends upon the nature of each indicator. Finally, the number of observations considered to compute the regional average (countries with data) is also shown.

ANTIGUA AND BARBUDA



BASIC INFORMATION

Territory (in thousands of km ²):	0,44
Population (in thousands):	69
Urbanization (%)	37,4
Population of 5 to 14 years (%)	n.d.
Population of 15 to 19 years (%)	n.d.
GDP per capita (in US dollars PPP)	10.920
Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	n.d.
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	n.d.
Net enrolment rate in secondary education	n.d.



INDICATOR (Number of cases)	Regional Average
HDI (34)	
DEMOG. GROWTH (2002-2015) (34)	
% URBANIZATION (34)	
DEMOGRAPHIC DEPENDENCY (30)	
POTENCIAL DEMAND (PRIMARY - 5 a 14 años) (30)	
POTENCIAL DEMAND (SECONDARY - 15 a 19 YEARS) (30)	
GDP PER CAPITA (USD PPP) (34)	
GINI COEFFICIENT (18)	
GROSS INTAKE RATIO (PRIMARY) (30)	
NET INTAKE RATE (PRIMARY) (27)	
NET INTAKE RATE (PRIMARY F/M) (27)	
NET ENROLMENT RATE (PRIMARY) (29)	
NET ENROLMENT RATE (PRIMARY F/M) (27)	
SURVIVAL LAST GRADE (PRIMARY) (27)	
GROSS INTAKE RATE LAST GRADE (PRIMARIA) (28)	
EXPECTD GROSS INTAKE RATE LAST GRADE (PRIMARY) (21)	
% REPEATERS (PRIMARY) (24)	
NET ENROLMENT RATE (SECONDARY) (29)	
NET ENROLMENT RATE (SECONDARY F/M) (28)	
PUBLIC EXPENDIT EDUCATION/GDP (26)	
PUBLIC EXPEND EDUCATION/TOTAL PUBLIC EXPEND (25)	
PUBLIC EXPEND X STUD (PRIMARY - USD PPP) (26)	
PUBLIC EXPEND X STUD/GDP PER CAPITA (PRIMARY) (26)	
PUBLIC EXPEND X STUD (SECONDARY - USD PPP) (26)	
PUBLIC EXPEND X STUD/GDP PER CAPITA (SECONDARY) (26)	
EXPEND PRIMARY/TOTAL EXPEND EDUC (26)	
EXPEND SECONDARY/TOTAL EXPEND EDUC (26)	
PUPIL/TEACHER (PRIMARY) (30)	
PUPIL/TEACHER (SECONDARY) (29)	
% TRAINED TEACHERS (PRIMARY) (24)	
% TRAINED TEACHERS (SECONDARY) (22)	
GROSS GRADUATION RATIO (PRIMARY) (14)	
EXP GROSSN GRADUATION RATIO (PRIMARY) (10)	
COMPLETION PRIMARY (15 - 19 years) (19)	
COMPLETION PRIMARY (F/M 15 - 19 years) (18)	
COMPLETION PRIMARY (U/R 15 - 19 years) (15)	
COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (18)	
COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (9)	
EXPECTED COMPLET PRIMARY RATE IN 2010 (5 - 9 years) (18)	
COMPLETION SECONDARY (20 - 24 years) (18)	
COMPLETION SECONDARY (F/M 20 - 24 years) (18)	
COMPLETION SECONDARY (U/R 20 - 24 years) (16)	
COMPLETION SECONDARY (NORG/ORG 20 - 24 years) (9)	
ADULT ILLITERACY (33)	
ADULT ILLITERACY (F/M) (25)	
YOUTH ILLITERACY (25)	
YOUTH ILLITERACY (F/M) (25)	
YEARS OF SCHOOL POP 25 to 59 years (URBAN) (18)	
YEARS OF SCHOOL POP 25 to 59 years (RURAL) (13)	
YEARS OF SCHOOL POP 25 to 59 years (URBAN F/M) (18)	
YEARS OF SCHOOL POP 25 to 59 years (RURAL F/M) (13)	

ARGENTINA



BASIC INFORMATION

Territory (in thousands of km ²):	2.767
Population (in thousands):	37.928
Urbanization (%)	89,9
Population of 5 to 14 years (%)	18,0
Population of 15 to 19 years (%)	8,7
GDP per capita (in US dollars PPP)	10.880
Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	2,8
Youth illiteracy rate (Pop 15 to 24 años)	1,1
Net enrolment rate in primary education	n.d.
Net enrolment rate in secondary education	81



BAHAMAS



BASIC INFORMATION

Territory (in thousands of km ²):	13,9
Population (in thousands):	314
Urbanization (%)	89,2
Population of 5 to 14 years (%)	19,4
Population of 15 to 19 years (%)	9,4
GDP per capita (in US dollars PPP)	17.280

Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	4,5
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	86
Net enrolment rate in secondary education	76



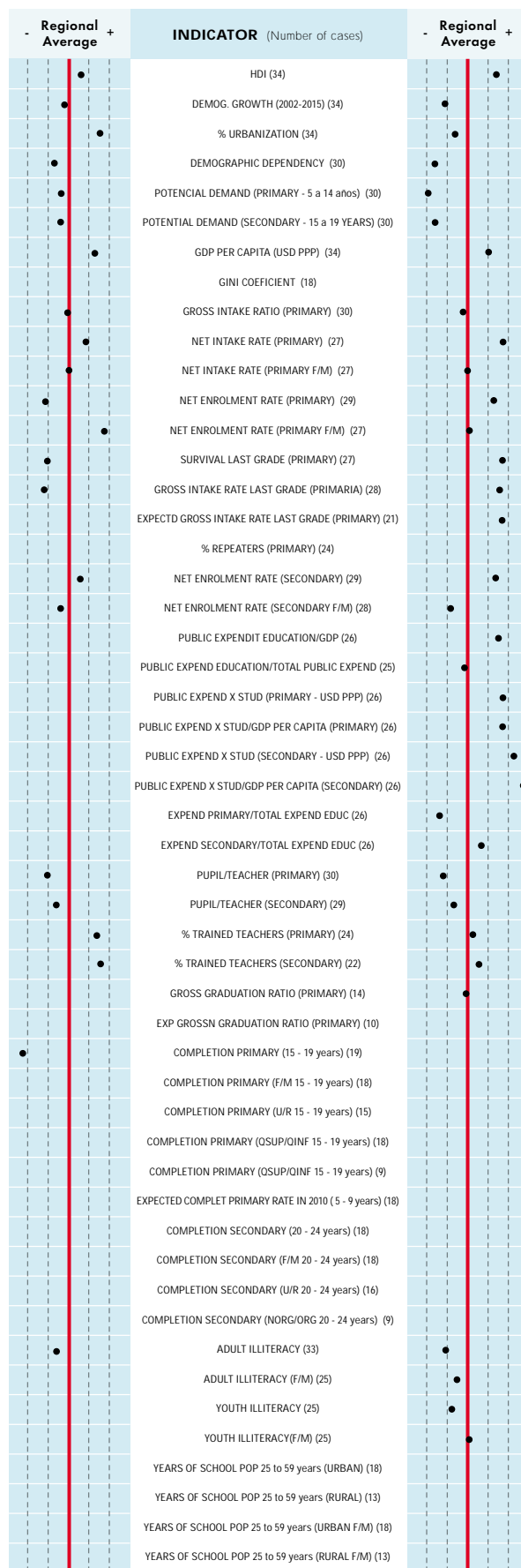
BARBADOS



BASIC INFORMATION

Territory (in thousands of km ²):	0,43
Population (in thousands):	269
Urbanization (%)	51,1
Population of 5 to 14 years (%)	13,7
Population of 15 to 19 years (%)	7,8
GDP per capita (in US dollars PPP)	15.290

Years of compulsory education	13
Adult illiteracy rate (Pop 15 years and over)	0,3
Youth illiteracy rate (Pop 15 to 24 años)	0,2
Net enrolment rate in primary education	100
Net enrolment rate in secondary education	90



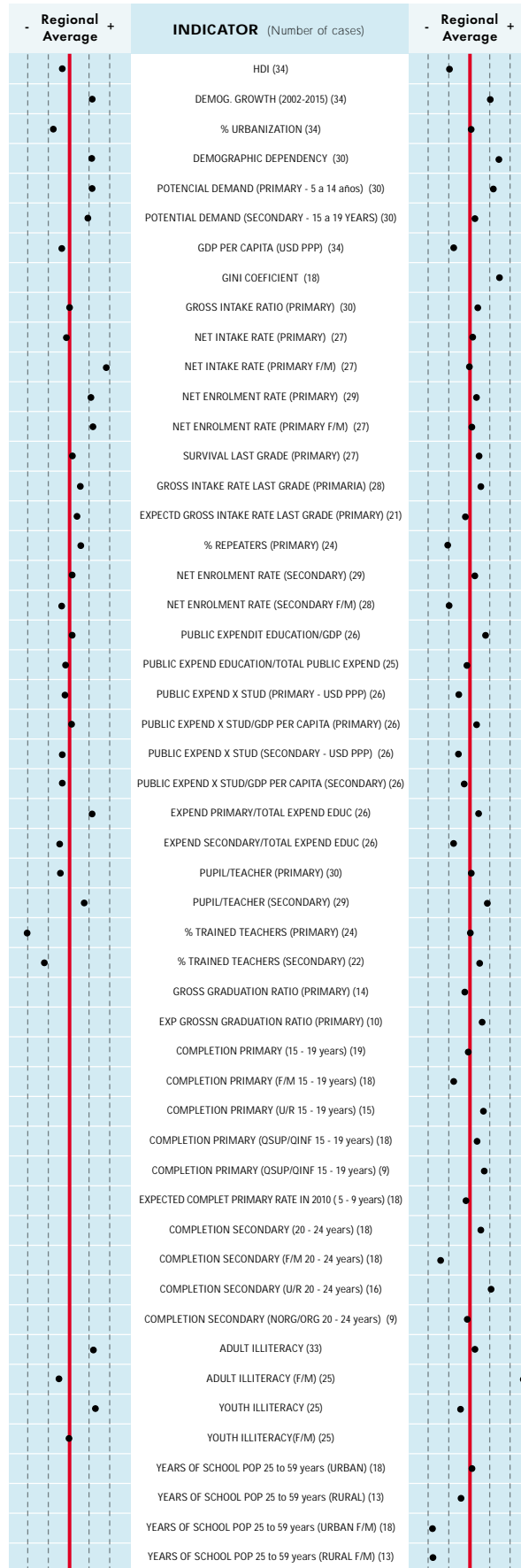
BELIZE



BASIC INFORMATION

Territory (in thousands of km ²):	23,0
Population (in thousands):	253
Urbanization (%)	48,2
Population of 5 to 14 years (%)	25,1
Population of 15 to 19 years (%)	11,2
GDP per capita (in US dollars PPP)	6.080

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	23,1
Youth illiteracy rate (Pop 15 to 24 años)	15,8
Net enrolment rate in primary education	99
Net enrolment rate in secondary education	69



BOLIVIA



BASIC INFORMATION

Territory (in thousands of km ²):	1.099
Population (in thousands):	8.697
Urbanization (%)	62,9
Population of 5 to 14 years (%)	25,2
Population of 15 to 19 years (%)	10,3
GDP per capita (in US dollars PPP)	2.460

Years of compulsory education	8
Adult illiteracy rate (Pop 15 years and over)	13,5
Youth illiteracy rate (Pop 15 to 24 años)	2,7
Net enrolment rate in primary education	95
Net enrolment rate in secondary education	71



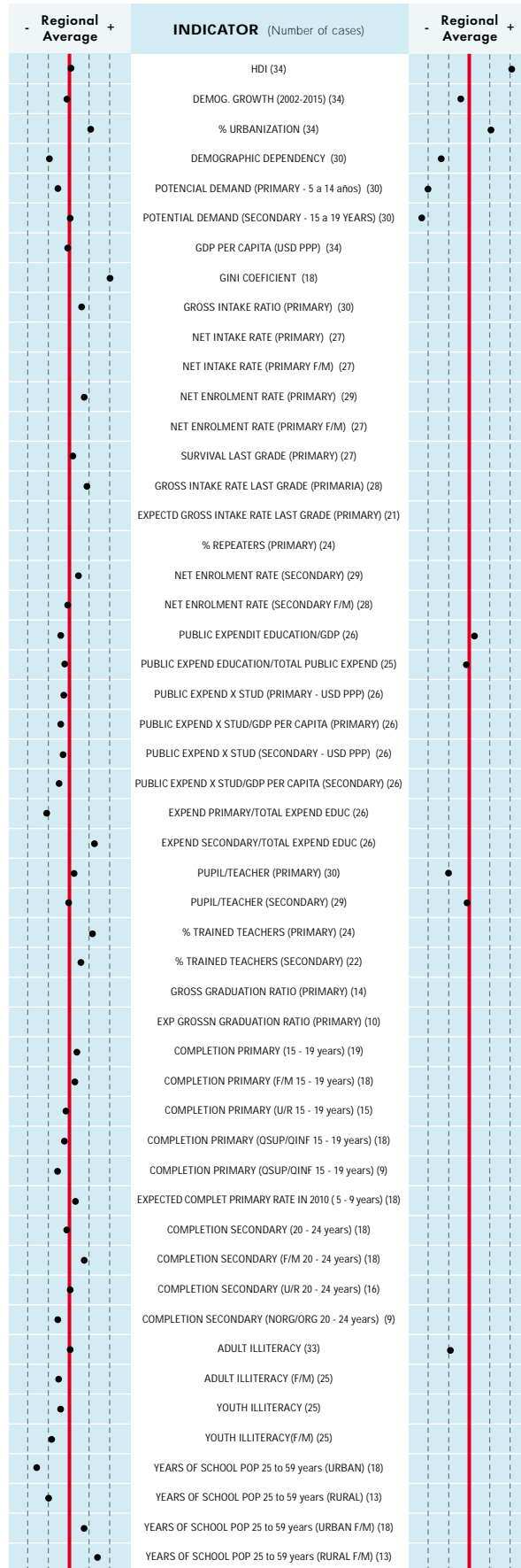
BRAZIL



BASIC INFORMATION

Territory (in thousands of km ²):	8.512
Population (in thousands):	174.485
Urbanization (%)	82,4
Population of 5 to 14 years (%)	18,9
Population of 15 to 19 years (%)	10,1
GDP per capita (in US dollars PPP)	7.770

Years of compulsory education	8
Adult illiteracy rate (Pop 15 years and over)	11,6
Youth illiteracy rate (Pop 15 to 24 años)	3,4
Net enrolment rate in primary education	97
Net enrolment rate in secondary education	75



CANADA



BASIC INFORMATION

Territory (in thousands of km ²):	9.985
Population (in thousands):	31.414
Urbanization (%)	80,1
Population of 5 to 14 years (%)	13,0
Population of 15 to 19 years (%)	6,7
GDP per capita (in US dollars PPP)	29.840

Years of compulsory education	11
Adult illiteracy rate (Pop 15 years and over)	1,0
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	n.d.
Net enrolment rate in secondary education	n.d.



