Summit of the Americas

Regional Education Indicators Project

Regional Report

EDUCATIONAL PANORAMA OF THE AMERICAS

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FOREWORD

The Regional Education Indicators Project is an initiative that arose from the agreements of the Second Summit of the Americas, in which Heads of State and Government identified education as a top regional priority.

In order to have effective educational policies in the region, countries decided to strengthen data and information gathering that would allow the construction of comparable indicators. These indicators would help to have a better understanding of our educational context and, therefore, contribute to the definition of more effective policies aiming at reaching the Summit of the Americas goals.

A little more than a year after the beginning of PRIE (the Spanish acronym for Regional Education Indicators Project), this report is an important component in the analysis of the state of education in the Americas. This is a result of the collective efforts of the countries of the region, coordinated by the Ministry of Education of Chile, and with the technical and administrative cooperation of the UNESCO's Regional Office of Education for Latin America and the Caribbean.

PRIE has benefited from different initiatives in progress at international level concerning educational indicators development. PRIE has closely worked with the UNESCO Institute for Statistics in the construction of the indicators.

The preliminary version of this report was presented to the Ministers of Education gathered in the follow-up meeting of the Summit of the Americas in September 2001 at Punta del Este (Uruguay). We appreciate the suggestions and remarks that enriched this final version.

This report offers an overview of the education in the Americas at the end of the 1990s, revealing important progresses related to coverage, gender equity, as well as important challenges regarding equity, efficiency, and resource allocation. The analysis discloses the importance that education has in the development opportunities of our countries.

This effort demonstrates that it is indeed possible to take this path together and encourages us to continue to improve our work. Moreover, this effort challenges us to continue our search to create better instruments to assess the progress toward greater educational equity and quality in the region.

The development of this project implies to overcome the difficulties inherent in constructing comparable indicators and to eliminate, through capacity-building, the obstacles that prevent us from having reliable, valid, and timely statistics.

We must work together in order to develop a robust set of educational comparable indicators that would allow us to have a comparative approach to education, to learn from our successes as well as to identify our constraints. This is key in order to reach, by the year 2010, the goals and objectives set by the Summit of the Americas.

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REGIONAL EDUCATION INDICATORS PROJECT - PRIE

1. Background

At the Second Summit of the Americas (Chile, April, 1998), Heads of State or Government adopted an Education Action Plan for the region. The plan's general objectives are the following: (1) that by the year 2010, 100% of children finish quality primary education; (2) that at least 75% of young people have access to quality secondary education with increasing percentages of young people finishing their secondary school studies; and (3) that life-long educational opportunities are offered to the general population.

During the meeting of Ministers of Education from countries that participated in the Second Summit of the Americas, held in Brasilia (July, 1998), it was agreed that the Minister of Education of Chile would coordinate the design and implementation of a regional education indicators project. This project contributes to the follow-up and evaluation of the commitments stated in the Education Action Plan for the region.

2. Development

The Ministry of Education of Chile and UNESCO/OREALC established a cooperative agreement for the development and implemention of the Regional Education Indicators Project - PRIE. The project is coordinated with UNESCO's Institute for Statistics (UIS) which has provided most of the basic data and analysis of the indicators.

Interested countries throughout the hemisphere met in August, 2000 in Washington, DC. There, Chile presented the content and methodology of PRIE and the implementation of the 3-year project started.

In the first year of the project, indicators were constructed based upon existing initiatives in which countries of the region take part (i.e. the World Educational Indicators Project - WEI - of OECD/UNESCO, the OECD INES program, Project MERCOSUR, and CREMIS in the Caribbean). Also, thematic working groups with experts from different countries of the region were organized, in order to help in developing common indicators. In addition, PRIE started a technical cooperation program to help countries better answer the UIS statistical questionnaire used to produce the data on which the indicators are based. The PRIE has established itself as a project of the countries that participate in the Summits of the Americas, and they are the main actors in developing it.

3. Objectives

PRIE has set the following objectives:

- Construct a basic set of comparable education indicators for the Americas, taking into account existing initiatives,
- Strengthen national systems of education statistics and develop a technical cooperation program,
- Publish the indicators and foster their use in the design of education policies.

4. Components and Working Methodology

For the fulfillment of its objectives, PRIE used three inter-linked components, each with its own working methodology. They are the following:

4.1 Construction of Indicators

In collaboration with UNESCO's Institute for Statistics, PRIE provides support for countries in their data collection tasks according to the UIS'questionnaires. The UIS then calculates the indicators considered by PRIE.

PRIE has organized working groups composed of professionals from all participating countries and organized around the analytical categories considered in PRIE, as well as the interests and priorities of the region. The goal is to improve the conceptual and methodological aspects of the indicators. The work of these groups aims to broaden the knowledge of the different analytical categories, and thus contribute to a better understanding of education and society in the region.

4.2 Technical Cooperation

PRIE provides technical cooperation to countries so they may better respond to the UIS questionnaires, as well as improve their education information and statistics system.

The technical cooperation program offers three alternatives for countries, according to their needs: cooperation for individual countries; cooperation for a group of countries sharing common interests, and study visits to a particular country in order to learn from its experiences.

4.3 Dissemination and Analysis

This regional report has been prepared based upon an initial set of twenty-five indicators identified by the PRIE. The statistical information is for the year 1998 and it was mainly collected using the UNESCO Institute of Statistics' questionaires. A preliminary version of this report was presented at the Ministers of Education follow-up meeting of the Summit of the Americas, held in Punta del Este (Uruguay) in September 2001, and countries had the opportunity to comment on that earlier version of the report.

5. Expected Results

The expected results of the three-year project are the following:

- to have a set of comparable indicators in education, calculated with the active participation of the countries involved, which will allow them to make better education policy decisions;
- to foster a culture of generating and using of quality information in education policy-making;
- to generate a continuous process of strengthening the statistics systems of countries in the region;
- to contribute to the strengthening of an enduring regional information system in education.

6.Financing

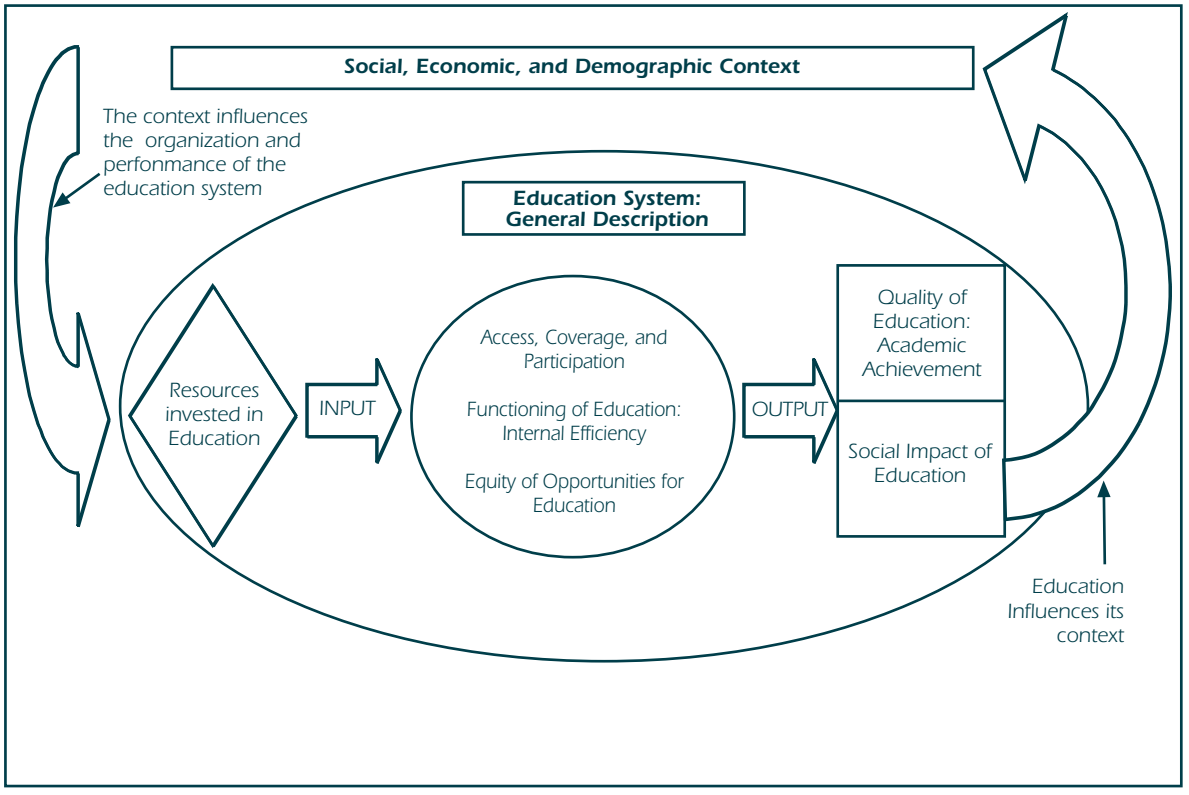
This project is funded by both governments (Brazil, Canada, Chile, Mexico, and the United States), and international organizations including: USAID, the UNESCO Institute for Statistics, UNESCO/OREALC, Andrés Bello Agreement, and the World Bank.

ANALYTICAL MODEL

The Regional Education Indicators Project (PRIE) applies an integrated perspective to strengthen the analysis of education in the Americas. This conceptual framework, illustrated in Figure I, shows the functioning and performance of education systems, taking as key components the social, economic, and demographic environments within which education develops, and the impact of education systems on that environment.

The nature of this analytic model, by not isolating characteristics of the education system, helps the PRIE indicators to be politically relevant and their products to be useful for decision-making. Moreover, this integrated methodology allows for a better understanding of the relationship between education and equity, revealing which groups or areas in each country – geographic areas, ethnic groups or genders – and the region as a whole, fail to achieve quality education. Equity, therefore, becomes a cross-cutting theme in this report.

figure I **CONCEPTUAL FRAMEWORK**



Based on this relational model, five analytic categories have been derived. These categories and their component indicators seek to answer important questions that arise in the analytic process and in education policy decision-making. These are questions such as: What is the context within which education systems develop? Is the school-age population being effectively served? Is the education process efficient, assuring that everyone participates in its benefits? Are human, material, and financial resources sufficient and of adequate quality to meet the needs of the system? Is quality education being achieved for all? What is the social impact of education?

The analytic categories to which the indicators initially selected by the countries for this first phase of PRIE correspond are the following:

Category 1: Demographic, Social, and Economic Context
The indicators of this category offer a general view of the context in which national education systems develop.