CHILE



BASIC INFORMATION

Territory (in thousands of km ²):	757
Population (in thousands):	15.579
Urbanization (%)	86,6
Population of 5 to 14 years (%)	18,6
Population of 15 to 19 years (%)	8,6
GDP per capita (in US dollars PPP)	9.820

Years of compulsory education	8
Adult illiteracy rate (Pop 15 years and over)	4,3
Youth illiteracy rate (Pop 15 to 24 años)	1,0
Net enrolment rate in primary education	86
Net enrolment rate in secondary education	79



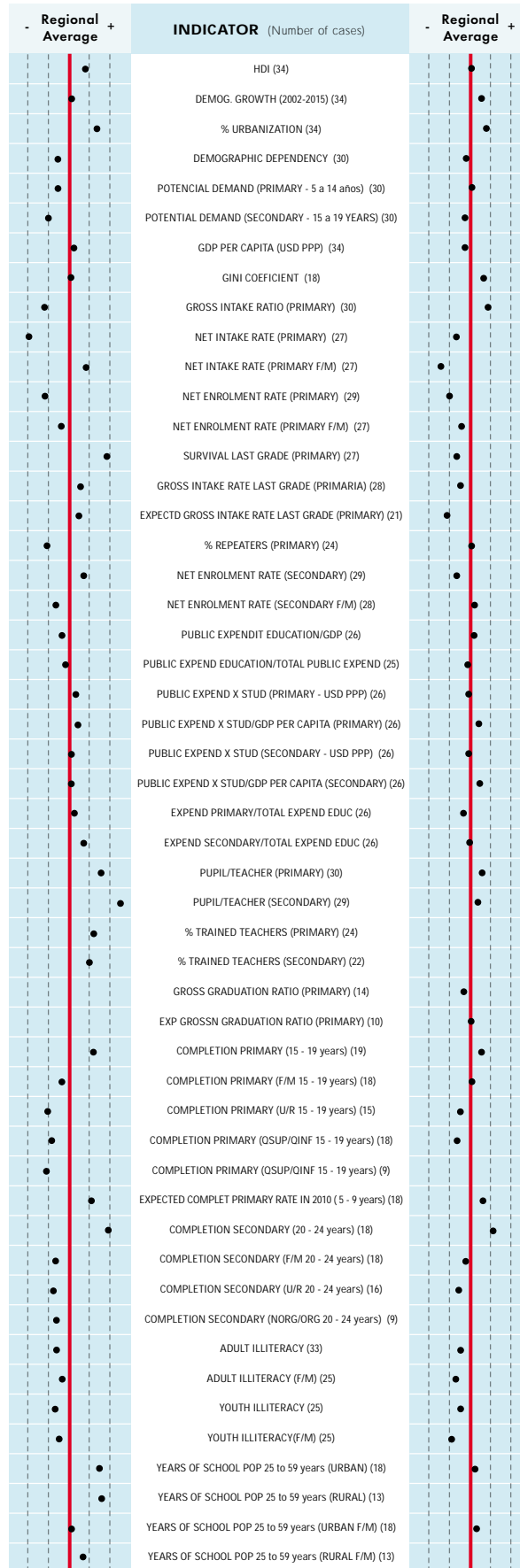
COLOMBIA



BASIC INFORMATION

Territory (in thousands of km ²):	1.139
Population (in thousands):	43.745
Urbanization (%)	76,0
Population of 5 to 14 years (%)	21,2
Population of 15 to 19 years (%)	9,6
GDP per capita (in US dollars PPP)	6.370

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	5,8
Youth illiteracy rate (Pop 15 to 24 años)	2,4
Net enrolment rate in primary education	87
Net enrolment rate in secondary education	55



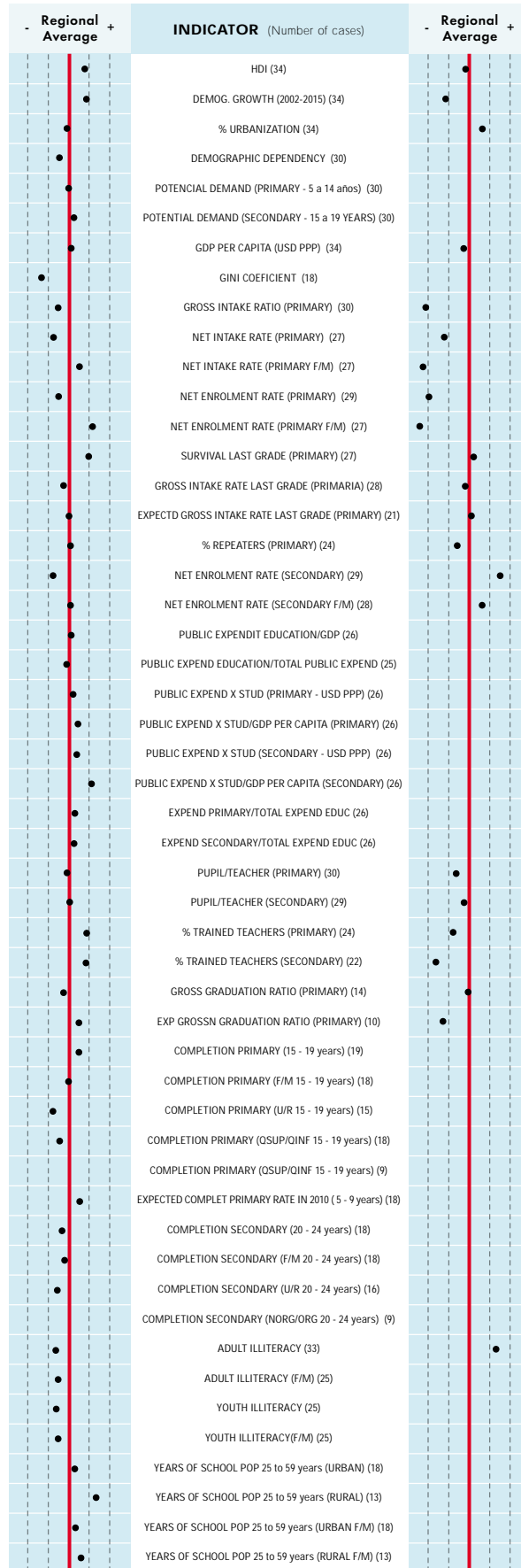
COSTA RICA



BASIC INFORMATION

Territory (in thousands of km ²):	51,1
Population (in thousands):	3.942
Urbanization (%)	60,1
Population of 5 to 14 years (%)	20,8
Population of 15 to 19 years (%)	10,3
GDP per capita (in US dollars PPP)	8.840

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	4,2
Youth illiteracy rate (Pop 15 to 24 años)	1,6
Net enrolment rate in primary education	90
Net enrolment rate in secondary education	53



DOMINICA



BASIC INFORMATION

Territory (in thousands of km ²):	0,75
Population (in thousands):	72
Urbanization (%)	71,7
Population of 5 to 14 years (%)	n.d.
Population of 15 to 19 years (%)	n.d.
GDP per capita (in US dollars PPP)	5.640

Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	23,6
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	81
Net enrolment rate in secondary education	92



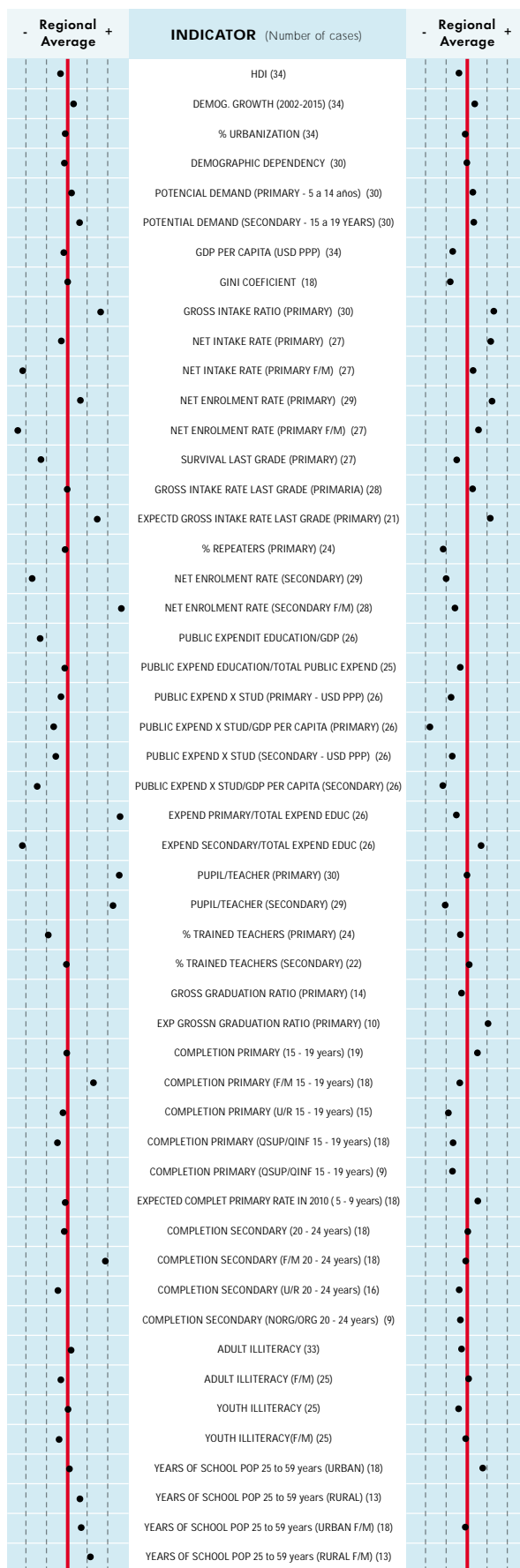
DOMINICAN REPUBLIC



BASIC INFORMATION

Territory (in thousands of km ²):	48,7
Population (in thousands):	8.635
Urbanization (%)	58,9
Population of 5 to 14 years (%)	21,5
Population of 15 to 19 years (%)	10,7
GDP per capita (in US dollars PPP)	6.640

Years of compulsory education	9
Adult illiteracy rate (Pop 15 years and over)	12,3
Youth illiteracy rate (Pop 15 to 24 años)	6,0
Net enrolment rate in primary education	96
Net enrolment rate in secondary education	36



ECUADOR



BASIC INFORMATION

Territory (in thousands of km ²):	284
Population (in thousands):	13.112
Urbanization (%)	61,3
Population of 5 to 14 years (%)	22,0
Population of 15 to 19 years (%)	10,5
GDP per capita (in US dollars PPP)	3.580

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	9,0
Youth illiteracy rate (Pop 15 to 24 años)	3,6
Net enrolment rate in primary education	100
Net enrolment rate in secondary education	50



EL SALVADOR



BASIC INFORMATION

Territory (in thousands of km ²):	21,0
Population (in thousands):	6.524
Urbanization (%)	59,3
Population of 5 to 14 years (%)	22,8
Population of 15 to 19 years (%)	10,0
GDP per capita (in US dollars PPP)	4.890
Years of compulsory education	9
Adult illiteracy rate (Pop 15 years and over)	20,3
Youth illiteracy rate (Pop 15 to 24 años)	11,1
Net enrolment rate in primary education	90
Net enrolment rate in secondary education	49



- Regional Average	INDICATOR (Number of cases)	- Regional Average
•	HDI (34)	•
•	DEMOG. GROWTH (2002-2015) (34)	•
•	% URBANIZATION (34)	•
•	DEMOGRAPHIC DEPENDENCY (30)	•
•	POTENCIAL DEMAND (PRIMARY - 5 a 14 años) (30)	•
•	POTENCIAL DEMAND (SECONDARY - 15 a 19 YEARS) (30)	•
•	GDP PER CAPITA (USD PPP) (34)	•
•	GINI COEFFICIENT (18)	•
•	GROSS INTAKE RATIO (PRIMARY) (30)	•
•	NET INTAKE RATE (PRIMARY) (27)	•
•	NET INTAKE RATE (PRIMARY F/M) (27)	•
•	NET ENROLMENT RATE (PRIMARY) (29)	•
•	NET ENROLMENT RATE (PRIMARY F/M) (27)	•
•	SURVIVAL LAST GRADE (PRIMARY) (27)	•
•	GROSS INTAKE RATE LAST GRADE (PRIMARIA) (28)	•
•	EXPECTD GROSS INTAKE RATE LAST GRADE (PRIMARY) (21)	•
•	% REPEATERS (PRIMARY) (24)	•
•	NET ENROLMENT RATE (SECONDARY) (29)	•
•	NET ENROLMENT RATE (SECONDARY F/M) (28)	•
•	PUBLIC EXPENDIT EDUCATION/GDP (26)	•
•	PUBLIC EXPEND EDUCATION/TOTAL PUBLIC EXPEND (25)	•
•	PUBLIC EXPEND X STUD (PRIMARY - USD PPP) (26)	•
•	PUBLIC EXPEND X STUD/GDP PER CAPITA (PRIMARY) (26)	•
•	PUBLIC EXPEND X STUD (SECONDARY - USD PPP) (26)	•
•	PUBLIC EXPEND X STUD/GDP PER CAPITA (SECONDARY) (26)	•
•	EXPEND PRIMARY/TOTAL EXPEND EDUC (26)	•
•	EXPEND SECONDARY/TOTAL EXPEND EDUC (26)	•
•	PUPIL/TEACHER (PRIMARY) (30)	•
•	PUPIL/TEACHER (SECONDARY) (29)	•
•	% TRAINED TEACHERS (PRIMARY) (24)	•
•	% TRAINED TEACHERS (SECONDARY) (22)	•
•	GROSS GRADUATION RATIO (PRIMARY) (14)	•
•	EXP GROSS GRADUATION RATIO (PRIMARY) (10)	•
•	COMPLETION PRIMARY (15 - 19 years) (19)	•
•	COMPLETION PRIMARY (F/M 15 - 19 years) (18)	•
•	COMPLETION PRIMARY (U/R 15 - 19 years) (15)	•
•	COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (18)	•
•	COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (9)	•
•	EXPECTED COMPLET PRIMARY RATE IN 2010 (5 - 9 years) (18)	•
•	COMPLETION SECONDARY (20 - 24 years) (18)	•
•	COMPLETION SECONDARY (F/M 20 - 24 years) (18)	•
•	COMPLETION SECONDARY (U/R 20 - 24 years) (16)	•
•	COMPLETION SECONDARY (NORG/ORG 20 - 24 years) (9)	•
•	ADULT ILLITERACY (33)	•
•	ADULT ILLITERACY (F/M) (25)	•
•	YOUTH ILLITERACY (25)	•
•	YOUTH ILLITERACY (F/M) (25)	•
•	YEARS OF SCHOOL POP 25 to 59 years (URBAN) (18)	•
•	YEARS OF SCHOOL POP 25 to 59 years (RURAL) (13)	•
•	YEARS OF SCHOOL POP 25 to 59 years (URBAN F/M) (18)	•
•	YEARS OF SCHOOL POP 25 to 59 years (RURAL F/M) (13)	•

GRENADA



BASIC INFORMATION

Territory (in thousands of km ²):	0,34
Population (in thousands):	102
Urbanization (%)	40,0
Population of 5 to 14 years (%)	n.d.
Population of 15 to 19 years (%)	n.d.
GDP per capita (in US dollars PPP)	7.280
Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	5,6
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	n.d.
Net enrolment rate in secondary education	100

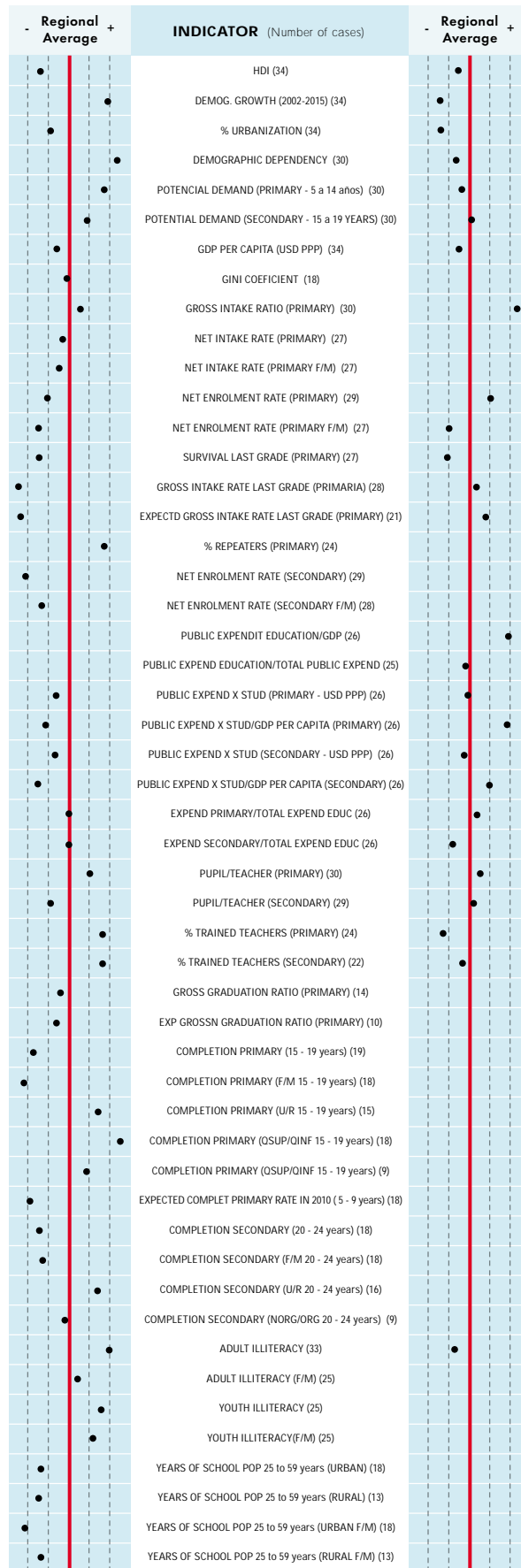


GUATEMALA



BASIC INFORMATION

Territory (in thousands of km ²):	109
Population (in thousands):	11.992
Urbanization (%)	45,9
Population of 5 to 14 years (%)	27,1
Population of 15 to 19 years (%)	11,2
GDP per capita (in US dollars PPP)	4.080
Years of compulsory education	9
Adult illiteracy rate (Pop 15 years and over)	30,9
Youth illiteracy rate (Pop 15 to 24 años)	17,8
Net enrolment rate in primary education	87
Net enrolment rate in secondary education	30



GUYANA



BASIC INFORMATION

Territory (in thousands of km ²):	215
Population (in thousands):	772
Urbanization (%)	37,1
Population of 5 to 14 years (%)	19,4
Population of 15 to 19 years (%)	10,1
GDP per capita (in US dollars PPP)	4.260
Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	3,5
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	99
Net enrolment rate in secondary education	n.d.



HAITI



BASIC INFORMATION

Territory (in thousands of km ²):	27,8
Population (in thousands):	8.286
Urbanization (%)	36,9
Population of 5 to 14 years (%)	25,5
Population of 15 to 19 years (%)	12,6
GDP per capita (in US dollars PPP)	1.610

Years of compulsory education	6
Adult illiteracy rate (Pop 15 years and over)	48,1
Youth illiteracy rate (Pop 15 to 24 años)	33,8
Net enrolment rate in primary education	n.d.
Net enrolment rate in secondary education	n.d.



INDICATOR (Number of cases)	Regional Average	Regional Average
HDI (34)		
DEMOG. GROWTH (2002-2015) (34)		
% URBANIZATION (34)		
DEMOGRAPHIC DEPENDENCY (30)		
POTENCIAL DEMAND (PRIMARY - 5 a 14 años) (30)		
POTENCIAL DEMAND (SECONDARY - 15 a 19 YEARS) (30)		
GDP PER CAPITA (USD PPP) (34)		
GINI COEFFICIENT (18)		
GROSS INTAKE RATIO (PRIMARY) (30)		
NET INTAKE RATE (PRIMARY) (27)		
NET INTAKE RATE (PRIMARY F/M) (27)		
NET ENROLMENT RATE (PRIMARY) (29)		
NET ENROLMENT RATE (PRIMARY F/M) (27)		
SURVIVAL LAST GRADE (PRIMARY) (27)		
GROSS INTAKE RATE LAST GRADE (PRIMARIA) (28)		
EXPECTD GROSS INTAKE RATE LAST GRADE (PRIMARY) (21)		
% REPEATERS (PRIMARY) (24)		
NET ENROLMENT RATE (SECONDARY) (29)		
NET ENROLMENT RATE (SECONDARY F/M) (28)		
PUBLIC EXPENDIT EDUCATION/GDP (26)		
PUBLIC EXPEND EDUCATION/TOTAL PUBLIC EXPEND (25)		
PUBLIC EXPEND X STUD (PRIMARY - USD PPP) (26)		
PUBLIC EXPEND X STUD/GDP PER CAPITA (PRIMARY) (26)		
PUBLIC EXPEND X STUD (SECONDARY - USD PPP) (26)		
PUBLIC EXPEND X STUD/GDP PER CAPITA (SECONDARY) (26)		
EXPEND PRIMARY/TOTAL EXPEND EDUC (26)		
EXPEND SECONDARY/TOTAL EXPEND EDUC (26)		
PUPIL/TEACHER (PRIMARY) (30)		
PUPIL/TEACHER (SECONDARY) (29)		
% TRAINED TEACHERS (PRIMARY) (24)		
% TRAINED TEACHERS (SECONDARY) (22)		
GROSS GRADUATION RATIO (PRIMARY) (14)		
EXP GROSS GRADUATION RATIO (PRIMARY) (10)		
COMPLETION PRIMARY (15 - 19 years) (19)		
COMPLETION PRIMARY (F/M 15 - 19 years) (18)		
COMPLETION PRIMARY (U/R 15 - 19 years) (15)		
COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (18)		
COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (9)		
EXPECTED COMPLET PRIMARY RATE IN 2010 (5 - 9 years) (18)		
COMPLETION SECONDARY (20 - 24 years) (18)		
COMPLETION SECONDARY (F/M 20 - 24 years) (18)		
COMPLETION SECONDARY (U/R 20 - 24 years) (16)		
COMPLETION SECONDARY (NORG/ORG 20 - 24 years) (9)		
ADULT ILLITERACY (33)		
ADULT ILLITERACY (F/M) (25)		
YOUTH ILLITERACY (25)		
YOUTH ILLITERACY (F/M) (25)		
YEARS OF SCHOOL POP 25 to 59 years (URBAN) (18)		
YEARS OF SCHOOL POP 25 to 59 years (RURAL) (13)		
YEARS OF SCHOOL POP 25 to 59 years (URBAN F/M) (18)		
YEARS OF SCHOOL POP 25 to 59 years (RURAL F/M) (13)		

HONDURAS



BASIC INFORMATION

Territory (in thousands of km ²):	112
Population (in thousands):	6.755
Urbanization (%)	45,2
Population of 5 to 14 years (%)	26,3
Population of 15 to 19 years (%)	11,1
GDP per capita (in US dollars PPP)	2.600

Years of compulsory education	6
Adult illiteracy rate (Pop 15 years and over)	20,0
Youth illiteracy rate (Pop 15 to 24 años)	11,1
Net enrolment rate in primary education	87
Net enrolment rate in secondary education	n.d.



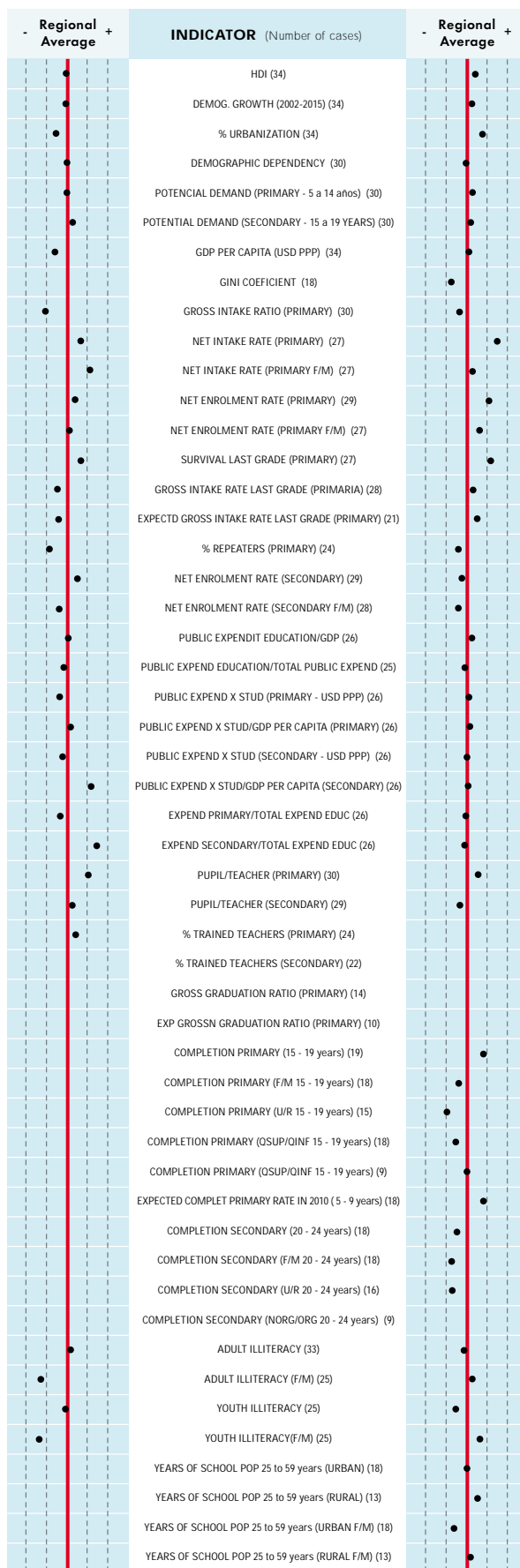
JAMAICA



BASIC INFORMATION

Territory (in thousands of km ²):	11,0
Population (in thousands):	2.613
Urbanization (%)	52,1
Population of 5 to 14 years (%)	20,7
Population of 15 to 19 years (%)	10,3
GDP per capita (in US dollars PPP)	3.980

Years of compulsory education	6
Adult illiteracy rate (Pop 15 years and over)	12,4
Youth illiteracy rate (Pop 15 to 24 años)	5,5
Net enrolment rate in primary education	95
Net enrolment rate in secondary education	75



MEXICO



BASIC INFORMATION

Territory (in thousands of km ²):	1.973
Population (in thousands):	100.921
Urbanization (%)	75,2
Population of 5 to 14 years (%)	21,8
Population of 15 to 19 years (%)	10,2
GDP per capita (in US dollars PPP)	8.970

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	9,7
Youth illiteracy rate (Pop 15 to 24 años)	2,4
Net enrolment rate in primary education	99
Net enrolment rate in secondary education	63