Category 2: Access, participation and progress
The indicators in this category show a global panorama of the organization of national education systems, their duration and articulation, and the distinctive characteristics of each system. They also supply information on the scope of the education system; that is, on the population's access to and participation in education, as well as indicators relative to system efficiency.

Category 3: Resources in Education
The indicators that comprise this category allow us to view the availability, general characteristics, and the distribution of the human and financial resources that contribute to the educational process.

Category 4: Quality of Education
This category refers to academic achievement expressed as a result of standardized and comparable tests. However, internationally comparable indicators do not yet exist for the all countries of the region in this category.

Category 5: Social Impact of Education
This category includes indicators of the impact of education outside the education system. It looks at the education profile and the literacy level of the adult population. Development of new indicators in this category will link, for example, education with the labor market, and with quality of life in its broadest sense. The development process is in its early stages in the region, and is the object of a specific study contemplated by PRIE.

Categorie		Indicator
Context	1.1	Total population by age groups (thousands)
	1.2	Demographic growth rates 1990-1995; 1995-2000; 2000-2005
	1.3	Population by area
	1.4	Demographic dependence index
	1.5	School-age population by educational level
	1.6	GDP per capita (USD PPP)
	1.7	Inequity coefficient (Gini)
Access, participation and progress	2.1	Compulsory schooling (age-group)
	2.2	Hours in a school-week by educational level
		Hours in a school-year by educational level
	2.3	Apparent Intake ratio to first grade of Primary education
		Net Intake ratio to first grade of Primary education
	2.4	Gross enrolment rate by educational level and sex
		Net enrolment rate by educational level and sex
	2.5	Age-specific enrolment rate
	2.6	Percentage of repeaters
Resources	3.1	Student:teacher ratio by educational level
	3.2	Public expenditure on education as a percentage of GDP
		Public expenditure on education as a percentage of total public expenditure
		Public current expenditure on education as a percentage of public expenditure on education
	3.3	Public expenditure on education by educational level
	3.4	Public expenditure on education by pupil as a percentage of GDP per capita
		Public expenditure on education by pupil in USD PPP
	3.5	Private expenditure on education as a percentage of GDP
		Total expenditure on education as a percentage of GDP
	3.6	Starting teachers salary, minimal training, (Public sector) by educational level as percentage of GDP per capita
		Starting teachers salary, minimal training, (Public sector) by educational level in USD PPP
	3.7	Evolution of teachers salary, minimal training, (Public sector) by educational level
Social Impact	4.1	Adult illiteracy
	4.2	Educational profile of adult population
	4.3	Population 25-29 year-old with 10+ school years attained by area
	4.4	Educational attainment of 25 year-old population by income level and educational inequity

Sources of Information

The Regional Education Indicators Project (PRIE) has developed this report based on the joint effort of participating countries and in cooperation with the UNESCO Institute for Statistics (UIS), the agency that has brought together most of the information considered here.

Information for Canada, the United States and Mexico come from the Organization for Economic Cooperation and Development (OECD). Data from Argentina, Brazil, Chile, Paraguay, Peru, and Uruguay is from the World Education Indicators Project (WEI) of UNESCO-OECD. Information on the rest of the countries is gathered through UIS questionnaires. Even though some basic data have come from different sources, UIS calculated most of the indicators presented here, with the exception of those corresponding to the United States and Canada, which were taken from the OECD. In all cases, the information comes from national education systems, which are at different levels of development and have different modalities and forms of delivering education services.

Definitions and Methods

In order to maintain international comparability, we have utilized the International Standard Classification of Education, ISCED 1997.[1]

The averages calculated in the report correspond to the simple mean of the values of the countries considered in each case. Exceptions to this rule are information on regional per-capita GDP, where the GDP of the region was calculated as a whole, and information on regional net enrollment rates, in which an equivalent calculation was used.

Financial information has been considered using the U.S. dollar, corrected for effects of different national purchasing power. Thus, we have used Purchasing Power Parity (PPP) dollars, based on World Bank figures published by the UNDP.

Data

The basic data correspond, except for differences explained in each case, to the year 1998. Figures for 1998 are used because they correspond to the both date of the II Summit of Heads of State and of Government of the Americas and to the most recent year of collection of education information processed both by the UIS and the OECD.

All tables and figures show the information that was available for each indicator. Thus, not all countries appeared in all tables and figures. The annex includes all the information that was used in the report as well as country profiles showing the available information by country. The notation "n.a." means that information was not available for the development of this report, either because it does not exist, or because the sources used do not include it.

The analysis made here took into account all countries for which comparable information was available. However, given the differences between the Canadian and the United States education systems and the rest of the region, in some cases these have been treated separately. We proceeded in a similar way in the case of the sub-regions Latin America and the Caribbean.

1 For more details, see the corresponding annex.

The information in this report may differ from that used and published by the countries themselves. The reasons for these differences are the following:

- All references to levels of education take into account the International Standard Classification of Education (ISCED-97), which does not necessarily coincide with the classifications used in each country. For instance, "primary education" refers to the level 1 of ISCED-97, which may differ from what individual countries call primary, basic, or elementary education.
- Sources of information used to calculate the indicators might differ between countries and other organizations. An example is the GDP per capita, or the demographic information based on population projections. These differences affect the calculation of the indicators such as, coverage, enrollment and per-pupil expenditure on education.
- The methodology used to calculate the indicators might differ between countries and organizations. These differences can be related to differences in definition, approach, or availability of information. For instance, the indicator of expenditure per student used in this report is different from the one used by WEI, given differences in the questionnaires used to collect data.
- Neither all countries nor international organizations use the same definitions to refer to the same educational phenomena. For instance, the definition of repetition is not the same throughout the region.

In order to assure comparability, the procedure followed by PRIE in all cases was to apply the definitions, names, sources, and calculation methodology used by UIS.

Countries

In this report, 42 countries represent the region of the Americas.[2] Their identifying initials are as follows:

Caribbean		Latin America		North America	
AI	Anguilla	AR	Argentina	CA	Canada
AG	Antigua & Barbuda	BO	Bolivia	US	United States of America
AN	Netherlands Antilles	BR	Brazil		
AW	Aruba	CL	Chile		
BS	Bahamas	CO	Colombia		
BB	Barbados	CR	Costa Rica		
BZ	Belize	EC	Ecuador		
BM	Bermuda	SV	El Salvador		
DM	Dominica	GT	Guatemala		
GD	Granada	HN	Honduras		
GY	Guyana	MX	Mexico		
HT	Haiti	NI	Nicaragua		
KY	Caiman Islands	PA	Panama		
VG	British Virgin Islands	PY	Paraguay		
JM	Jamaica	PE	Peru		
MS	Montserrat	DO	Dominican Republic		
KN	St. Kitts & Nevis	UY	Uruguay		
VC	Saint Vincent & the Grenadines	VE	Venezuela		
LC	Saint Lucia				
SR	Suriname				
TT	Trinidad & Tobago				
TC	Turks & Caicos				

In some cases, countries have been aggregated into 2 sub-regions: Latin America and the Caribbean. This aggregation does not include the United States and Canada. Latin America is considered to be continental Spanish-speaking countries plus Brazil, as well as the Dominican Republic. Caribbean Countries are the English-speaking island nations as well as Haiti, Suriname, and Belize.

2 The 42 countries are: the 34 members of the Summit of the Americas, which are the OEA member states (the 35th member state, Cuba, is suspended since 1962), plus 8 Caribbean countries (Anguilla, Netherlands Antilles, Aruba, Bermuda, Cayman Island, British Virgin Island, Montserrat, and Turks and Caicos).

Acronyms

The following table shows the acronyms used in this report standing for institutions, studies or projects.

ALL	Adult Literacy and Lifeskills
IADB	Inter-American Bank of Development
WB	World Bank
CELADE	Latin America and the Caribbean Demographic Centre
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
CXC	Caribbean Examinations Council
IALS	International Adult Literacy Survey
IEA	International Association for the Evaluation of Educational Achievement
INES	OECD Educational Indicators Programme
ISCED97	UNESCO-International Standard Classification of Education (1997)
LLECE	Latin-American Laboratory of Educational Quality Assessment
NCES	National Center of Education Statistics
OECD	Organisation for Economic Co-operation and Development
UN	United Nations
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
UNDP	United Nations Development Programme
PRIE	Regional Project of Educational Indicators
TIMSS	Third International Mathematics and Science Study
UNESCO	United Nations Educational, Cultural, and Scientific Organisation
UNESCO/OREALC	UNESCO Regional Education Office for Latin America and the Caribbean
UIS	UNESCO Institute for Statistics
WEI	World Education Indicators Project

EXECUTIVE SUMMARY

This executive summary synthesizes the principal findings contained in the first report of the Education Indicators Regional Project (PRIE). This summary is organized according to the analytical categories considered: (1) the context within which the different education systems have developed; (2) access to and participation in education, placing special emphasis on the progress made within countries; (3) financial and human resources dedicated to education, including how they are distributed among levels and teachers' labor conditions; (4) the quality of education; and (5) its social impact. The data used in this report are, in most cases, for 1998. Finally, we present the major conclusions and challenges of PRIE.

Context

The age structure of a country's population is an important factor in the design and implementation of educational policies. The number of children and young people determines the theoretical demand for education and, as a consequence, influences the demand for teachers, material resources, and facilities. This report covers 42 countries of the Americas with approximately 800 million people. Of these, 150 million are children between 5 and 14 years of age – in most countries, this range corresponds to the years of attendance in primary and lower secondary schools – and 70 million are young people between 15 and 19 years of age, corresponding in most cases to lower and/or upper secondary school.

If we analyze the school-age population between 5 and 19 years as a whole, we see that for countries such as Guatemala, Nicaragua, Haiti, Honduras, Belize, Paraguay, Bolivia, El Salvador, Suriname, Ecuador, and Peru, this age group represents more than one-third of the population. Due to the greater potential number of students, these are the countries that most need to invest in their education systems. In this group, we find Nicaragua, Haiti, Bolivia, and Honduras - the four poorest countries in the region in terms of GDP per capita. This indicates that, although these countries face the greatest burden of financing education, they have less economic capacity to meet the demand.

The differences observed between Latin American countries and those of the Caribbean in regard to the proportion of different age groups result from the fact that these countries are in different phases of the demographic transition, due primarily to changes in fertility rates. There is a decrease in the demographic growth rates for all countries in the region, although the pace of the decrease varies. Countries that in 1998 had the same proportion of 5-to-14-year-old population, such as Belize and Paraguay (26%), will have different kinds of pressure in terms of the future demand for education, given the behavior of the demographic growth rate. In effect, Paraguay, whose population growth rate is higher than that of Belize, will have to face a greater demand for education for this age group.