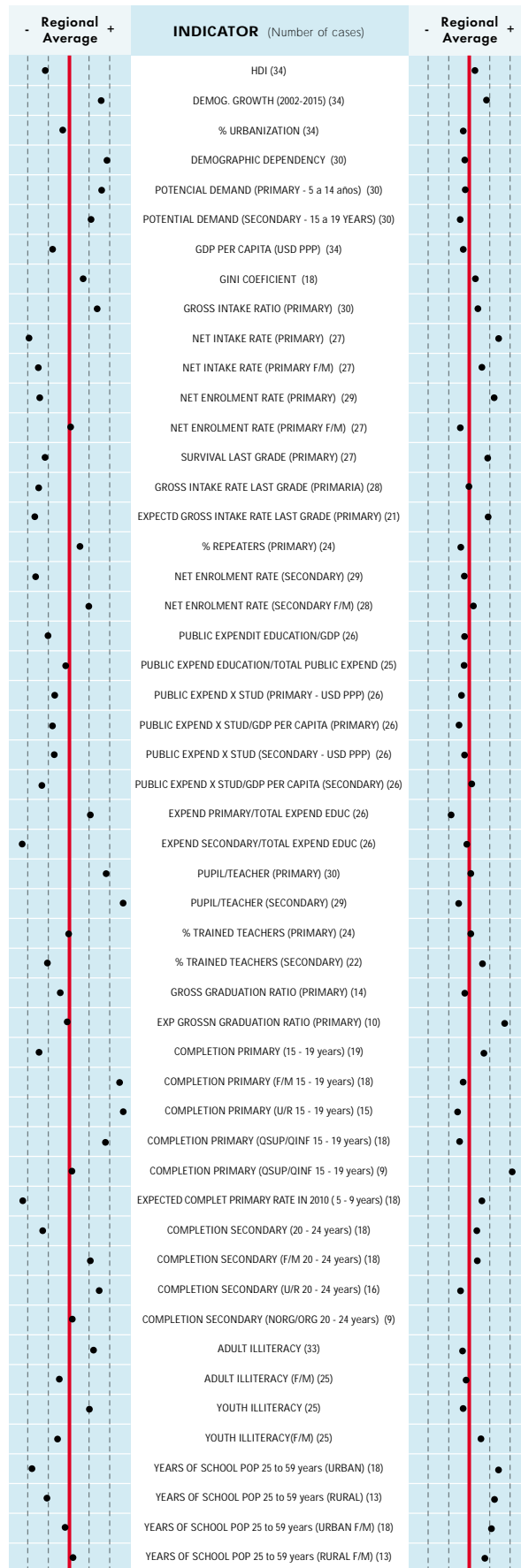


NICARAGUA



BASIC INFORMATION

Territory (in thousands of km ²):	129
Population (in thousands):	5.335
Urbanization (%)	56,9
Population of 5 to 14 years (%)	26,7
Population of 15 to 19 years (%)	11,5
GDP per capita (in US dollars PPP)	2.470
Years of compulsory education	6
Adult illiteracy rate (Pop 15 years and over)	23,3
Youth illiteracy rate (Pop 15 to 24 años)	13,8
Net enrolment rate in primary education	85
Net enrolment rate in secondary education	39



PANAMA



BASIC INFORMATION

Territory (in thousands of km ²):	78,2
Population (in thousands):	2.940
Urbanization (%)	56,8
Population of 5 to 14 years (%)	20,2
Population of 15 to 19 years (%)	9,4
GDP per capita (in US dollars PPP)	6.170
Years of compulsory education	6
Adult illiteracy rate (Pop 15 years and over)	8,1
Youth illiteracy rate (Pop 15 to 24 años)	3,9
Net enrolment rate in primary education	100
Net enrolment rate in secondary education	63



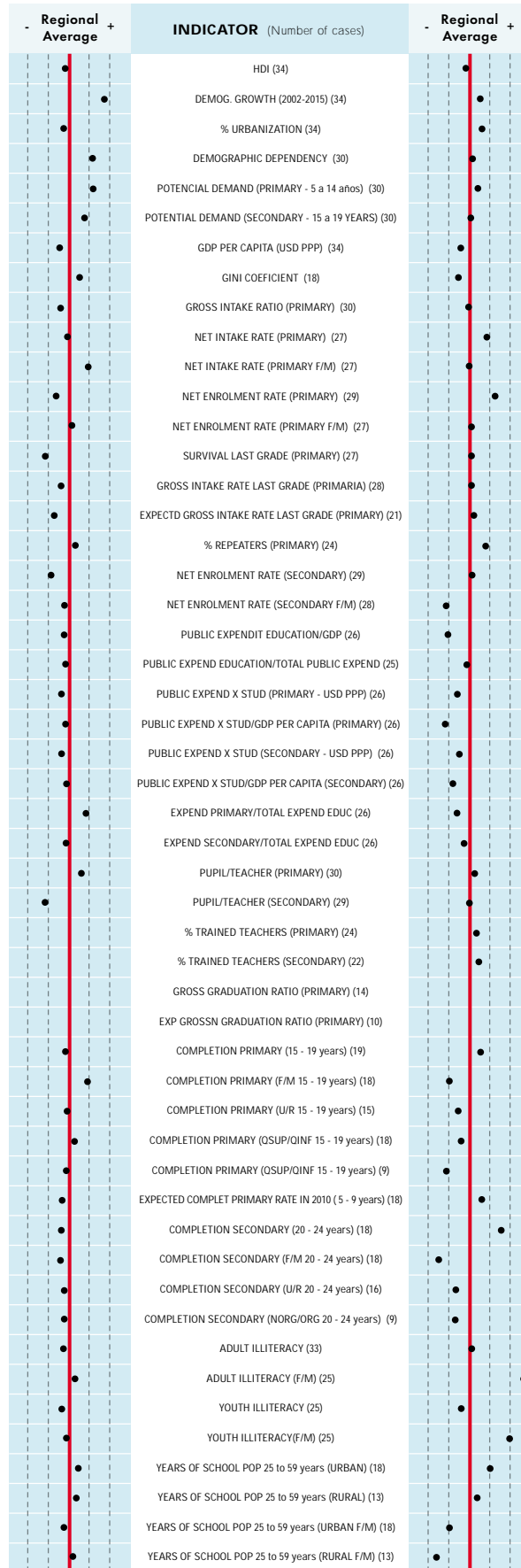
PARAGUAY



BASIC INFORMATION

Territory (in thousands of km ²):	407
Population (in thousands):	5.510
Urbanization (%)	56,6
Population of 5 to 14 years (%)	25,0
Population of 15 to 19 years (%)	11,0
GDP per capita (in US dollars PPP)	4.610

Years of compulsory education	9
Adult illiteracy rate (Pop 15 years and over)	8,4
Youth illiteracy rate (Pop 15 to 24 años)	3,7
Net enrolment rate in primary education	89
Net enrolment rate in secondary education	51



PERU



BASIC INFORMATION

Territory (in thousands of km ²):	1.285
Population (in thousands):	26.749
Urbanization (%)	73,5
Population of 5 to 14 years (%)	22,3
Population of 15 to 19 years (%)	10,1
GDP per capita (in US dollars PPP)	5.010

Years of compulsory education	11
Adult illiteracy rate (Pop 15 years and over)	12,3
Youth illiteracy rate (Pop 15 to 24 años)	3,2
Net enrolment rate in primary education	100
Net enrolment rate in secondary education	69



SAINT KITTS AND NEVIS



BASIC INFORMATION

Territory (in thousands of km ²):	0,26
Population (in thousands):	46
Urbanization (%)	32,4
Population of 5 to 14 years (%)	n.d.
Population of 15 to 19 years (%)	n.d.
GDP per capita (in US dollars PPP)	12.420

Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	2,2
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	90
Net enrolment rate in secondary education	95



SAINT VINCENT AND THE GRENADINES



BASIC INFORMATION

Territory (in thousands of km ²):	0,39
Population (in thousands):	117
Urbanization (%)	57,2
Population of 5 to 14 years (%)	21,6
Population of 15 to 19 years (%)	11,5
GDP per capita (in US dollars PPP)	5.460

Years of compulsory education	11
Adult illiteracy rate (Pop 15 years and over)	16,9
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	99
Net enrolment rate in secondary education	58



INDICATOR (Number of cases)	Regional Average	Regional Average
HDI (34)		
DEMOG. GROWTH (2002-2015) (34)		
% URBANIZATION (34)		
DEMOGRAPHIC DEPENDENCY (30)		
POTENCIAL DEMAND (PRIMARY - 5 a 14 años) (30)		
POTENCIAL DEMAND (SECONDARY - 15 a 19 YEARS) (30)		
GDP PER CAPITA (USD PPP) (34)		
GINI COEFFICIENT (18)		
GROSS INTAKE RATIO (PRIMARY) (30)		
NET INTAKE RATE (PRIMARY) (27)		
NET INTAKE RATE (PRIMARY F/M) (27)		
NET ENROLMENT RATE (PRIMARY) (29)		
NET ENROLMENT RATE (PRIMARY F/M) (27)		
SURVIVAL LAST GRADE (PRIMARY) (27)		
GROSS INTAKE RATE LAST GRADE (PRIMARIA) (28)		
EXPECTD GROSS INTAKE RATE LAST GRADE (PRIMARY) (21)		
% REPEATERS (PRIMARY) (24)		
NET ENROLMENT RATE (SECONDARY) (29)		
NET ENROLMENT RATE (SECONDARY F/M) (28)		
PUBLIC EXPENDIT EDUCATION/GDP (26)		
PUBLIC EXPEND EDUCATION/TOTAL PUBLIC EXPEND (25)		
PUBLIC EXPEND X STUD (PRIMARY - USD PPP) (26)		
PUBLIC EXPEND X STUD/GDP PER CAPITA (PRIMARY) (26)		
PUBLIC EXPEND X STUD (SECONDARY - USD PPP) (26)		
PUBLIC EXPEND X STUD/GDP PER CAPITA (SECONDARY) (26)		
EXPEND PRIMARY/TOTAL EXPEND EDUC (26)		
EXPEND SECONDARY/TOTAL EXPEND EDUC (26)		
PUPIL/TEACHER (PRIMARY) (30)		
PUPIL/TEACHER (SECONDARY) (29)		
% TRAINED TEACHERS (PRIMARY) (24)		
% TRAINED TEACHERS (SECONDARY) (22)		
GROSS GRADUATION RATIO (PRIMARY) (14)		
EXP GROSS GRADUATION RATIO (PRIMARY) (10)		
COMPLETION PRIMARY (15 - 19 years) (19)		
COMPLETION PRIMARY (F/M 15 - 19 years) (18)		
COMPLETION PRIMARY (U/R 15 - 19 years) (15)		
COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (18)		
COMPLETION PRIMARY (OSUP/QINF 15 - 19 years) (9)		
EXPECTED COMPLET PRIMARY RATE IN 2010 (5 - 9 years) (18)		
COMPLETION SECONDARY (20 - 24 years) (18)		
COMPLETION SECONDARY (F/M 20 - 24 years) (18)		
COMPLETION SECONDARY (U/R 20 - 24 years) (16)		
COMPLETION SECONDARY (NORG/ORG 20 - 24 years) (9)		
ADULT ILLITERACY (33)		
ADULT ILLITERACY (F/M) (25)		
YOUTH ILLITERACY (25)		
YOUTH ILLITERACY (F/M) (25)		
YEARS OF SCHOOL POP 25 to 59 years (URBAN) (18)		
YEARS OF SCHOOL POP 25 to 59 years (RURAL) (13)		
YEARS OF SCHOOL POP 25 to 59 years (URBAN F/M) (18)		
YEARS OF SCHOOL POP 25 to 59 years (RURAL F/M) (13)		

SAINT LUCIA



BASIC INFORMATION

Territory (in thousands of km ²):	0,62
Population (in thousands):	159
Urbanization (%)	30,1
Population of 5 to 14 years (%)	20,9
Population of 15 to 19 years (%)	10,2
GDP per capita (in US dollars PPP)	5.300

Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	9,9
Youth illiteracy rate (Pop 15 to 24 años)	4,6
Net enrolment rate in primary education	100
Net enrolment rate in secondary education	76



SURINAME



BASIC INFORMATION

Territory (in thousands of km ²):	163
Population (in thousands):	423
Urbanization (%)	75,4
Population of 5 to 14 years (%)	20,0
Population of 15 to 19 years (%)	11,3
GDP per capita (in US dollars PPP)	6.590

Years of compulsory education	6
Adult illiteracy rate (Pop 15 years and over)	12,0
Youth illiteracy rate (Pop 15 to 24 años)	6,5
Net enrolment rate in primary education	97
Net enrolment rate in secondary education	64