Demographic patterns not only serve as indicators of theoretical demand for education; they are also indicators of the economic ability to respond to this demand. The dependency index illustrates the relationship between the theoretical number of dependents - children between 0 and 14 years of age plus older people over 64 - and the number of individuals considered to be of working age, that is, people between 15 and 64 years of age. This indicator shows the effort that the population, in theory economically active, must make in order to provide for the needs of the dependent or inactive population. The mean level of the index for the region is 6. This means that, for every 10 people of working age and theoretically in the labor force, there are 6 dependents. This mean is lower when compared with the world-wide average for the least-developed countries[1], which approaches 9, and is higher if compared to that of the more-developed countries, (the index is 5) which include the United States and Canada. This means that the countries of Latin America and the Caribbean have more favorable dependency ratios than the least-developed countries, which have 50% more dependent people for each individual in their labor forces, but not as favorable as the more-developed countries that have 20% fewer dependent people.

1 According to the 1998 UN General Assembly, least developed countries include 48 countries, of which 33 are in Africa, 9 in Asia 1 in Latin America and the Caribbean, and 5 in Oceania.

2 According to the UN, the more-developed are those in North America and Europe, as well as Japan, Australia, and New Zealand.

There is an inverse relationship between the two variables: lower levels of GDP per capita (greater poverty) are associated with higher indices of dependence.

The GDP per capita in the Americas is US$15,257 PPP[3]. This is one of the indicators in the region that presents large disparities. The range varies from $29,605 PPP in the United States to $1,383 PPP in Haiti. This means that the GDP per capita for the United States is more than 20 times greater than that of Haiti. If we consider only Latin America and the Caribbean, the GDP per capita is $6,572 PPP. Although the gap between the richest and the poorest country is smaller than when the United States and Canada are included, the absolute differences between countries remain. GDP per capita ranges from $14,614 PPP in Bahamas to $1,383 in Haiti, which means that Bahamas has a per capita GDP almost 11 times larger. Of the 32 countries in Latin America and the Caribbean for which information is available, only 10 countries are above the sub-regional mean ($6,572 PPP): 5 in the Caribbean (Bahamas, Antigua & Barbuda, Barbados, Trinidad & Tobago, and St. Kitts & Nevis) and 5 in Latin America (Argentina, Uruguay, Chile, Mexico, and Brazil).

The Gini coefficient measures inequalities of income within countries: the higher the index, the greater the inequality. On average OECD[4] countries have a Gini coefficient of 31, while in Latin American the coefficient is 52. This means that OECD countries are much closer to "perfect equality" than the Latin American countries. Studies carried out by the OECD show that, while the gender-related differences in the coverage of education have decreased in most countries in the world, the income-related disparities have increased. This has even greater implications for Latin America – the world's most unequal region in terms of income distribution.

The relation between the Gini coefficient and inequality in education (estimated by considering the difference in years of schooling of the 25-year-old population between the 10% wealthiest and the 10% poorest) is direct. The greater the inequality in income, the greater the difference between the years of study obtained by the rich and the poor. For example, a 25-year-old person who is among the 10% wealthiest in Mexico, a country that has one of the highest Gini coefficients in the region (about 54), has almost 6 times the years of schooling of a person of the same age who is in the poorest decile. This means that, while on average the population belonging to the 10% wealthiest income group in Mexico has 12 years of study, people among the 10% poorest have only 2 years of schooling. On the other hand, in Uruguay, the Latin American country where income is less concentrated, a 25-year-old person who belongs to the 10% wealthiest has twice the number of years of education of a person of the same age in the 10% poorest group. In this case, while the 10% wealthiest have an average of 12 years of study, those belonging to the poorest decile have 6 years of study.

A study carried out by ECLAC[5] establishes 12 years of schooling as the minimum threshold for staying above the poverty line. When an individual reaches this threshold, his/her probability of receiving an income above the poverty line is greater than 80%.

Access, participation, and progress

Education helps prepare citizens to live in and contribute to society, as well as enable individuals to adjust to new demands of the modern working world. Therefore, it is in the interest of societies to guarantee educational opportunities for all of their citizens.

The number of years and hours of formal education required by countries represents the minimum desired for their citizens. Requirements in Latin America vary from 6 to 11 years of study, that in most cases correspond to primary and to lower secondary education. Honduras, Nicaragua, and Panama – 3 of 18 countries – have established 6 years of minimum schooling, while Peru is the only Latin American country that has adopted more than 10 years of compulsory schooling. In the Caribbean the range of compulsory schooling is broader. The shortest period – 6 years – is observed in Haiti, Jamaica, and Suriname, while Anguilla, Dominica, St. Kitts & Nevis, and Turks & Caicos have the longest period, 13 years. The Caribbean situation where between 10 and 14 years of study are compulsory is closer to that established in Canada and the United States. While in the United States, the duration of compulsory education varies by state[6], in Canada this is established at the national level. The age range for compulsory schooling in Canada is from 6 to 16 years of age.

3 Purchasing Power Parity (PPP) is a method for measuring relative purchasing power of different currencies in regard to the same kinds of goods and services. PPP dollars are used as an standardized measure allowing for better international comparisons.
4 Organization for Economic Cooperation and Development.
5 Economic Commission for Latin America and the Caribbean.
6 There are 11 age ranges for compulsory study in the United States. The lower limits of these ranges are 5, 6, 7, or 8 years of age, and the upper range varies from 16 to 18 years of age. The most common ranges (adopted by 28 states) vary between 7 and 16 and between 6 and 16 years of age.

Analyzing compulsory schooling by taking into consideration the educational profile of the adult population, gives us an indication of the extent to which countries are meeting the standards they themselves have set. This allows us to measure the gap between what is hoped for and what is accomplished in terms of years of schooling attained by the population.

Although Argentina, Uruguay, Dominican Republic, and Venezuela require ten years of schooling, only in Argentina and Uruguay do nearly one-half of young people meet this prerequisite. In contrast, in the Dominican Republic and Venezuela only 30 and 40% of young people, respectively, achieve 10 years or more of schooling. This indicates that, although none of the countries that require 10 years as a minimum have achieved universal coverage for these years of schooling, some countries have progressed more than others.

Eight Latin American countries require between 8 and 9 years of study. Of these, only in Chile and Mexico have more than 90% of the population from 15 to 24 years of age achieved at least 6 years of study. Of the three countries that require six years of schooling, only in Panama does more than 90% of the population reach this level. While in Honduras and Nicaragua, approximately 80% and 70%, respectively, reach the minimum officially-established threshold.

Although no country has achieved universal coverage for the years of compulsory schooling established by law, countries have progressed toward the goal at different rates. Thus a country that has only 6 years of compulsory schooling, such as Panama, has achieved its education goals better than countries that require more years of schooling, such as Brazil (8 years compulsory) and El Salvador (9 years compulsory).

The net intake rate into the first grade of primary education measures the access to the education system, indicating how well school-age children are being incorporated into the system. The net rate measures the number of children of the official first grade entry age enrolled in that grade. Therefore, a net rate of 100% means that all children of the official age to enter the first grade of primary education are enrolled. This rate goes from 38% in Chile to 100% in Argentina. In some cases, the net rate may reflect cultural factors or rigidity in the norm that establishes the entry age into the system, rather than reflecting a problem of access. Moreover, entrants to first grade also include an important number of children who are older or, in some cases, younger than what is expected according to enacted regulations. In the entire region, only Argentina, Peru (97%), and Mexico (92%) approach the goal of having 100% of children of the official entry age enrolled in the first grade.

Enrollment in pre-school education exhibits large variations throughout the region. The gross rate, in particular, varies greatly, ranging from 11% in the Bahamas to 105% in Guyana. The net rate (coverage) ranges from 10% in Trinidad & Tobago to 93% in the Netherlands Antilles. There are no distinct patterns that allow us to distinguish the behavior of one sub-region from another.

The level that has received the most investment from countries is primary education. The net enrollment rate in Latin America (97%) and in some countries of the Caribbean, shows that the region is approaching universal coverage at this level. In Latin America, not only are the lowest net enrollment rates in primary education higher than the rates for other levels of education; but coverage for primary education presents less variability within the region in comparison with pre-school and secondary education. This indicates that access to primary education is more equitably distributed among countries. For example, Brazil has a net enrollment rate of 98%. This means that practically all children of the official age to study in primary school are enrolled, while in Haiti and Nicaragua (countries with net enrollment rates of 80% - the lowest in the region), only 8 of every 10 children in this age group are enrolled in one of the primary education grades.

Although the countries' achievements in terms of coverage of primary education might lead one to conclude that this level of education does not present serious problems of access, this indicator can obscure weaknesses in the system. For example, the data do not provide information regarding either retention in or completion of primary education. However, if we consider the schooling levels of different countries, we see that, in fact, completion of the primary education cycle continues to be a challenge for a number of countries in the region, such as Brazil, Dominican Republic, El Salvador, and Honduras – countries in which less than 75% of the population between 15 and 24 years of age has attained at least 6 years of study.

Coverage of secondary education is not as high as it is for primary education, although secondary enrollment rates are greater than those for the pre-school level. Net enrollment rates range from 20% in Haiti to 105% in Barbados.[7] The low coverage at this level, accompanied by great differences between countries in access to secondary education, has serious implications for the development of the region and for the possible fulfillment of the goal set by the Summit of the Americas.

This becomes even more important in the context of a globalized economy in which secondary education becomes essential for the development of a competitive labor force. In Latin America, the net enrollment rate shows that only 54% of young people of secondary school age are enrolled in a secondary level institution. Thus, the sub-region is at risk of falling farther behind the developed countries. This situation is even more serious for countries that have not attained this rate – a group that includes most countries in the sub-region.

Enrollment is considered in a different manner in Canada and the USA, a fact that hampers regional comparability to a certain extent. The concerns about coverage of education in Canada and the USA focus mainly on pre-school, secondary, and higher education rather than on the primary level, where these countries have practically full coverage. Both in the USA and in Canada coverage is practically universal; i.e., over 90%, and begins between 5 and 6 years of age (although the USA coverage is nearly 50% for children 4 years old). The high coverage rates continue until 14 years of age in both countries. Thus, both in Canada and in the USA practically all children between 5 and 14 years of age are enrolled in the school system.

While participation rates are high in both the USA and in Canada, they decline at the end of the age of compulsory schooling: 17 and 16 years, respectively. In the USA the coverage rate begins to decline at the age of 16, falling to 50% above 18 years of age, the usual age for completing secondary school. In Canada, where compulsory schooling ends at 16 years of age, the coverage rate for 18 year-olds is slightly higher than 50%.