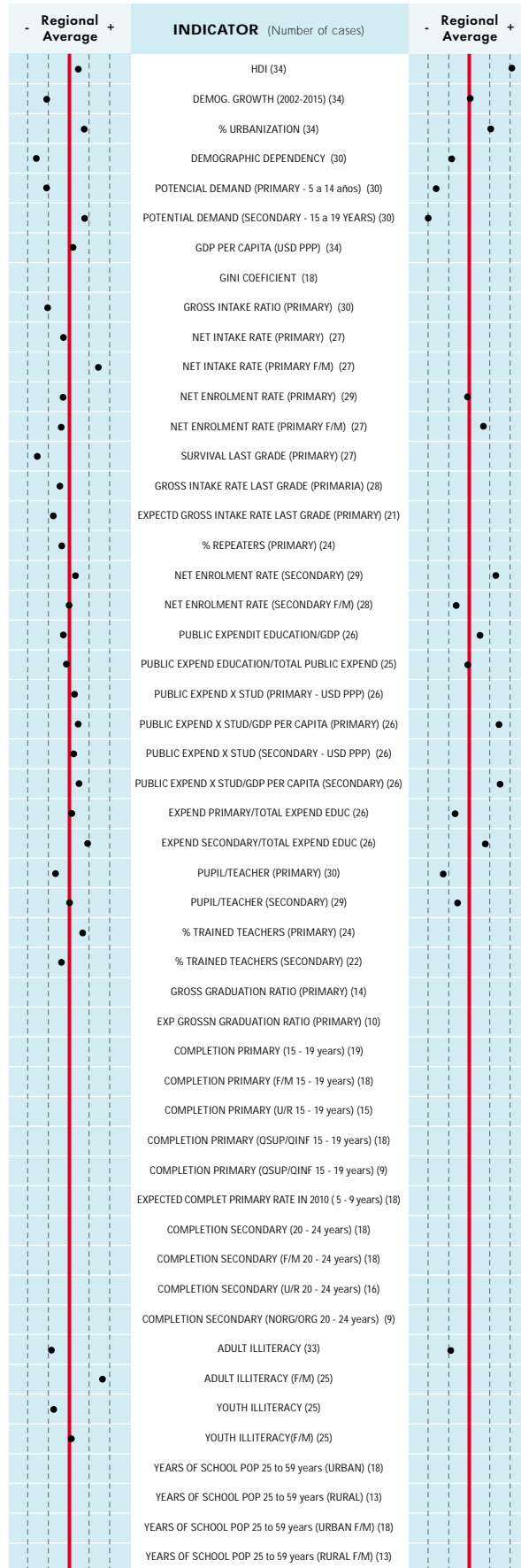
TRINIDAD AND TOBAGO



BASIC INFORMATION

Territory (in thousands of km ²):	5,1
Population (in thousands):	1.318
Urbanization (%)	75,0
Population of 5 to 14 years (%)	16,7
Population of 15 to 19 years (%)	10,9
GDP per capita (in US dollars PPP)	9.430

Years of compulsory education	7
Adult illiteracy rate (Pop 15 years and over)	1,5
Youth illiteracy rate (Pop 15 to 24 años)	0,2
Net enrolment rate in primary education	91
Net enrolment rate in secondary education	72



UNITED STATES OF AMERICA



BASIC INFORMATION

Territory (in thousands of km ²):	9.629
Population (in thousands):	288.369
Urbanization (%)	79,8
Population of 5 to 14 years (%)	14,5
Population of 15 to 19 years (%)	7,1
GDP per capita (in US dollars PPP)	35.750

Years of compulsory education	12
Adult illiteracy rate (Pop 15 years and over)	1,0
Youth illiteracy rate (Pop 15 to 24 años)	n.d.
Net enrolment rate in primary education	92
Net enrolment rate in secondary education	88



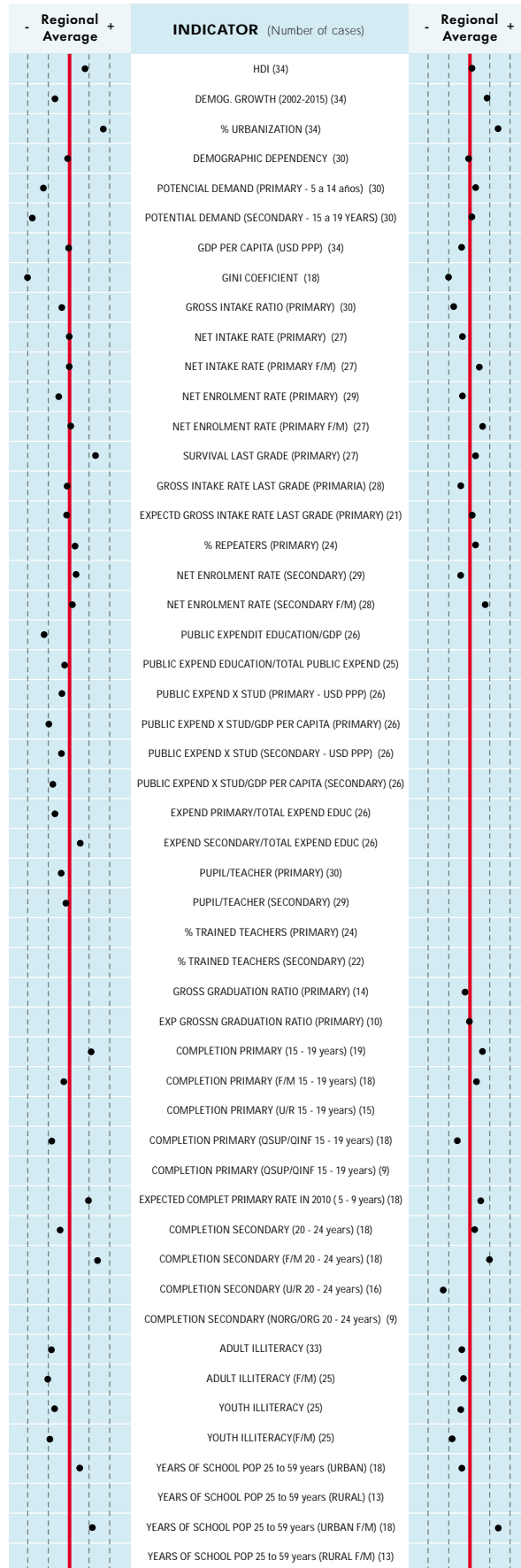
URUGUAY



BASIC INFORMATION

Territory (in thousands of km ²):	176
Population (in thousands):	3.381
Urbanization (%)	92,4
Population of 5 to 14 years (%)	16,3
Population of 15 to 19 years (%)	7,5
GDP per capita (in US dollars PPP)	7.830

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	2,3
Youth illiteracy rate (Pop 15 to 24 años)	0,9
Net enrolment rate in primary education	90
Net enrolment rate in secondary education	73



VENEZUELA



BASIC INFORMATION

Territory (in thousands of km ²):	912
Population (in thousands):	25.093
Urbanization (%)	87,4
Population of 5 to 14 years (%)	21,8
Population of 15 to 19 years (%)	10,1
GDP per capita (in US dollars PPP)	5.380

Years of compulsory education	10
Adult illiteracy rate (Pop 15 years and over)	7,0
Youth illiteracy rate (Pop 15 to 24 años)	2,8
Net enrolment rate in primary education	91
Net enrolment rate in secondary education	59



SOURCE AND NOTES

-
1. *Geographic area: available in <http://www.worldfactsandfigures.com> or <http://geography.about.com>.*
 2. *Population. Division of Population of United Nations (World Population Prospects. The 2002 revision) In World Development Indicators Database, World Bank, July 2003.*
 3. *Illiteracy rates: Literacy Statistics - UNESCO, May 2005 and UN Population Division, The 2002 Population Revision, Year 2002 Estimates. HDR 2004. Data from countries where information for 2000 - 2004 period were not available have been estimated by UIS. The definitions vary from one country to another, usually based on self declaration or educational attainment proxies. Therefore, the resulting literacy estimates are not comparable and should be interpreted with caution.
AR, BB, BZ, BO, BR, CL, CO, CR, EC, SV, GT, HT, HN, JM, MX, NI, PN, PY, PE, DO, LC, SR, TT, UY, VN data from Literacy Statistics - UNESCO
BS, CA, DM, US, GD, GY, KN, VC data from UNDP - HDR 2004.
DM, GD, GY, LC y VC data from CARICOM.
AG, BS y KN data from OECS.*
 4. *Compulsory education: UIS/UNESCO Statistics Database en http://www.uis.unesco.org/ev.php?URL_ID=5275&URL_DO=DO_TOPIC&URL_SECTION=201.*
 5. *Net enrollment rates (primary and secondary education): UIS/UNESCO Statistics Database en http://www.uis.unesco.org/ev.php?URL_ID=5275&URL_DO=DO_TOPIC&URL_SECTION=201.*
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5.2 DATA TABLES

GENERAL INFORMATION

ID	COUNTRY	Human Development Index ⁽¹⁾	Average Annual Demographic Growth (2002-2015) ⁽²⁾	Percentage of urban population ⁽³⁾	Demographic dependency index ⁽⁴⁾	GDP per capita (USD PPP) ⁽⁵⁾	Gini Coefficient (income) ⁽⁶⁾	Adult illiteracy rate (15 and over) ⁽⁷⁾	Adult illiteracy rate (Male 15 and over) ⁽⁷⁾
AG	Antigua and Barbuda	0.800	0.4	37.4	-	10,920	-	-	-
AR	Argentina	0.853	1.0	89.9	59.2	10,880	0.590	2.8	2.8
BS	Bahamas	0.815	0.9	89.2	52.7	17,280	-	4.5	-
BB	Barbados	0.888	0.3	51.1	42.9	15,290	-	0.3	0.3
BZ	Belize	0.737	1.8	48.2	73.3	6,080	-	23.1	23.3
BO	Bolivia	0.681	1.7	62.9	76.7	2,460	0.614	13.5	7.1
BR	Brazil	0.775	1.0	82.4	50.8	7,770	0.639	11.6	11.7
CA	Canada	0.943	0.7	80.1	45.3	29,840	-	1.0	-
CL	Chile	0.839	1.1	86.6	54.6	9,820	0.550	4.3	4.2
CO	Colombia	0.773	1.4	76.0	58.7	6,370	0.575	5.8	6.3
CR	Costa Rica	0.834	1.6	60.1	56.0	8,840	0.488	4.2	4.3
DM	Dominica	0.743	0.2	71.7	-	5,640	-	23.6	-
DO	Dominican Republic	0.738	1.2	58.9	59.0	6,640	0.544	12.3	12.0
EC	Ecuador	0.735	1.3	61.3	61.6	3,580	0.513	9.0	7.7
SV	El Salvador	0.720	1.3	59.3	67.8	4,890	0.525	20.3	17.6
GD	Grenada	0.745	-0.3	40.0	-	7,280	-	5.6	-
GT	Guatemala	0.649	2.3	45.9	87.3	4,080	0.543	30.9	24.6
GY	Guyana	0.719	0.1	37.1	54.1	4,260	-	3.5	-
HT	Haiti	0.463	1.3	36.9	75.4	1,610	-	48.1	46.2
HN	Honduras	0.672	2.0	45.2	79.5	2,600	0.588	20.0	20.2
JM	Jamaica	0.764	1.0	52.1	61.0	3,980	-	12.4	16.2
MX	Mexico	0.802	1.2	75.2	60.8	8,970	0.514	9.7	8.0
NI	Nicaragua	0.667	2.1	56.9	81.8	2,470	0.579	23.3	23.2
PN	Panama	0.791	1.6	56.8	58.5	6,170	0.561	8.1	7.5
PY	Paraguay	0.751	2.2	56.6	73.6	4,610	0.570	8.4	6.9
PE	Peru	0.752	1.4	73.5	62.9	5,010	0.525	12.3	6.5
KN	Saint Kitts and Nevis	0.844	-0.3	32.4	-	12,420	-	2.2	-
VC	Saint Vincent and the Grenadines	0.751	0.5	57.2	60.8	5,460	-	16.9	-
LC	Saint Lucia	0.777	0.7	30.1	55.8	5,300	-	9.9	10.5
SR	Suriname	0.780	0.7	75.4	57.0	6,590	-	12.0	7.7
TT	Trinidad and Tobago	0.801	0.3	75.0	43.3	9,430	-	1.5	1.0
US	United States of America	0.939	1.0	79.8	51.1	35,750	-	1.0	-
UY	Uruguay	0.833	0.6	92.4	60.5	7,830	0.455	2.3	2.7
VN	Venezuela	0.778	1.6	87.4	60.3	5,380	0.500	7.0	6.7

GENERAL INFORMATION

ID	COUNTRY	Adult illiteracy rate (Female 15 and over) ⁽⁷⁾	Youth illiteracy Rate (15 - 24) ⁽⁷⁾	Youth illiteracy rate (Male 15 - 24) ⁽⁷⁾	Youth illiteracy rate (Female 15 - 24) ⁽⁷⁾	Number of years of compulsory education ⁽⁸⁾	Starting age of compulsory education ⁽⁸⁾	Ending age of compulsory education ⁽⁸⁾	Public expenditure on education as % of GDP ⁽⁸⁾
AG	Antigua and Barbuda	-	-	-	-	12	5	16	3.8
AR	Argentina	2.8	1.1	1.3	0.9	10	5	14	4.0
BS	Bahamas	-	-	-	-	12	5	16	-
BB	Barbados	0.3	0.2	0.2	0.2	13	4	16	7.6
BZ	Belize	22.9	15.8	16.1	15.5	10	5	14	5.2
BO	Bolivia	19.6	2.7	1.5	3.9	8	6	13	6.3
BR	Brazil	11.4	3.4	4.4	2.3	8	7	14	4.2
CA	Canada	-	-	-	-	11	6	16	5.2
CL	Chile	4.4	1.0	1.2	0.8	8	6	13	4.2
CO	Colombia	5.4	2.4	3.3	1.6	10	5	14	5.2
CR	Costa Rica	4.1	1.6	1.9	1.3	10	6	15	5.1
DM	Dominica	-	-	-	-	12	5	16	-
DO	Dominican Republic	12.7	6.0	6.9	5.0	9	5	13	2.3
EC	Ecuador	10.3	3.6	3.6	3.5	10	5	14	-
SV	El Salvador	22.9	11.1	10.4	11.9	9	7	15	2.9
GD	Grenada	-	-	-	-	12	5	16	5.1
GT	Guatemala	36.7	17.8	13.6	21.6	9	7	15	-
GY	Guyana	-	-	-	-	10	6	15	8.4
HT	Haiti	50.0	33.8	34.2	33.5	6	6	11	-
HN	Honduras	19.8	11.1	13.1	9.1	6	7	12	-
JM	Jamaica	8.6	5.5	8.7	2.2	6	6	11	4.9
MX	Mexico	11.3	2.4	2.1	2.7	10	6	15	5.3
NI	Nicaragua	23.4	13.8	16.4	11.2	6	7	12	3.1
PN	Panama	8.8	3.9	3.5	4.4	6	6	11	4.5
PY	Paraguay	9.8	3.7	3.8	3.5	9	6	14	4.4
PE	Peru	17.9	3.2	2.2	4.3	11	6	16	3.0
KN	Saint Kitts and Nevis	-	-	-	-	12	5	16	3.2
VC	Saint Vincent and the Grenadines	-	-	-	-	11	5	15	10.0
LC	Saint Lucia	9.4	4.6	5.2	4.1	12	5	16	7.7
SR	Suriname	15.9	6.5	4.9	7.9	6	6	11	-
TT	Trinidad and Tobago	2.1	0.2	0.2	0.2	7	5	11	4.3
US	United States of America	-	-	-	-	12	6	17	5.7
UY	Uruguay	1.9	0.9	1.2	0.6	10	6	15	2.6
VN	Venezuela	7.3	2.8	3.7	1.9	10	6	15	-

GENERAL INFORMATION

ID	COUNTRY	Public expenditure on education as % of total public expenditure ^(a)	Average of years of schooling for the 25 to 59 years old pop. (Urban) ⁽¹¹⁾	Average of years of schooling for the 25 to 59 years old pop. (Rural) ⁽¹¹⁾	Average of years of schooling for the 25 to 59 years old pop. (Urban - Men) ⁽¹¹⁾	Average of years of schooling for the 25 to 59 years old pop. (Rural - Men) ⁽¹¹⁾	Average of years of schooling for the 25 to 59 years old pop. (Urban - Women) ⁽¹¹⁾	Average of years of schooling for the 25 to 59 years old pop. (Rural - Mujeres) ⁽¹¹⁾
AG	Antigua and Barbuda	-	-	-	-	-	-	-
AR	Argentina	13.8	10.5	-	10.2	-	10.7	-
BS	Bahamas	-	-	-	-	-	-	-
BB	Barbados	17.3	-	-	-	-	-	-
BZ	Belize	18.1	-	-	-	-	-	-
BO	Bolivia	19.7	9.2	4.0	10.1	5.1	8.3	3.0
BR	Brazil	12.0	7.2	3.2	7.1	3.0	7.2	3.4
CA	Canada	12.7	-	-	-	-	-	-
CL	Chile	18.7	10.8	6.8	11.0	6.7	10.6	6.8
CO	Colombia	15.6	9.3	-	9.4	-	9.2	-
CR	Costa Rica	22.4	9.4	6.5	9.5	6.5	9.3	6.5
DM	Dominica	-	-	-	-	-	-	-
DO	Dominican Republic	12.4	9.1	5.4	9.1	5.2	9.1	5.6
EC	Ecuador	8.0	10.1	-	10.3	-	9.9	-
SV	El Salvador	20.0	8.3	3.5	8.9	3.9	7.9	3.2
GD	Grenada	12.9	-	-	-	-	-	-
GT	Guatemala	-	7.4	2.5	8.3	3.0	6.6	2.0
GY	Guyana	18.4	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-	-
HN	Honduras	-	7.4	3.3	7.5	3.3	7.3	3.3
JM	Jamaica	9.5	-	-	-	-	-	-
MX	Mexico	24.3	9.1	5.3	9.6	5.5	8.7	5.1
NI	Nicaragua	15.0	6.9	3.1	7.1	3.2	6.7	3.0
PN	Panama	7.7	10.8	6.4	10.6	6.3	11.0	6.5
PY	Paraguay	11.4	9.6	5.1	9.9	5.3	9.3	4.9
PE	Peru	17.1	10.2	5.1	10.9	6.3	9.6	3.9
KN	Saint Kitts and Nevis	7.9	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	20.3	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-	-
TT	Trinidad and Tobago	13.4	-	-	-	-	-	-
US	United States of America	17.1	-	-	-	-	-	-
UY	Uruguay	9.6	9.7	-	9.5	-	9.9	-
VN	Venezuela	-	8.6	-	8.3	-	8.8	-

PRIMARY EDUCATION

ID	COUNTRY	Potential demand for primary education (Pop 5 to 14 years as percentage of total) ⁽⁴⁾	Primary enrolment ⁽⁶⁾	Primary education: duration in years ⁽⁶⁾	Primary education: starting age ⁽⁸⁾	Primary education: ending age ⁽⁸⁾	Primary gross intake ratio ⁽⁸⁾	Primary net intake rate ⁽⁸⁾
AG	Antigua and Barbuda	-	-	5	7	11	-	-
AR	Argentina	18.0	4,914,441	6	6	11	112	92
BS	Bahamas	19.4	34,079	5	6	10	113	81
BB	Barbados	13.7	23,074	5	6	10	110	94
BZ	Belize	25.1	47,187	5	6	10	115	66
BO	Bolivia	25.2	1,544,430	6	6	11	121	70
BR	Brazil	18.9	19,380,387	7	4	10	125	-
CA	Canada	13.0	2,482,315	6	6	11	-	-
CL	Chile	18.6	1,713,538	6	6	11	93	37
CO	Colombia	21.2	5,193,055	6	5	10	129	57
CR	Costa Rica	20.8	545,509	6	6	11	105	56
DM	Dominica	-	10,460	5	6	11	76	47
DO	Dominican Republic	21.5	1,374,624	6	6	11	141	62
EC	Ecuador	22.0	1,987,465	6	6	11	138	87
SV	El Salvador	22.8	987,676	7	6	12	135	61
GD	Grenada	-	16,598	5	7	11	105	66
GT	Guatemala	27.1	2,075,694	7	6	12	124	63
GY	Guyana	19.4	111,854	6	6	11	155	-
HT	Haiti	25.5	-	6	6	11	-	-
HN	Honduras	26.3	1,115,579	7	6	12	139	49
JM	Jamaica	20.7	329,762	6	6	11	96	78
MX	Mexico	21.8	14,857,191	6	6	11	108	91
NI	Nicaragua	26.7	923,391	7	6	12	138	38
PN	Panama	20.2	419,904	6	6	11	122	90
PY	Paraguay	25.0	962,661	6	6	11	107	66
PE	Peru	22.3	4,283,046	6	6	11	114	81
KN	Saint Kitts and Nevis	-	6,401	5	7	11	114	76
VC	Saint Vincent and the Grenadines	21.6	18,629	5	7	11	95	61
LC	Saint Lucia	20.9	24,573	5	7	11	101	71
SR	Suriname	20.0	64,659	6	6	11	108	74
TT	Trinidad and Tobago	16.7	141,036	5	7	11	96	63
US	United States of America	14.5	-	6	6	11	-	-
UY	Uruguay	16.3	364,858	6	6	11	108	-
VN	Venezuela	21.8	3,449,984	6	6	11	101	62

PRIMARY EDUCATION

ID	COUNTRY	Gender Parity Index for primary net intake rate ⁽⁸⁾	Primary net enrolment rate ⁽⁸⁾	Gender Parity Index for primary net enrolment rate ⁽⁸⁾	Percentage of repeaters: primary education ⁽⁸⁾	Survival rate to last grade of primary education ⁽⁸⁾	Gross intake ratio to last grade of primary education ⁽⁸⁾	Expected gross intake ratio to last grade of primary education ⁽⁸⁾
AG	Antigua and Barbuda	-	-	-	-	-	-	-
AR	Argentina	1.00	-	-	6	89.9	104.3	102.0
BS	Bahamas	1.00	86	1.03	na	64.8	77.8	-
BB	Barbados	1.00	100	1.00	na	96.8	115.8	111.7
BZ	Belize	1.06	99	1.02	9	79.5	102.7	96.1
BO	Bolivia	1.00	95	1.00	2	82.3	102.6	89.1
BR	Brazil	-	97	-	21	79.9	107.0	-
CA	Canada	-	-	-	-	-	-	-
CL	Chile	1.03	86	0.99	2	98.7	102.8	97.3
CO	Colombia	0.95	87	0.99	7	69.4	88.3	77.7
CR	Costa Rica	1.02	90	1.02	7	88.4	91.2	91.4
DM	Dominica	0.92	81	0.95	4	78.7	91.2	-
DO	Dominican Republic	0.92	96	0.95	6	61.5	94.1	108.0
EC	Ecuador	1.01	100	1.01	2	72.1	99.6	105.5
SV	El Salvador	1.02	90	1.00	7	65.3	86.4	84.4
GD	Grenada	1.00	-	-	3	82.6	125.3	-
GT	Guatemala	0.98	87	0.97	14	60.4	62.6	62.8
GY	Guyana	-	99	0.98	-	65.1	99.8	101.3
HT	Haiti	-	-	-	-	-	-	-
HN	Honduras	1.00	87	1.02	-	-	-	-
JM	Jamaica	1.04	95	1.00	3	84.9	88.2	86.3
MX	Mexico	1.01	99	1.01	5	91.3	98.8	97.3
NI	Nicaragua	0.95	85	1.00	9	63.9	75.5	71.6
PN	Panama	1.02	100	0.99	5	88.0	95.1	102.4
PY	Paraguay	1.03	89	1.00	8	63.6	89.0	82.2
PE	Peru	1.00	100	1.00	10	78.1	96.3	93.7
KN	Saint Kitts and Nevis	1.01	90	0.99	na	79.0	107.6	-
VC	Saint Vincent and the Grenadines	1.00	99	1.01	10	79.1	77.5	-
LC	Saint Lucia	1.03	100	-	3	-	121.1	-
SR	Suriname	0.96	97	1.02	-	-	-	-
TT	Trinidad and Tobago	1.05	91	0.99	5	58.7	88.9	81.9
US	United States of America	-	92	1.01	-	-	-	-
UY	Uruguay	-	90	1.00	8	92.1	94.2	89.8
VN	Venezuela	1.02	91	1.01	8	80.4	89.0	92.7

PRIMARY EDUCATION

ID	COUNTRY	Gross graduation ratio: primary education ⁽⁸⁾	Expected gross primary graduation ratio ⁽⁸⁾	Percentage of 15 to 19 years old pop that has completed at least primary ed. ⁽⁹⁾	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Men) ⁽⁹⁾	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Women) ⁽⁹⁾	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Urban) ⁽⁹⁾	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Rural) ⁽⁹⁾
AG	Antigua and Barbuda	-	-	-	-	-	-	-
AR	Argentina	-	-	96.6	95.8	97.4	96.6	-
BS	Bahamas	-	-	-	-	-	-	-
BB	Barbados	115.2	-	-	-	-	-	-
BZ	Belize	745.3	-	-	-	-	-	-
BO	Bolivia	93.2	88.6	81.6	82.4	80.7	92.7	62.1
BR	Brazil	-	-	87.6	85.3	89.9	90.9	70.4
CA	Canada	-	-	-	-	-	-	-
CL	Chile	-	-	97.0	96.6	97.4	97.6	93.3
CO	Colombia	79.5	80.5	89.7	88.0	91.5	94.5	79.4
CR	Costa Rica	85.3	86.7	88.7	87.3	90.3	92.9	82.6
DM	Dominica	109.5	60.7	-	-	-	-	-
DO	Dominican Republic	-	-	81.9	77.6	86.7	88.3	70.8
EC	Ecuador	96.2	96.0	90.8	90.1	91.4	93.9	85.5
SV	El Salvador	-	-	74.3	73.6	75.0	86.7	59.0
GD	Grenada	81.6	58.6	-	-	-	-	-
GT	Guatemala	58.9	71.6	60.8	64.8	57.2	80.6	47.6
GY	Guyana	-	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-	-
HN	Honduras	-	-	68.4	64.3	72.5	83.5	54.9
JM	Jamaica	-	-	-	-	-	-	-
MX	Mexico	-	-	92.6	92.2	93.0	95.2	88.6
NI	Nicaragua	65.3	79.5	64.5	58.6	70.8	81.1	40.3
PN	Panama	93.6	105.0	91.5	90.9	92.2	96.7	82.3
PY	Paraguay	-	-	80.8	77.4	84.7	90.0	69.0
PE	Peru	-	-	89.4	91.0	87.8	94.2	80.2
KN	Saint Kitts and Nevis	-	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	57.5	-	-	-	-	-	-
LC	Saint Lucia	125.6	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-	-
UY	Uruguay	-	-	96.3	95.6	97.0	96.3	-
VN	Venezuela	90.0	79.8	90.2	87.8	92.7	-	-

PRIMARY EDUCATION

ID	COUNTRY	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Lowest income quint) ^(a)	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Highest income quint) ^(a)	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Poor) ^(a)	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Extrem. poor) ^(a)	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Highest income decil) ^(a)	Percentage of 15 to 19 years old pop that has completed at least primary ed. (Indigenous pop) ^(a)	Percentage of 15 to 19 years old pop that has completed at least primary ed. (No indigenous pop) ^(a)
AG	Antigua and Barbuda	-	-	-	-	-	-	-
AR	Argentina	94.6	100.0	95.2	94.1	100.0	-	-
BS	Bahamas	-	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-	-
BO	Bolivia	61.1	95.0	75.6	69.8	94.3	62.4	88.9
BR	Brazil	74.0	98.5	78.0	70.8	98.8	81.7	93.6
CA	Canada	-	-	-	-	-	-	-
CL	Chile	94.5	99.0	94.5	92.8	99.4	95.4	97.1
CO	Colombia	85.6	97.9	88.3	86.4	99.1	-	-
CR	Costa Rica	79.0	95.7	80.2	72.9	93.0	-	-
DM	Dominica	-	-	-	-	-	-	-
DO	Dominican Republic	79.4	94.0	80.0	79.6	97.8	-	-
EC	Ecuador	84.7	97.3	88.5	84.8	97.1	82.0	92.4
SV	El Salvador	53.1	96.7	62.5	55.7	97.5	-	-
GD	Grenada	-	-	-	-	-	-	-
GT	Guatemala	36.3	89.3	48.7	45.0	93.1	46.7	67.8
GY	Guyana	-	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-	-
HN	Honduras	45.9	93.1	62.5	54.6	95.2	-	-
JM	Jamaica	-	-	-	-	-	-	-
MX	Mexico	83.9	99.3	86.4	83.5	99.0	-	-
NI	Nicaragua	40.1	87.4	58.2	49.2	94.4	50.0	65.0
PN	Panama	81.5	98.7	85.7	79.6	99.5	54.6	94.2
PY	Paraguay	64.5	97.7	74.9	67.4	98.4	71.6	89.2
PE	Peru	78.3	97.5	84.9	76.5	98.8	88.4	90.5
KN	Saint Kitts and Nevis	-	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-	-
UY	Uruguay	93.5	99.3	92.3	86.0	99.4	-	-
VN	Venezuela	83.6	97.0	86.8	83.7	98.3	-	-