The Latin American and Caribbean sub-regions show different patterns in terms of grade repetition in primary education. While more than half (4 of 7) Caribbean countries that report this indicator present a relative number of repeaters in primary school of less than 5%, only 6 of 16 Latin American countries are below this level. Caribbean countries also exhibit less dispersion: the minimum of 2% is recorded in Jamaica, and the maximum of 12% occurs in Haiti. Variations in the percentage of repeaters among countries reflect not only system efficiency, but also different education policies such as automatic grade promotion or promotion by-age implemented as a result of current debate on this theme.

Resources

A country's investment in human capital influences personal and social development, national economic development, and equality of opportunities for citizens. Therefore, the allocation of resources to education is of crucial importance, since it is a key determinant of the magnitude and quality of education services offered.

The effort made by countries to finance education is measured by the total resources, both public and private, that they allocate to education in relation to the country's production of goods and services. This varies from 6.4 % of GDP in the United States to 4.6% in Mexico. Only 6 out of 16 countries with information on public expenditure, also have data for private expenditure. This limits regional analysis of total expenditure on education since both figures are required.

On average public expenditure devoted to education as percent of GDP is 4.2%. This indicator expresses the public efforts that countries make to finance their education systems. Ten countries (Jamaica, Aruba, Costa Rica, Bolivia, Canada, Barbados, Panama, United States, Brazil, and Paraguay) have expenditure levels above the average, while 11 countries (Argentina, Mexico, Chile, The Dominican Republic, Peru, Trinidad & Tobago, Bermuda, Uruguay, Guatemala, Ecuador, and Honduras) record values that are below the observed mean value. The expenditure level for Nicaragua is at the mean. There are, however, differences between Latin America and the Caribbean in public expenditure as a percent of GDP. Average public spending for education in the Caribbean (4.9% of GDP) is higher than the Latin American average (3.9%) and is distributed differently in each sub-region. Costa Rica (which spends 6.2 % of GDP on education) and Bolivia (5.6 % of GDP) have values that are, in fact, above the Caribbean average. Trinidad & Tobago (3.1% of GDP) and Bermuda (3.0% of GDP) are the only Caribbean countries with public expenditure levels lower than the average for Latin American countries.

7 Values higher than 100% result from inconsistencies between population and enrollment data.

Public spending per pupil varies according to the educational level. For pre-school programs, per-student expenditures (in absolute terms) in Argentina, the highest in the region, are US$1,085 PPP, which is 8 times that of Bolivia (US$135 PPP - the lowest in the region). Only 2 countries (Argentina and Costa Rica) have annual per-student expenditures that surpass US$1,000. Three other countries have expenditures of less than US$330 PPP (Peru, El Salvador, and Bolivia).

In the case of primary education, Argentina again has the highest per-student expenditure (US$1,279 PPP). This value is 5 times the expenditure of Bolivia (US$247 PPP). Only 3 countries (Argentina, Costa Rica, and Chile) have annual per-student spending that exceeds US$1,000 PPP, while another 3 countries (Paraguay, Peru, and Bolivia) spend less than US$500 PPP. In the case of the United States, annual per-student public spending reaches US$5,487 PPP - nearly 4 times that of Argentina, and about 22 times that of Bolivia.

In the case of secondary education the expenditure level tends to be greater. Per-student spending in Costa Rica (US$1,898 PPP) is more than 8 times that of Bolivia (US$227 PPP). Four countries (Costa Rica, Argentina, Mexico, and Chile) are above the annual US$1,000 PPP per-student level, while another 3 have expenditures of less than US$500 PPP (Peru, El Salvador, and Bolivia). Moreover, annual per-student spending in the United States is US$7,050 PPP, or 4 times more than Costa Rica and 30 times more than Bolivia.

The share of total public expenditures dedicated to education varies within the region, with the average level being nearly 15%. Seven countries spend more than the average (Peru, Paraguay, Aruba, Bermuda, Guatemala, Panama, and Chile), while 8 countries (Anguilla, The Dominican Republic, Turks & Caicos, Jamaica, Trinidad & Tobago, Canada, Uruguay, and Brazil) spend less. Barbados is at the regional mean. In general, the Caribbean countries dedicate a smaller proportion of public expenditures to education than do the Latin American countries.

It is not possible to establish a systematic relationship between countries' production of goods and services per capita and public expenditures on education. Neither is it possible to relate wealth (measured by GDP per-capita) and public spending by pupil as percentage of per capita GDP. However, there is a strong relationship between level of wealth of a country and expenditure per student in US$PPP. That is, countries with higher levels of GDP per capita spend more per student in absolute terms than do countries with lower levels of wealth. It is also possible to see in every case some variability. This reveals that the level of economic development of a country is not a rigid determinant of how much a country spends per student (in absolute values), since there are countries that spend more than what would be expected given their level of wealth.

In general, investing in human resources in education means investing in teachers. There is an increasing recognition of the importance of teachers in improving the quality of education systems, at the same time that it is expected that teachers will increasingly respond to growing social demands. However, increased resources do not always accompany this higher expectation.

Student/teacher ratios are an indicator of the investment in human resources that countries make. In pre-school education, student-teacher ratios vary from 7:1 in Bermuda and the British Virgin Islands to 45:1 in Haiti. In primary education, student-teacher ratios vary from 9:1 in Bermuda to 38:1 in Guatemala. Eleven countries have less than 20 students per teacher, all being in the Caribbean, with the exception of Colombia. Sixteen countries have ratios between 20:1 and 30:1, and seven countries have more than 30 students per teacher. In secondary education, the range is practically equal to that of primary education. In effect, the range varies from 7:1 in Bermuda and in the British Virgin Islands to 36:1 in Brazil.

In theory, the smaller the student/teacher ratio, the greater the cost of investment in education, since personnel costs are the most important item of expenditure on education. This relation, however, is more complex than it seems. Although a larger number of students per teacher may be associated with higher rates of coverage and a greater magnitude of enrollment, in practice this is not the case. In effect, in primary education, countries such as Guatemala, Dominican Republic, Nicaragua, Chile, Haiti, and Jamaica that have the largest numbers of students per teacher (more than 30) are those that have the lowest coverage.

There is a tendency to interpret low student/teacher ratios as synonymous with better quality education. Nevertheless, there is a debate on this point. While some studies suggest that smaller student/teacher ratios contribute to improving the quality of education, other research concludes that there is no relation between these two variables.

Teacher salaries, and the pay scales that indicate the possibility of receiving increases in pay during their professional careers, are the primary material incentives for attracting and keeping good professionals in the education system. In primary education, Mexico is the country in which the starting teacher salary is highest in relation to per-capita GDP (1.2 times), while Uruguay presents the lowest relationship (0.6 times). Although this indicator is useful for comparing the level of effort a country needs to make to pay its teachers, absolute salary levels of teachers depend on the wealth of a country. Although in relation to per-capita GDP, the starting salary of a teacher in the United States (0.8 times) is lower than in Chile (1.1 times), the salary in US$ PPP in the United States is considerably higher than in Chile, since per-capita GDP in the United States is 4 times of that in Chile.

Quality

Although most countries, both in Latin America and in the Caribbean, have now developed national quality assessment systems, there has been little information that measures educational performance in relation to international comparable indicators. In general, there are isolated experiences of participation in international standardized tests that seek to measure the quality of different education systems and which have been developed either by individual countries or institutions in the developed world.

While the most-developed countries in the region, Canada and the USA, have participated regularly in international studies, until 1999 only 2 Latin American countries (Chile and Colombia) and no Caribbean country has taken part in international comparative assessments. Both Canada and the USA have participated in studies developed by the *International Association for the Evaluation of Educational Achievement* (such as the TIMSS), aimed at assessing achievement levels in mathematics and science for primary and/or lower secondary students. They also have participated in other studies developed by the OECD (such as the International Adult Literacy Survey), designed to measure literacy levels of the adult population. Both Colombia and Chile have participated in the TIMSS (in 1994 and 1998, respectively), and only Chile has participated in the IALS (in 1998).

There are differences not only in terms of participation in international studies but also in the results obtained. In the TIMSS tests, it is possible to observe that Canada and the United States obtained scores equal to or above the international average in all the tests, and that both improved their positions relative to 1994. For their part, the Latin American countries (Colombia and Chile) recorded performance substantially below the international average and were ranked among the last countries.

This pattern was also observed in the literacy study (IALS). In general, the more-developed countries had higher scores, although the differences were smaller than in TIMSS.

The above facts demonstrate not only the disparities that exist within the region; they also underline the gaps that appear when one compares developed and developing countries.

The only existing regional experience of quality assessment based on comparable tests is that of the First Comparative Regional Study, carried out by UNESCO/OREALC's Latin American Laboratory for the Assessment of the Quality of Education. In this study Argentina, Brazil, Bolivia, Chile, Costa Rica, Cuba, Colombia, Honduras, Mexico, Paraguay, Peru, Dominican Republic, and Venezuela participated. This study measured achievement in mathematics and language of third and fourth grade primary school students.

The outcomes of this study show that, with the exception of Cuba, there are no large differences in achievement between countries. In general, the wealthier countries, or those with a higher level of GDP per capita, achieved better results, both in mathematics and in language. At the same time, the analysis identify some factors that are associated with good performance making possible to identify some features that would constitute an "ideal profile" for schools.

New initiatives are currently being developed in the area of assessment of learning achievement. Most of them are studies designed by international agencies of developed countries, although in contrast to previous experiences, a larger number of countries from the region have shown interest in participating. An example is the *Programme for International Student Assessment* (PISA) developed by the OECD, which measures how acquisition of knowledge and skills in 15 year-old young people permits them to participate in society. Argentina, Brazil, Chile, Mexico, and Peru are already participating in this study.

At the same time, Brazil, the coordinating country for the quality assessment project of the Summit of the Americas, has organized a Hemispheric Forum for the Assessment of Education in order to plan, articulate, and disseminate different initiatives in this area.

Social Impact

Latin America and the Caribbean have historically measured the social impact of education using indicators such as the level of literacy of the adult population (currently under discussion from the conceptual and measurement perspective), and the level of schooling of the population 15 years of age and over.

Approximately 41 million people are illiterate in 24 countries of Latin America and the Caribbean. This represents 13% of the total population of 15 years of age and over in these countries. The rates vary from 2% in Guyana to 50% in Haiti; this means that in Guyana, 2 people out of every 100 are illiterate, while in Haiti, 1 out of 2 do not know how to read and write. These figures show how great the differences are among countries in terms of illiteracy. Countries with illiteracy rates comparable with those of the most developed countries in the world are neighbors with countries in which more than one-third of the adult population is illiterate.