PRIMARY EDUCATION

ID	COUNTRY	Expected percentage of 5 to 9 years old pop that will have completed at least primary ed in 2010 ⁽⁹⁾	Public expenditure per student: primary education (USD PPP) ⁽⁸⁾	Public expenditure per student on primary education as % of GDP per Capita ⁽⁶⁾	Expenditure on primary education as % of total of exp. on education ⁽⁸⁾	Pupil-teacher ratio: primary education ⁽⁸⁾	Percentage of trained teachers: primary education ⁽⁶⁾
AG	Antigua and Barbuda	-	-	-	28.6	-	47
AR	Argentina	97.4	1,197	11.0	35.4	17	67
BS	Bahamas	-	-	-	-	17	95
BB	Barbados	-	3,623	23.7	26.7	16	78
BZ	Belize	-	853	14.0	50.4	21	41
BO	Bolivia	86.3	381	15.5	43.8	24	74
BR	Brazil	91.6	822	11.2	30.0	25	92
CA	Canada	-	-	-	-	17	-
CL	Chile	97.8	1,553	15.8	42.0	33	92
CO	Colombia	93.8	1,013	15.9	36.5	27	-
CR	Costa Rica	92.8	1,429	16.2	42.4	23	88
DM	Dominica	-	-	-	-	19	60
DO	Dominican Republic	86.7	594	8.9	62.8	39	58
EC	Ecuador	93.8	95	3.0	35.4	24	70
SV	El Salvador	79.4	488	10.0	53.5	-	-
GD	Grenada	-	826	11.3	36.4	19	68
GT	Guatemala	71.1	275	6.7	-	30	100
GY	Guyana	-	1,054	24.7	43.1	27	53
HT	Haiti	-	-	-	-	-	-
HN	Honduras	74.8	-	-	-	34	-
JM	Jamaica	-	574	14.4	36.4	30	80
MX	Mexico	95.6	1,279	14.3	39.2	27	-
NI	Nicaragua	67.8	221	8.9	49.7	35	74
PN	Panama	94.5	644	10.4	32.1	24	75
PY	Paraguay	85.5	565	12.3	46.9	27	-
PE	Peru	93.5	318	6.4	34.0	25	78
KN	Saint Kitts and Nevis	-	849	6.8	33.6	17	56
VC	Saint Vincent and the Grenadines	-	1,160	21.2	33.3	18	73
LC	Saint Lucia	-	1,462	26.5	59.5	22	77
SR	Suriname	-	-	-	-	19	100
TT	Trinidad and Tobago	-	1,457	16.0	40.6	19	83
US	United States of America	-	7,442	21.7	32.7	15	-
UY	Uruguay	97.1	617	7.9	33.0	21	-
VN	Venezuela	93.2	-	-	-	-	-

SECONDARY EDUCATION

ID	COUNTRY	Potential demand for secondary education (Pop 15 to 19 years as percentage of total) ⁽⁴⁾	Secondary education: duration in years ⁽⁵⁾	Secondary education: starting age ⁽⁶⁾	Secondary education: ending age ⁽⁶⁾	Secondary net enrolment rate ⁽⁸⁾	Gender Parity Index for secondary net enrolm. rate ⁽⁹⁾
AG	Antigua and Barbuda	-	12	5	16	-	-
AR	Argentina	8.7	12	6	17	81	1.06
BS	Bahamas	9.4	11	6	16	76	1.04
BB	Barbados	7.8	11	6	16	90	1.00
BZ	Belize	11.2	11	6	16	69	1.05
BO	Bolivia	10.3	12	6	17	71	0.98
BR	Brazil	10.1	11	7	17	75	1.08
CA	Canada	6.7	12	6	17	-	-
CL	Chile	8.6	12	6	17	79	1.02
CO	Colombia	9.6	11	6	16	55	1.10
CR	Costa Rica	10.3	12	5	16	53	1.09
DM	Dominica	-	12	5	16	92	1.14
DO	Dominican Republic	10.7	12	6	17	36	1.34
EC	Ecuador	10.5	12	6	17	50	1.03
SV	El Salvador	10.0	13	6	18	49	1.02
GD	Grenada	-	12	5	16	100	-
GT	Guatemala	11.2	13	5	17	30	0.95
GY	Guyana	10.1	12	5	16	-	-
HT	Haiti	12.6	12	7	18	-	-
HN	Honduras	11.1	13	6	18	-	-
JM	Jamaica	10.3	12	5	16	75	1.04
MX	Mexico	10.2	12	6	17	63	1.04
NI	Nicaragua	11.5	13	5	17	39	1.18
PN	Panama	9.4	12	6	17	63	1.11
PY	Paraguay	11.0	12	6	17	51	1.06
PE	Peru	10.1	12	5	16	69	0.97
KN	Saint Kitts and Nevis	-	12	5	16	95	1.06
VC	Saint Vincent and the Grenadines	11.5	12	5	16	58	1.09
LC	Saint Lucia	10.2	12	5	16	76	1.25
SR	Suriname	11.3	12	6	17	64	1.38
TT	Trinidad and Tobago	10.9	12	5	16	72	1.08
US	United States of America	7.1	12	6	17	88	1.01
UY	Uruguay	7.5	12	6	17	73	1.10
VN	Venezuela	10.1	12	5	16	59	1.16

SECONDARY EDUCATION

ID	COUNTRY	Percentage of 20 to 24 years old pop that has completed at least secondary ed. ⁽¹⁰⁾	Percentage of 20 to 24 years old pop that has completed at least secondary ed. (Men) ⁽¹⁰⁾	Percentage of 20 to 24 years old pop that has completed at least secondary ed. (Women) ⁽¹⁰⁾	Percentage of 20 to 24 years old pop that has completed at least secondary ed. (Urban) ⁽¹⁰⁾	Percentage of 20 to 24 years old pop that has completed at least secondary ed. (Rural) ⁽¹⁰⁾	Percentage of 20 to 24 years old pop that has completed at least secondary ed. (Indigenous pop.) ⁽¹⁰⁾
AG	Antigua and Barbuda	-	-	-	-	-	-
AR	Argentina	62.1	55.8	67.7	62.1	-	-
BS	Bahamas	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-
BO	Bolivia	48.7	50.9	46.7	63.0	13.3	18.6
BR	Brazil	40.9	36.2	45.6	45.4	13.9	28.8
CA	Canada	-	-	-	-	-	-
CL	Chile	65.7	64.6	66.8	70.2	35.8	51.8
CO	Colombia	56.4	53.4	59.0	65.4	28.7	-
CR	Costa Rica	37.8	36.1	39.7	48.2	21.1	-
DM	Dominica	-	-	-	-	-	-
DO	Dominican Republic	39.9	33.2	47.1	47.2	19.8	-
EC	Ecuador	43.3	40.3	46.2	53.7	20.1	15.2
SV	El Salvador	37.6	37.6	37.6	51.5	15.5	-
GD	Grenada	-	-	-	-	-	-
GT	Guatemala	23.9	24.6	23.2	46.4	8.9	10.2
GY	Guyana	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-
HN	Honduras	19.4	16.7	21.8	32.9	4.8	-
JM	Jamaica	-	-	-	-	-	-
MX	Mexico	35.7	35.3	36.1	42.9	20.8	-
NI	Nicaragua	26.4	22.8	29.7	39.3	7.3	5.8
PN	Panama	46.7	42.4	51.0	58.3	23.1	3.4
PY	Paraguay	36.9	35.6	38.2	49.5	17.1	18.0
PE	Peru	61.4	64.4	58.4	73.1	34.4	57.8
KN	Saint Kitts and Nevis	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-
UY	Uruguay	36.8	31.2	42.2	36.8	-	-
VN	Venezuela	45.4	39.7	51.2	53.3	44.1	-

SECONDARY EDUCATION

ID	COUNTRY	Percentage of 20 to 24 years old pop that has completed at least secondary ed. (No indigenous pop.) ⁽¹⁰⁾	Public expenditure per student: secondary education (USD PPP) ⁽⁸⁾	Public expenditure per student on secondary education as % of GDP per Capita ⁽⁸⁾	Expenditure on secondary education as % of total of exp. on education ⁽⁸⁾	Pupil-teacher ratio: secondary education ⁽⁸⁾	Percentage of trained teachers: secondary education ⁽⁸⁾
AG	Antigua and Barbuda	-	-	-	35.2	-	53
AR	Argentina	-	1,638	15.1	39.2	17	65
BS	Bahamas	-	-	-	-	15	99
BB	Barbados	-	5,240	34.3	35.0	15	78
BZ	Belize	-	754	12.4	26.3	23	41
BO	Bolivia	62.2	316	12.8	23.4	24	77
BR	Brazil	52.2	819	11.1	40.1	19	79
CA	Canada	-	-	-	-	18	-
CL	Chile	66.4	1,528	15.6	35.3	33	87
CO	Colombia	-	1,138	17.9	29.4	21	-
CR	Costa Rica	-	2,028	22.9	31.9	19	84
DM	Dominica	-	-	-	-	17	30
DO	Dominican Republic	-	234	3.5	11.8	31	64
EC	Ecuador	45.2	203	6.3	36.1	13	70
SV	El Salvador	-	459	9.4	23.6	-	-
GD	Grenada	-	907	12.5	35.8	20	31
GT	Guatemala	31.1	148	3.6	-	14	100
GY	Guyana	-	927	21.7	23.5	20	60
HT	Haiti	-	-	-	-	-	-
HN	Honduras	-	-	-	-	-	-
JM	Jamaica	-	921	23.1	41.3	20	-
MX	Mexico	-	1,368	15.2	28.7	17	-
NI	Nicaragua	27.2	129	5.2	12.0	34	45
PN	Panama	49.4	980	15.9	29.2	16	81
PY	Paraguay	52.4	633	13.7	28.3	12	-
PE	Peru	61.6	437	8.7	27.7	19	76
KN	Saint Kitts and Nevis	-	1,407	11.3	36.7	10	39
VC	Saint Vincent and the Grenadines	-	1,168	21.4	17.3	22	-
LC	Saint Lucia	-	1,243	22.6	26.4	16	61
SR	Suriname	-	-	-	-	15	100
TT	Trinidad and Tobago	-	1,650	18.1	36.7	19	58
US	United States of America	-	8,590	25.0	35.3	15	-
UY	Uruguay	-	708	9.0	34.4	18	-
VN	Venezuela	-	-	-	-	-	-

FIRST INTERNATIONAL COMPARATIVE STUDY OF LANGUAGE AND MATHEMATICS 1997

ID	COUNTRY	Language: Percentage of students that achieved proficiency level I (Public Schools) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level II (Public Schools) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level III (Public Schools) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level I (Private Schools) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level II (Private Schools) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level III (Private Schools) ⁽¹²⁾
AG	Antigua and Barbuda	-	-	-	-	-	-
AR	Argentina	95	77	57	99	93	78
BS	Bahamas	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-
BO	Bolivia	87	55	30	91	70	46
BR	Brazil	95	80	54	98	93	72
CA	Canada	-	-	-	-	-	-
CL	Chile	93	71	49	97	86	67
CO	Colombia	89	59	35	97	81	56
CR	Costa Rica	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-
DO	Dominican Republic	77	52	30	83	64	42
EC	Ecuador	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-
HN	Honduras	87	55	29	94	73	44
JM	Jamaica	-	-	-	-	-	-
MX	Mexico	89	58	38	96	84	65
NI	Nicaragua	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-
PY	Paraguay	88	60	37	93	75	54
PE	Peru	86	55	29	94	78	54
KN	Saint Kitts and Nevis	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-
UY	Uruguay	-	-	-	-	-	-
VN	Venezuela	88	59	38	91	70	49

FIRST INTERNATIONAL COMPARATIVE STUDY OF LANGUAGE AND MATHEMATICS 1997

ID	COUNTRY	Language: Percentage of students that achieved proficiency level I (Metropolis) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level II (Metropolis) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level III (Metropolis) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level I (Urban) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level II (Urban) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level III (Urban) ⁽¹²⁾
AG	Antigua and Barbuda	-	-	-	-	-	-
AR	Argentina	96	85	72	96	79	59
BS	Bahamas	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-
BO	Bolivia	90	66	39	87	58	35
BR	Brazil	96	88	62	95	82	58
CA	Canada	-	-	-	-	-	-
CL	Chile	94	76	53	95	79	60
CO	Colombia	96	79	53	89	60	36
CR	Costa Rica	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-
DO	Dominican Republic	84	65	42	73	44	25
EC	Ecuador	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-
HN	Honduras	92	67	38	87	55	29
JM	Jamaica	-	-	-	-	-	-
MX	Mexico	94	70	50	89	64	43
NI	Nicaragua	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-
PY	Paraguay	-	-	-	90	67	44
PE	Peru	92	70	43	86	57	34
KN	Saint Kitts and Nevis	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-
UY	Uruguay	-	-	-	-	-	-
VN	Venezuela	91	68	48	88	60	38

FIRST INTERNATIONAL COMPARATIVE STUDY OF LANGUAGE AND MATHEMATICS 1997

ID	COUNTRY	Language: Percentage of students that achieved proficiency level I (Rural) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level II (Rural) ⁽¹²⁾	Language: Percentage of students that achieved proficiency level III (Rural) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level I (Public Schools) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level II (Public Schools) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level III (Public Schools) ⁽¹²⁾
AG	Antigua and Barbuda	-	-	-	-	-	-
AR	Argentina	88	62	42	96	54	12
BS	Bahamas	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-
BO	Bolivia	77	40	24	93	43	9
BR	Brazil	84	62	38	93	52	12
CA	Canada	-	-	-	-	-	-
CL	Chile	89	63	41	92	46	7
CO	Colombia	89	57	33	93	42	5
CR	Costa Rica	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-
DO	Dominican Republic	73	39	20	82	37	4
EC	Ecuador	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-
HN	Honduras	78	35	17	84	36	7
JM	Jamaica	-	-	-	-	-	-
MX	Mexico	82	48	30	94	55	10
NI	Nicaragua	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-
PY	Paraguay	81	51	32	87	29	2
PE	Peru	71	30	13	87	29	2
KN	Saint Kitts and Nevis	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-
UY	Uruguay	-	-	-	-	-	-
VN	Venezuela	84	58	39	76	25	2

FIRST INTERNATIONAL COMPARATIVE STUDY OF LANGUAGE AND MATHEMATICS 1997

ID	COUNTRY	Mathematics: Percentage of students that achieved proficiency level I (Private Schools) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level II (Private Schools) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level III (Private Schools) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level I (Metropolis) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level II (Metropolis) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level III (Metropolis) ⁽¹²⁾
AG	Antigua and Barbuda	-	-	-	-	-	-
AR	Argentina	98	71	23	98	70	26
BS	Bahamas	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-
BO	Bolivia	96	59	18	95	49	12
BR	Brazil	97	67	26	96	58	17
CA	Canada	-	-	-	-	-	-
CL	Chile	97	57	15	94	49	10
CO	Colombia	97	55	10	97	53	8
CR	Costa Rica	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-
DO	Dominican Republic	86	43	7	86	42	6
EC	Ecuador	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-
HN	Honduras	93	39	5	87	35	3
JM	Jamaica	-	-	-	-	-	-
MX	Mexico	98	69	20	97	62	13
NI	Nicaragua	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-
PY	Paraguay	90	49	12	-	-	-
PE	Peru	94	54	11	88	43	8
KN	Saint Kitts and Nevis	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-
UY	Uruguay	-	-	-	-	-	-
VN	Venezuela	76	33	5	75	26	3

FIRST INTERNATIONAL COMPARATIVE STUDY OF LANGUAGE AND MATHEMATICS 1997

ID	COUNTRY	Mathematics: Percentage of students that achieved proficiency level I (Urban) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level II (Urban) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level III (Urban) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level I (Rural) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level II (Rural) ⁽¹²⁾	Mathematics: Percentage of students that achieved proficiency level III (Rural) ⁽¹²⁾
AG	Antigua and Barbuda	-	-	-	-	-	-
AR	Argentina	96	54	11	94	43	6
BS	Bahamas	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-
BO	Bolivia	94	51	14	89	36	8
BR	Brazil	94	55	15	84	40	7
CA	Canada	-	-	-	-	-	-
CL	Chile	95	52	12	87	38	6
CO	Colombia	93	43	6	92	50	12
CR	Costa Rica	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-
DO	Dominican Republic	81	36	4	79	38	7
EC	Ecuador	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-
HN	Honduras	86	39	8	78	23	3
JM	Jamaica	-	-	-	-	-	-
MX	Mexico	94	58	13	90	46	10
NI	Nicaragua	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-
PY	Paraguay	88	42	9	82	34	8
PE	Peru	89	33	4	78	23	2
KN	Saint Kitts and Nevis	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-
US	United States of America	-	-	-	-	-	-
UY	Uruguay	-	-	-	-	-	-
VN	Venezuela	77	27	3	68	22	2

PROGRAMME OF INTERNATIONAL STUDENT ASSESSMENT - PISA 2000

ID	COUNTRY	Language: Percentage of students not represented in the target population ⁽¹³⁾	Language: Percentage of students that did not achieved proficiency level 1 ⁽¹³⁾	Language: Percentage of students that achieved proficiency level 1 ⁽¹³⁾	Language: Percentage of students that achieved proficiency level 2 ⁽¹³⁾	Language: Percentage of students that achieved proficiency level 3 ⁽¹³⁾	Language: Percentage of students that achieved proficiency level 4 ⁽¹³⁾	Language: Percentage of students that achieved proficiency level 5 ⁽¹³⁾
AG	Antigua and Barbuda	-	-	-	-	-	-	-
AR	Argentina	25	17	16	19	15	6	1
BS	Bahamas	-	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-	-
BO	Bolivia	-	-	-	-	-	-	-
BR	Brazil	47	12	17	15	7	2	0
CA	Canada	3	2	7	17	28	27	16
CL	Chile	13	17	25	26	15	4	0
CO	Colombia	-	-	-	-	-	-	-
CR	Costa Rica	-	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-	-
DO	Dominican Republic	-	-	-	-	-	-	-
EC	Ecuador	-	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-	-
HN	Honduras	-	-	-	-	-	-	-
JM	Jamaica	-	-	-	-	-	-	-
MX	Mexico	50	8	14	15	9	3	0
NI	Nicaragua	-	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-	-
PY	Paraguay	-	-	-	-	-	-	-
PE	Peru	37	34	16	9	3	1	0
KN	Saint Kitts and Nevis	-	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-	-
US	United States of America	1	6	11	21	27	21	12
UY	Uruguay	-	-	-	-	-	-	-
VN	Venezuela	-	-	-	-	-	-	-

PROGRAMME OF INTERNATIONAL STUDENT ASSESSMENT - PISA 2003

ID	COUNTRY	Mathematics: Percentage of students not represented in the target population ⁽¹⁴⁾	Mathematics: Percentage of students that did not achieved proficiency level 1 ⁽¹⁴⁾	Mathematics: Percentage of students that achieved proficiency level 1 ⁽¹⁴⁾	Mathematics: Percentage of students that achieved proficiency level 2 ⁽¹⁴⁾	Mathematics: Percentage of students that achieved proficiency level 3 ⁽¹⁴⁾	Mathematics: Percentage of students that achieved proficiency level 4 ⁽¹⁴⁾	Mathematics: Percentage of students that achieved proficiency level 5 ⁽¹⁴⁾	Mathematics: Percentage of students that achieved proficiency level 6 ⁽¹⁴⁾
AG	Antigua and Barbuda	-	-	-	-	-	-	-	-
AR	Argentina	-	-	-	-	-	-	-	-
BS	Bahamas	-	-	-	-	-	-	-	-
BB	Barbados	-	-	-	-	-	-	-	-
BZ	Belize	-	-	-	-	-	-	-	-
BO	Bolivia	-	-	-	-	-	-	-	-
BR	Brazil	35	36	15	9	4	1	0	0
CA	Canada	2	5	10	20	25	21	12	5
CL	Chile	-	-	-	-	-	-	-	-
CO	Colombia	-	-	-	-	-	-	-	-
CR	Costa Rica	-	-	-	-	-	-	-	-
DM	Dominica	-	-	-	-	-	-	-	-
DO	Dominican Republic	-	-	-	-	-	-	-	-
EC	Ecuador	-	-	-	-	-	-	-	-
SV	El Salvador	-	-	-	-	-	-	-	-
GD	Grenada	-	-	-	-	-	-	-	-
GT	Guatemala	-	-	-	-	-	-	-	-
GY	Guyana	-	-	-	-	-	-	-	-
HT	Haiti	-	-	-	-	-	-	-	-
HN	Honduras	-	-	-	-	-	-	-	-
JM	Jamaica	-	-	-	-	-	-	-	-
MX	Mexico	44	22	16	12	5	1	0	-
NI	Nicaragua	-	-	-	-	-	-	-	-
PN	Panama	-	-	-	-	-	-	-	-
PY	Paraguay	-	-	-	-	-	-	-	-
PE	Peru	-	-	-	-	-	-	-	-
KN	Saint Kitts and Nevis	-	-	-	-	-	-	-	-
VC	Saint Vincent and the Grenadines	-	-	-	-	-	-	-	-
LC	Saint Lucia	-	-	-	-	-	-	-	-
SR	Suriname	-	-	-	-	-	-	-	-
TT	Trinidad and Tobago	-	-	-	-	-	-	-	-
US	United States of America	-	12	18	25	22	14	7	2
UY	Uruguay	26	22	17	17	11	5	2	0
VN	Venezuela	-	-	-	-	-	-	-	-

SOURCES AND NOTES

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- 0 Data for this report are those available until June 2005.
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- 1 Source: UNDP Human Development Report 2004.
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- 2 Source: UN World Population Prospects 1950 - 2050 in Human Development Report 2004. Guyana: growth up to 2002.
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- 3 Source: ECLAC - Annual Statistics Yearbook for Latin America and the Caribbean 2004.
Data from World Urbanization Prospects - The 2003 Revision Database. Department of Economic and Social Affairs Population, Division New York, in Human Development Report 2004.
-
- 4 Source: ECLAC - Demographic Bulletin, n 73, Jan 2004.
Saint Vincent and the Grenadines: Annual Statistics Yearbook for Latin America and the Caribbean 2004.
Population data from UN World Population Prospects 1950 - 2050 in Human Development Report 2004.
-
- 5 Source: Human Development Report 2004. World Bank. 2004. World Development Indicators 2004. CD-ROM. Washington, DC.
***World Bank Estimates.**
-
- 6 Source: ECLAC - Household Surveys Database in 2004 Latin America Social Panorama Social de America Latina.
Argentina: Buenos Aires Metropolitan Area. Colombia, Ecuador, Panamá y Uruguay: urban areas. Chile: 2003 data. El Salvador, Nicaragua y Perú: 2001 data. Paraguay: 2000/2001 data.
-
- 7 Source: Literacy Statistics - UNESCO, May 2005 y UN Population Division, The 2002 Population Revision, Year 2002 Estimates.
***Estimations by the UN Population Division (from Education Indicators Data - UNESCO)**
Data from countries where information for 2000 - 2004 period were not available have been estimated by UIS.
The definitions vary from one country to another, usually based on self declaration or educational attainment proxies. Therefore, the resulting literacy estimates are not comparable and should be interpreted with caution.
AR, BB, BZ, BO, BR, CL, CO, CR, EC, SV, GT, HT, HN, JM, MX, NI, PN, PY, PE, DO, LC, SR, TT, UY, VN data from Literacy Statistics - UNESCO
BS, CA, DM, US, GD, GY, KN, VC data from UNDP - Human Development Report 2004.
DM, GD, GY, LC y VC data from CARICOM.
AG, BS y KN data from OECS.
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- 8 Source: UNESCO Statistics Education Database and Global Education Digest 2005
Finance data from Global Education Digest 2005, in www.unesco.org.
Data Estimated by UNESCO.
Nacional Estimates.
- | | |
|--|------|
| | 2001 |
| | 2000 |
| | 1999 |
- na:** not applicable
Expenditure per student in USD PPP was calculated from the expenditure per student as percentage of GDP per capita and the GDP per capita of the year of reference.

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- 9 Source: ECLAC Household Survey Database, in *Universal primary completion in Latin America: are we really so near the goal?. Regional report on education related millenium goals. UNESCO/OREALC, 2004.*
Indicators calculated by UNESCO/OREALC
Chile and Paraguay 2000/2001 data.
Brasil, Ecuador El Salvador, Nicaragua, Perú, 2001 data.
Argentina and Uruguay only urban area.
Urban- rural categories.
Argentina and Uruguay: ametropolitan area and resto urbano.
Colombia: district capitals and others.
Mexico: highly populated area and low populated area.
Venezuela: metropolitan area and the rest of the country.
Ethnicity Categories.
Bolivia: indigenus = quechua, aymara, guarani or otther natives. No indigenus = castellano, foreigners or other groups.
Brasil: indigenus = black or mixed; no indigenus = white and others.
Chile: indigenus = indegenous population; no indegenous = no indegenous population.
Ecuador: indigenus = indegenous population; no indegenous = white, mestizo, black or others.
Guatemala: indigenus = indegenous population; no indegenous = no indegenous population.
Nicaragua: indigenus = miskito, mayagna, sumo; no indegenous = spanish, english or other background.
Panam.: indigenus = indigenus population; no indigenus = no indegenous population.
Paraguay: indigenus = guarani only speaking language; no indigenus = castellano, guarani y castellano or other speaking languages.
Peru: indigenus = indigenus from Amazonia, quechua or aymara; no indegenous = white, mestizo, black, zambo or others.
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- 10 Source: Data from ECLAC household surveys database.
Indicators calculated by UNESCO/OREALC
Secondary education: based on the program duration in ISCED classification.
Urban- rural categories and ethnicity same as for primary education.
Brasil: 2002 data.
Dominican Republic: Geographic area 2000 data.
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- 11 Source: 2002 - 2003 Latin America Social Panorama. ECLAC, 2004.
Dominican Republic: Geographic area 2000 data.
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- 12 Source: UNESCO. Informe tÈcnico del primer estudio internacional comparativo. UNESCO/OREALC 2001. In www.unesco.cl
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- 13 Source: UNESCO/OECD, Literacy skills for the world of tomorrow - further results from PISA 2000. OECD/UNESCO UIS 2003.
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- 14 OECD. Learning for tomorrow's world. First results from PISA 2003. OECD, 2004.

In 1998, during the meetings of the second Summit of Heads of State and Government of the Americas, these authorities emphasized the importance of education as a key element for the comprehensive development of our peoples.

In order to foster the various changes required by education in Summit of the Americas countries, a Plan of Action was fashioned that included not only education goals in accordance with the various efforts and agreements that were developed on the international level during the 1990s, but also the establishment of hemispheric working mechanisms that contribute to identifying and confronting challenges in education in order to achieve the stated goals.

One of these mechanisms was the creation of the Regional Education Indicators Project (PRIE), designed to make substantive contributions in the area of internationally comparable education information.

Thus, in order to be able to gauge progress as well as challenges, PRIE has been working since the year 2000, monitoring the education goals of the Summit of the Americas and making substantial contributions to international work in education statistics, strengthening national education information systems, and contributing to greater dissemination and use of information on education.

This document is one of the fruits of this project and is a valuable contribution that, together with UNESCO and the collective efforts of the technical teams of the Summit countries, the Secretaría de Educación Pública de México presents here as second phase 2004-2007 Project Coordinator. It is presented at the IV Summit of the Americas to be held in Mar del Plata, Argentina in November 2005. Within this framework, it is meant to serve as a contribution by the Regional Education Indicators Project of the Summit of the Americas (PRIE) to the work of this meeting by presenting descriptive information on the state of education of Summit of the Americas participating countries, paying particular attention to the progress and challenges noted in regard to stated education goals.



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