Not only do significant differences in illiteracy exist among countries, but there are also differences within countries as well. Trinidad & Tobago, for example, has an illiteracy rate of 2%. But of these, 70% are women. In fact, women continue to make up the majority of illiterates in the region. In 1997, women represented 55% of illiterates in Latin America and the Caribbean, with rates higher than 60% in Peru, Bolivia, Trinidad & Tobago, Surinam, Guyana, Mexico, Guatemala, and Ecuador.

In all countries, a lower proportion of the young adult population is illiterate than for older generations. However, this inter-generational difference is greater in some countries than in others. For example, in Chile, although the level of illiteracy among the entire adult population is 5%, illiteracy among young people from 15 to 24 years of age is only 1%. This is different from the situation in Nicaragua, where the illiteracy rate among the adult population is 33%, while illiteracy among young people is 27%. This means that in Nicaragua, as well as in Haiti and Guatemala, similar levels of illiteracy continue from one generation to another.

Some studies have demonstrated that, in spite of the low levels of absolute illiteracy, most developed countries suffer from a deficit of skills among their adult populations. According to a study carried out by the OECD (IALS), slightly more than half of the populations of the USA and of Canada achieve the level that the OECD considers being minimal. This suggests that moving from the concept of absolute to that of functional illiteracy reveals weaknesses of the region's systems and points to the need to utilize indicators that are better able to identify the problem of illiteracy.

The population's educational profile is an indicator of the success or failure of the education system, and reflects efforts made by the countries in education. Chile and Argentina are the only countries in the region in which the majority of the adult population possesses at least 10 years of study (58% and 51%, respectively). This means that these countries have made sustained efforts through time to offer education to a majority of their populations. On the other hand, in Dominican Republic, Paraguay, Mexico, Brazil, El Salvador, and Honduras, less than one-third of the adult population has attained this level of education. In the other countries, the percentage varies from 43% (Uruguay) to 34% (Costa Rica).

Although in no country is there an average of 10 or more years of study, in most countries the elite – that is, the 10% wealthiest part of the population – attains levels above 10 years. When we compare countries in terms of years of study, we note a great variation between them. For example, the average in Argentina (9.4 years) is equivalent to the number of years attained by the wealthiest 10% of the population in Honduras. In Nicaragua, not even the elite attains this level. From another perspective, the level achieved by the poorest 10% of the population in Argentina (7 years of study) is equivalent to the average of the population in Peru.

If one takes 12 years of schooling as the "minimum" required to escape from poverty, Argentina is the country with the greatest proportion of adults at this level (23%), followed by Chile (22%). This indicates that even countries with the highest levels of education in the region are far from providing their adult population with the "minimum" level defined by ECLAC. Moreover, in countries such as Honduras, El Salvador, and Brazil, in which less than 10% of the population between 25 and 59 years of age has 12 years of education, the probability that the great majority of the population will be able to break out of the poverty cycle is low unless current conditions of education change.

As for the educational profile of the new generation – the population from 15 to 24 years of age – one sees a pattern similar to that of the 25-59 year-old population: in only two countries of the region do more than half of the young population have at least 10 years of study, Chile (61%) and Argentina (54%). In contrast, in countries such as Dominican Republic, Paraguay, Mexico, Brazil, El Salvador, Honduras, and Costa Rica, less than one-third of the population has 10 years or more of study. One can see that in all countries, there was a decrease in the percentage of people with 5 years of schooling or less. This means that educational profiles have improved in all countries in the region. But the table shows that these profiles have changed at different rates, due in part to different education policies and their sustainability over time. While in Chile the percentage of people with 5 years or less of schooling decreased between the two population groups by 71%, in Brazil this decrease was only 26%.

In contrast to the countries of Latin America and the Caribbean, the United States and Canada have vast experience in the analysis of the social impact of education in economic terms. These countries' employment and unemployment indicators by level of education help to understand the benefits that greater levels of education bring to individuals and to societies.

The social impact of education is seen in a number of areas beyond the labor market such as the environment, democracy, and health, among others. To meet this challenge, PRIE has joined the *Universidad Iberoamericana de México* (UI) for the theoretical development of indicators that are relevant to the region and that reflect the social impact of education in its various aspects.

Conclusions and challenges of PRIE

The analysis carried out in this report allows us to identify three aspects that are particularly important in regard to the state of education in the region.

First, it is necessary to highlight aspects linked to the coverage and schooling rates. The schooling levels achieved in Latin America are low and below the minimum 12-year limit that, according to ECLAC, people require in order to overcome poverty. Moreover, high levels of absolute illiteracy persist.

Although access to primary education is practically universal, important efforts are still required in order to assure achievement of the goal established by the Summit of the Americas for the year 2010: 100% of the population completes primary education of good quality.

Achieving the goal of assuring that at least 75% of young people have access to quality secondary education, with growing rates of completion of secondary school, will demand immense and sustained efforts through time. The combination of primary school drop-out and the fact that access to secondary education is usually concentrated in urban areas results in only 54% of young people in Latin America attending secondary school during the ages when they should do so. Finally achieving the goal of offering life-long education opportunities for the population in general is one that is even more complicated for all of the countries in the region.

Second, it is particularly important to emphasize that the progress achieved in education has been very unequal in the region. This inequality is linked both to relative differences in the levels of development of different countries, and to the profound domestic social inequalities that characterize the Americas, particularly Latin America.

Countries exist side by side, some with high levels of per capita income and with high levels of coverage (in secondary education) and schooling, and others that are poor and have high levels of demographic dependence and low levels of per capita wealth. Countries in the latter group face serious limitations in the availability of resources necessary to carry out substantial changes that could guarantee the higher levels of coverage and quality needed to overcome high rates of absolute illiteracy of the population. Not changing this situation will aggravate the differences between countries and prevent some from achieving the goals that have been agreed upon for the year 2010.

Third, the analysis performed shows that even if some countries face structural limitations, there is room for the development of effective educational policies. In fact some countries have shown an important capacity to reach some degree of development in their education system, thus demonstrating that those limitations are not straitjackets. Structural constraints are related to various factors including the level of wealth, demographic pressures and inequities. Nevertheless, countries with similar levels of wealth show different degrees of economic effort in terms of the amount of their public expenditure on education as percentage of GDP, expenditure per pupil in US$ PPP, and in the budgetary priority they give to education. This shows that a country's level of wealth is not the unique determinant of the allocation of public resources to education, indicating that there is a window of opportunity for policy making. Additionally, repetition is also a constraint on enhancing expenditure on education because it imposes the need to allocate extra resources. In this sense an eventual reduction of repetition in primary might free resources for improving of the system.

Moreover, it is possible to see that some countries that have less favorable contexts have achieved important progress in aspects such as coverage of secondary education, improvement in their educational profiles between generations, and reduction of illiteracy rates among adults. In these cases, it is possible to observe that these successes surpassed those of countries with more favorable conditions.

The points above emphasize that the region faces two kinds of challenges: one in regard to fulfilling the goals established by the Summit of the Americas, and another related to the development of comparable indicators within the framework of PRIE.

In terms of the Summit goals, it is essential that collective efforts be made to diminish the gaps both within and among countries. This is a challenge to both governments and to the international cooperation and financing organizations that can support regional strategies in order to achieve greater equity in the region.

With regard to the construction of comparable indicators, experience from the first year of execution of PRIE points to a number of tasks in different areas. A first line of action is refining the 25 indicators initially included in the project plan. Difficulties have been observed with the measurement of these, either due to lack of information, lack of understanding regarding definitions and concepts, or due to difficulties in data collection, which limit international comparability.

Moreover, it will be necessary to strengthen technical cooperation to countries. This should be directed at the countries that face the greatest difficulties in collecting information, and should respond to their specific demands and needs. In addition, this points to the need to strengthen the cooperation with the UNESCO Institute for Statistics as well.

There is also a need to construct new indicators that will cast better light on advances in education and the fulfillment of the commitments assumed at the Summit of the Americas.

Finally, but certainly not least important, a great challenge for PRIE is to foster greater use of the information and indicators by the countries in the region for the definition and assessment of their education policies.

DEMOGRAPHIC, SOCIAL AND ECONOMIC CONTEXT 1

Schools influence and are influenced by the environments within which they function. Thus, in order to understand differences between countries in educational structures, processes, and outcomes, it is important to consider the conditions within which different education systems operate. Demographic, social, and economic contexts include different aspects, such as the demand for different levels of education, the distribution of the population between urban and rural areas, the countries' economic capacity to finance the demand for education, etc.

This chapter is structured as follows: the first two sections analyze the structure of the demand for education at its different levels, the index of demographic dependence, and levels of urbanization, offering a global view in terms of demographic context. The third part examines levels of wealth of countries on the basis of GDP (Gross Domestic Product) per capita.

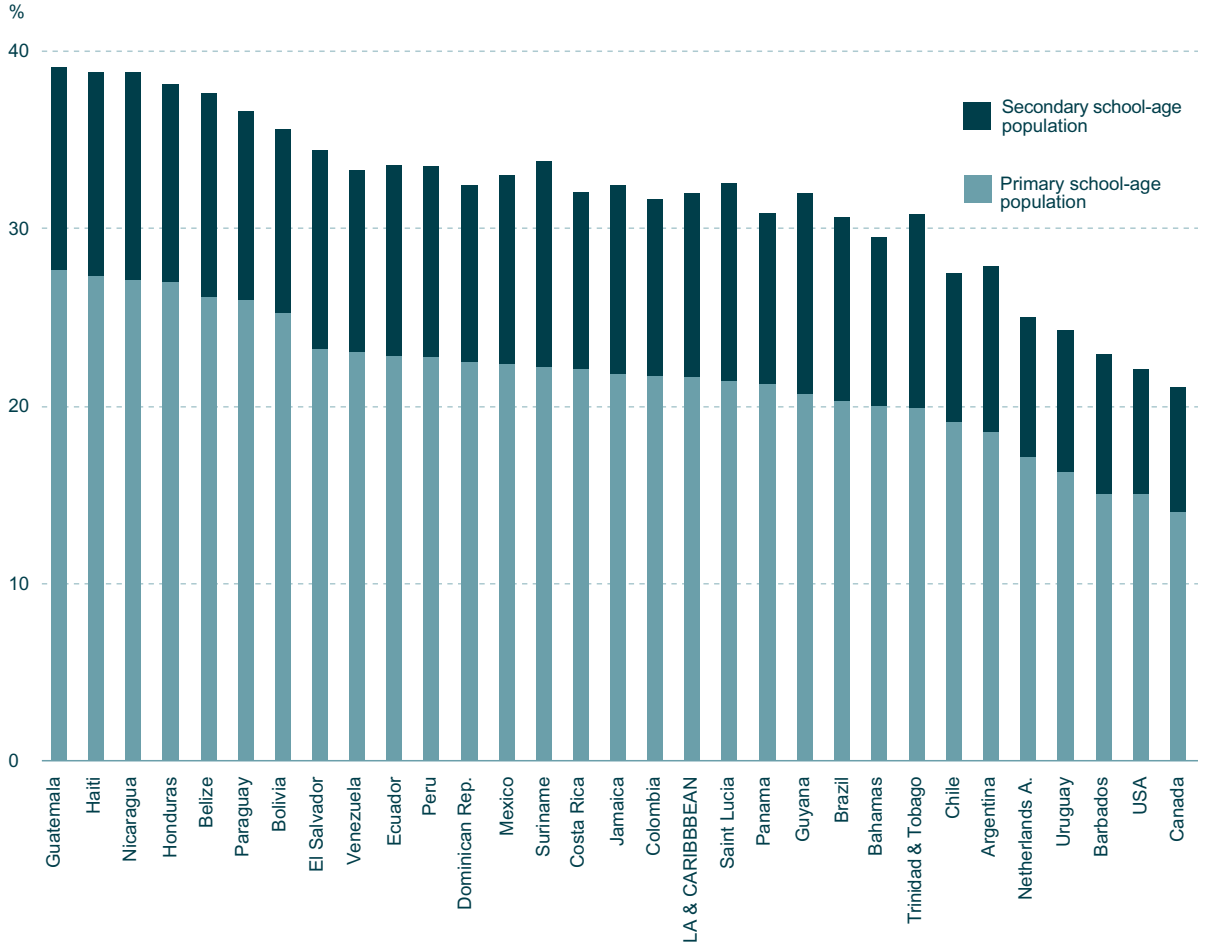
1.1 DEMOGRAPHIC COMPOSITION

The age structure of a country's population is an important factor in the design and implementation of educational policies. The number of children and young people determines the theoretical demand for education and, as a consequence, influences the demand for teachers, material resources, and facilities. In other words, these patterns determine the investment that a country should make in the system. Countries in which school-age children and young people make up a large share of the population must invest a greater part of their national income in education than countries with a smaller proportion of children and young people in their total population.

Demand for education

The population in the region of the Americas is approximately 800 million people. Of these, nearly 500 million live in Latin America and the Caribbean, and some 300 million in the United States and Canada. Of the total 800 million, 150 million are children between 5 and 14 years of age – in most countries, this range corresponds to the years of attendance in primary and lower secondary schools – and 70 million are young people between 15 and 19 years of age, corresponding in most cases to lower and/or upper secondary school.[1] In Latin America and the Caribbean[2] there are 105 million children between 5 and 14 years of age and 50 million people between 15 and 19 years of age. Figure 1.1 shows the proportion of the population within these age groups.

figure 1.1 DEMAND FOR PRIMARY AND SECONDARY EDUCATION, 1998 (AS % OF TOTAL POPULATION)



Sources: CELADE, United Nations Population Division, and OECD. See annex for data and notes.

1 The 5-14 and 15-19 ranges for primary and secondary school, respectively, are the same used by the OECD and UNESCO in the World Education Indicators (WEI) project.

2 Data by age groups for the Caribbean are for the following countries: Netherlands Antilles, Bahamas, Barbados, Belize, Guyana, Jamaica, Santa Lucia, Suriname, Trinidad & Tobago, and Haiti.

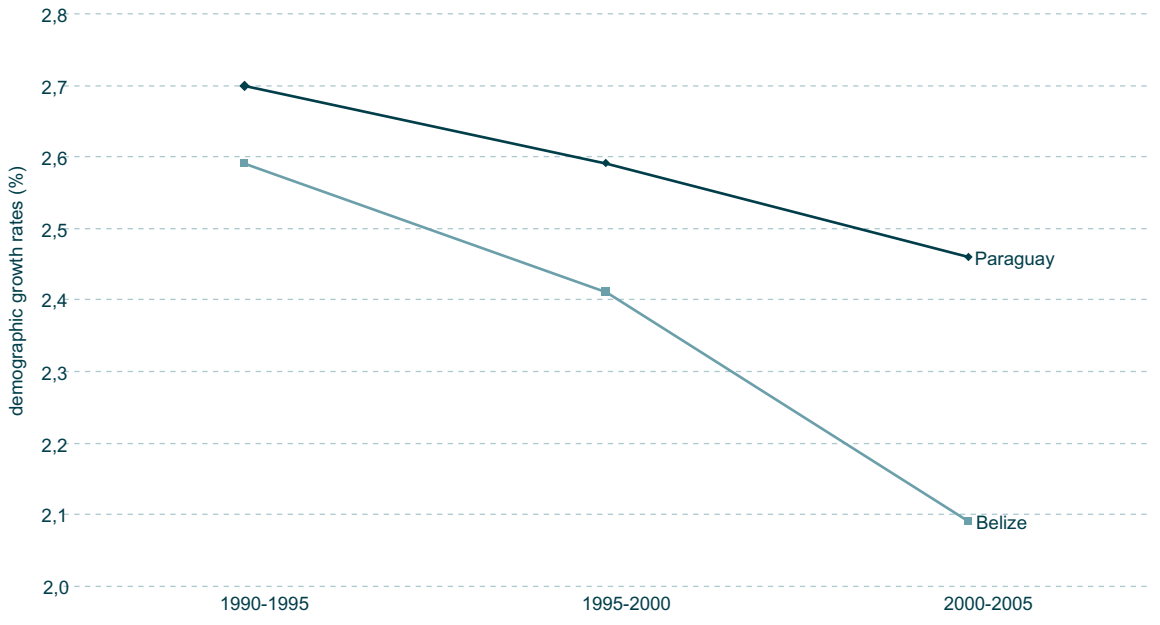
As the figure 1.1 shows, children from 5 to 14 years of age comprise 22% of the population of Latin America and the Caribbean. This portion is around 30% smaller in the United States (15%) and Canada (14%). The situation in Latin America and the Caribbean is not homogeneous, however. Primary school-age population ranges from 28% in Guatemala to 15% in Barbados. This means that, while in Guatemala, for every 10 people, nearly 3 are between 5 and 14 years of age, in Barbados only half of this percentage (1.5 people in 10) are of this age. Given its demographic profile, Guatemala is the country in the region that should invest most in the education of this age group, or in which the economic burden of providing primary education is heaviest. Seven of 28 countries record high percentages of their population between 5 and 14 years of age: Guatemala (28%), Haiti, Nicaragua, Honduras (27%), Belize, Paraguay (26%) and Bolivia (25%). On the other hand, 5 of 28 countries have the lowest levels of the population between 5 and 14 years of age: Barbados (15%), Uruguay (16%), Netherlands Antilles (17%), Chile, and Argentina (19%). The values for the others countries varies between 20% and 23%.

Nearly 10% of the population of Latin America and the Caribbean is between 15 and 19 years of age - the age to attend higher/lower levels of secondary school. This figure is 30% lower for the United States (7%) and Canada (7%). As in the case of the 5-14 year-old age group, there are differences as well between countries in the region in terms of the percentage of their populations between 15 and 19 years of age compared to the total population. Nicaragua records the highest proportion of 15-19 year-olds (12%), while Netherlands Antilles, Chile, and Uruguay have the lowest (8%).

If we analyze the school-age population between 5 and 19 years as a whole, we see that for countries such as Guatemala, Nicaragua, Haiti, Honduras, Belize, Paraguay, Bolivia, El Salvador, Suriname, Ecuador, and Peru, this age group represents more than one-third of the population. Due to the greater potential number of students, these are the countries that most need to invest in their education systems. In this group, we find Nicaragua, Haiti, Bolivia, and Honduras - the four poorest countries in the region in terms of GDP per capita. This indicates that, although these countries face the greatest burden of financing education, they have less economic capacity to meet the demand and there is a vicious circle that must be broken.

The differences observed between Latin American countries and those of the Caribbean in regard to the proportion of different age groups result from the fact that these countries are in different phases of the demographic transition, due primarily to changes in fertility rates. There is a decrease in the demographic growth rates for all countries in the region, although the pace of the decrease varies. Countries that in 1998 had the same proportion of 5-to-14-year-old population, such as Belize and Paraguay (26%), will have different kinds of pressure in terms of the future demand for education, given the behavior of the demographic growth rate, as Figure 1.2 shows. In effect, Paraguay, whose population growth rate is higher than that of Belize, will have to face a greater demand for education for this age group.

figure 1.2 DEMOGRAPHIC GROWTH RATES - 1990 - 2005



Source: CELADE. See annex for data and notes.

According to CELADE , Latin American countries began their periods of declining mortality and fertility at different periods and at different rates of decrease. This has resulted in the great variety seen in their current profiles and in these countries' future prospects in terms of the demographic demand for education. Three major trends have emerged, however.

Countries that are in advanced stages of demographic transition have a smaller proportion of school age population, which in general coincides with greater coverage and equity of access to the educational system. In countries that are in transition, and that still had high fertility rates in the 1960s, the rate of growth of the population under 20 years old is also decreasing. But in general, the observed rates are above those of the previous group. Finally, there are the countries going through an incipient or moderate transition, that have long had and continue to have relatively high fertility rates. These countries face the most difficult challenges. Different from the other groups of countries, these have in common a high proportion of rural dwellers, a high percentage of illiteracy, and much lower educational coverage.

In summary, CELADE concludes that, according to the stage of demographic transition and the ways in which their components vary in the future, together with their specific characteristics, these countries will face different types of challenges. However, the dimensions of the challenges do not depend exclusively on the demographic situation. They also depend on the economic and social contexts within which these countries confront the dynamics of their populations, as well as their capacity to increase coverage of the educational system, improve the quality of the system, and generate new training alternatives, both for young people and for adults. This, in turn, will have an important impact on the demographic variables.

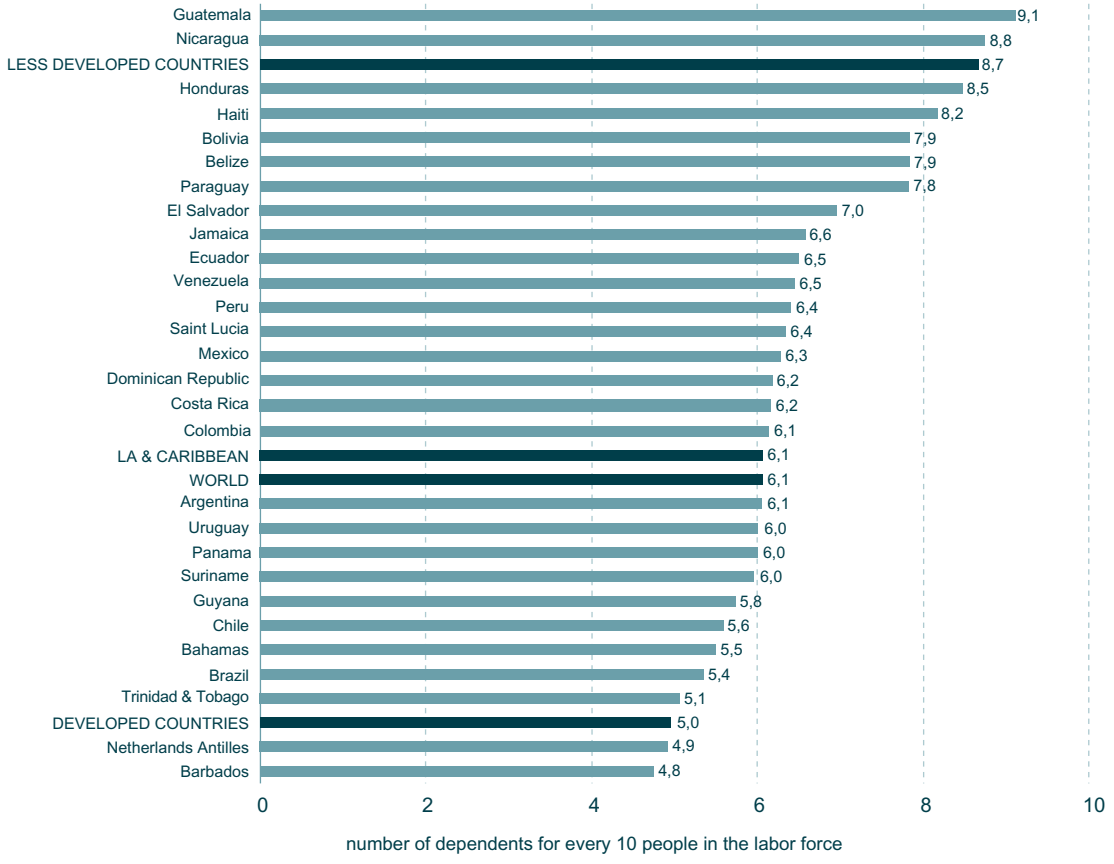
3 See CELADE and IDB, Impacto de las *Tendencias Demográficas sobre los Sectores Sociales en América Latina*, Santiago de Chile, 1996.

Demographic Dependence

Demographic patterns not only serve as indicators of theoretical demand for education; they are also indicators of the economic ability to respond to this demand. In order to analyze this, a dependency index is constructed. This index illustrates the relationship between the theoretical number of dependents - children between 0 and 14 years of age plus older people over 64 - and the number of individuals considered to be of working age, that is, people between 15 and 64 years of age. This indicator shows the effort that the population, in theory economically active, must make in order to provide for the needs of the dependent or inactive population (children and older adults). In other words, it is the relation between demand for social services and the potential ability to generate income to finance them.

Keeping other variables constant, the higher the dependency index, the harder it is for a country to cover the costs of education and retirement programs. Figure 1.3 presents the demographic dependence index for countries in Latin America and the Caribbean. The mean level of the index for the region is 6. This means that, for every 10 people of working age and theoretically in the labor force, there are 6 dependents. This mean is lower when compared with the world-wide average for the least-developed countries[4], which approaches 9, and is higher if compared to that of the more-developed countries[5], (the index is 5) which include the United States and Canada. This means that the countries of Latin America and the Caribbean have more favorable dependency ratios than the least-developed countries, which have 50% more dependent people for each individual in their labor forces, but not as favorable as the more-developed countries that have 20% fewer dependent people.

DEMOGRAPHIC DEPENDENCY INDEX, 1998 (IN NUMBER OF DEPENDENTS FOR EVERY 10 PEOPLE IN THE LABOR FORCE) figure 1.3



Source: PRIE, based on CELADE and the United Nations Population Division. See annex for data and notes.

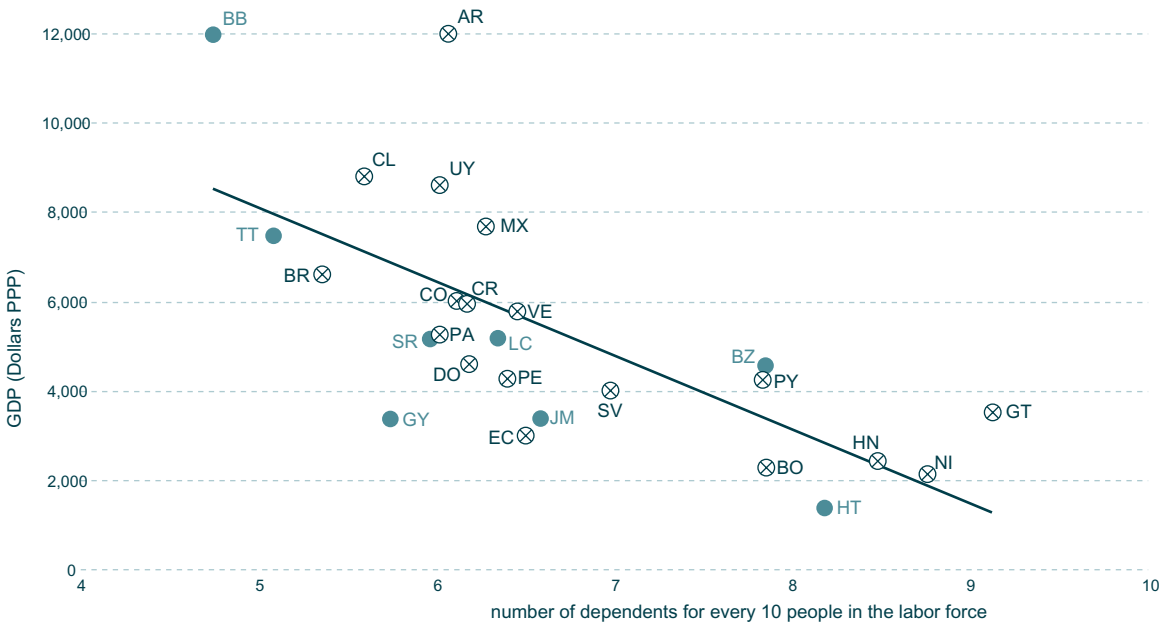
4 According to the 1998 UN General Assembly, least developed countries include 48 countries, of which 33 are in Africa, 9 in Asia 1 in Latin America and the Caribbean, and 5 in Oceania.

5 According to the UN, the more-developed are those in North America and Europe, as well as Japan, Australia, and New Zealand.

Upon analyzing the situation within Latin America and the Caribbean, one notes that there are variations in the index, ranging from 4.8 in Barbados to 9.1 in Guatemala. That is, in Guatemala there are almost twice as many dependents for each person in the labor force than in Barbados. Therefore, the effort of the economically active population to finance its dependents must be greater in Guatemala than in Barbados. In the region, there are countries such as the Netherlands Antilles that report fewer dependents per person in the labor force than the mean of developed countries; and there are others, such as Guatemala, that have a dependency index similar to the world-wide average for all the least-developed countries.

Figure 1.4 shows the relationship between GDP per capita and the dependency index. One notes an inverse relationship between the two variables: lower levels of GDP per capita (greater poverty) are associated with higher indices of dependence, creating a vicious circle. Countries such as Nicaragua, Honduras, and Haiti not only face limited financial resources; they also have a proportionally larger dependent population than those countries with higher levels of per capita income such as Barbados and Chile.

figure 1.4 **GDP PER CAPITA (IN US$PPP) AND DEPENDENCY INDEX**



Source: PRIE, based on CELADE and the United Nations Population Division. See annex for data and notes.

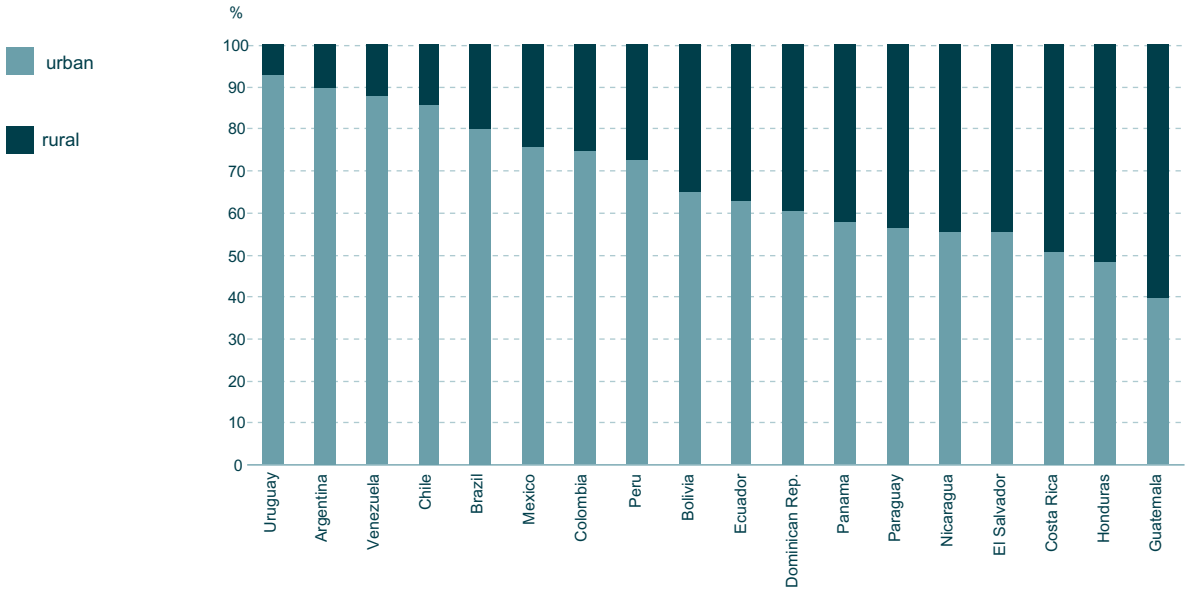
According to CELADE, "a more effective way to conciliate or to harmonize the variables of population and development is by taking advantage of their synergy with the set of economic and social policies"[6]. This organization argues that one of the areas of synergy is related to the training of human resources as a means of contributing to increase productivity and to economic well being, bringing about sustained improvement in the living conditions of the population. Moreover, fostering the education of women responds not only to the requirements for economic change. It also advances the objectives of social and gender equity, since the degree of education of women is one of the factors that has been shown to be closely linked with levels of infant mortality and fertility. The consequences of such a policy would be the reduction of inequalities in infant mortality and fertility and a parallel decrease in the net rate of population growth.

6 See CELADE and IBD, *Impacto de las Tendencias Demográficas sobre los Sectores Sociales en América Latina*, Santiago de Chile, 1996, p. 291.

According to *World Development Indicators*[7], among all medium and low-income regions of the world, Latin America and the Caribbean record the highest urbanization rate: approximately 75% of the population is urban. High-income countries, including the United States and Canada, have similar urbanization levels: 77% on average. Figures 1.5 and 1.6 show the degree of urbanization in Latin America and in the Caribbean, respectively. While in Latin America, Uruguay is the most-urbanized country, with 93% of the population living in urban areas, the Cayman Islands and Bermuda, in the Caribbean, report a 100% urban population. At the other extreme, Guatemala is the country in Latin America that has the smallest urban population (39%), while in the Caribbean, Anguilla reports only 12% of urbanization. While urbanization may make it easier to serve the education needs of the school-age population, it also creates rapid increases in the demand for school places and teachers in the urban areas receiving the inflow. It may also lead to problems associated with urban slums, such as crowding, poor housing and crime.

According to CELADE, the difference between the criteria followed by countries to define urban and rural population raises problems when one wishes to make comparisons. This is aggravated in the case of the Caribbean, due to its geographic characteristics - small islands and archipelagos where there is no clear distinction between urban and rural areas.

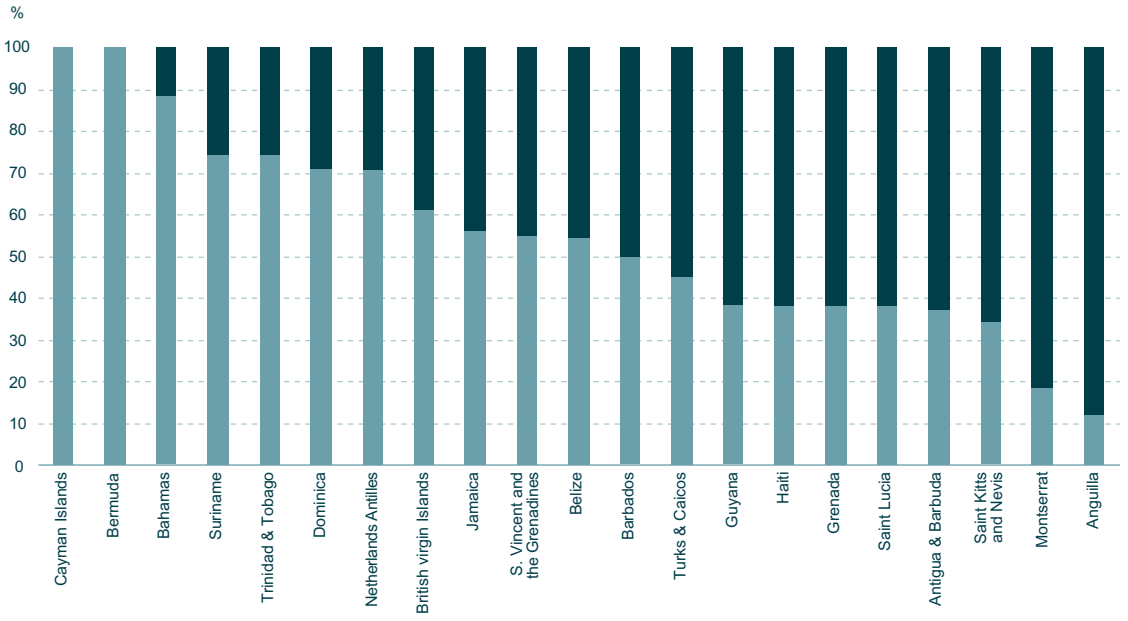
URBANIZATION LEVELS FOR LATIN AMERICA figure 1.5



Sources: CELADE and United Nations Population Division. See annex for data and notes.

7 See, The World Bank, *Attacking Poverty 2000/2001*, Washington, DC, p. 277.

figure 1.6 URBANIZATION LEVELS FOR THE CARIBBEAN



Sources: CELADE and United Nations Population Division. See annex for data and notes.

1.3 LEVEL OF WEALTH

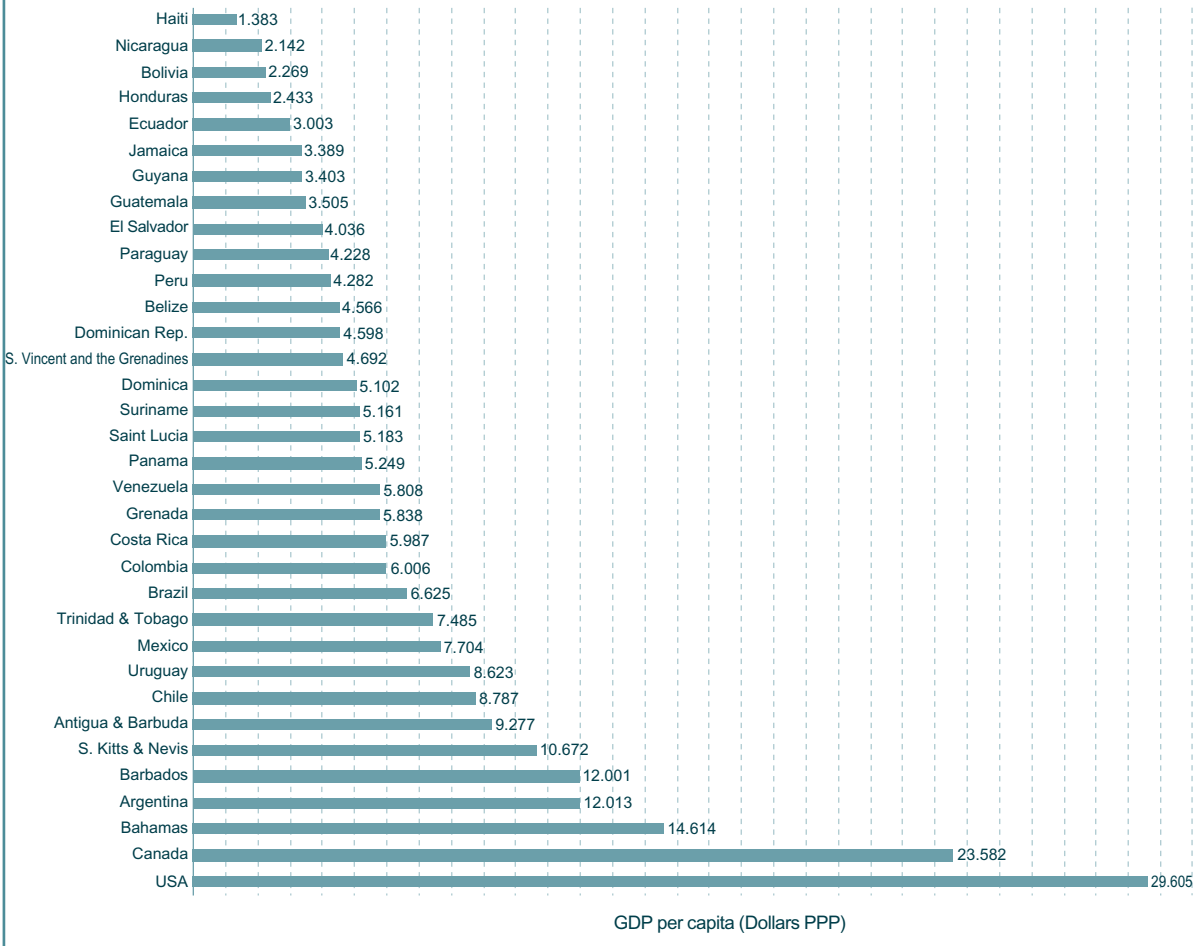
Gross Domestic Product (GDP) per capita is an indicator of a country's wealth, and represents the value of the total amount of goods and services that a country produces in a year, divided by its population. This indicator is one of the determinants of the capacity of a country to meet the demand for education, given that GDP per capita can be interpreted as the quantity of resources theoretically available to an economy to cover the needs of each citizen. In general, the larger the GDP per capita, the greater the potential to invest in education.

The GDP per capita in the Americas is US$15,257 PPP[8]. This is one of the indicators in the region that presents large disparities. The range varies from $29,605 PPP in the United States to $1,383 PPP in Haiti. This means that the GDP per capita for the United States is almost 25 times greater than that of Haiti. If we consider only Latin America and the Caribbean, the GDP per capita is $6,572 PPP. Although the gap between the richest and the poorest country is smaller than when the United States and Canada are included, the absolute differences between countries remain. GDP per capita ranges from $14,614 PPP in Bahamas to $1,383 in Haiti, which means that Bahamas has a per capita GDP almost 11 times larger.

Of the 32 countries in Latin America and the Caribbean listed in Figure 1.8, only 10 countries are above the sub-regional mean ($6,572 PPP): 5 in the Caribbean (Bahamas, Antigua & Barbuda, Barbados, Trinidad & Tobago, and St. Kitts & Nevis) and 5 in Latin America (Argentina, Uruguay, Chile, Mexico, and Brazil).

8 Purchasing Power Parity (PPP) is a method for measuring relative purchasing power of different currencies in regard to the same kinds of goods and services. PPP dollars are used as an standardized measure allowing for better international comparisons.

GROSS DOMESTIC PRODUCT PER CAPITA, 1998 (US$PPP) **figure 1.7**



Source: The World Bank, cited in UNDP, *Human Development Report 2000*. See annex for data and notes.

Given that, in theory, countries with higher levels of GDP per capita have a higher potential to invest in education, the possibilities that these countries have to increase coverage of education are greater. This relationship, however, is more complex. Countries that are relatively poorer exhibit secondary education coverage rates similar to those of countries that are relatively wealthier. For example, Bolivia has a GDP per capita of $2,269 PPP, less than half of that of Brazil ($6,625 PPP). Nevertheless, secondary education coverage in Bolivia is similar to that of Brazil (around 80%). This may indicate that Brazil, a country that is relatively wealthier than Bolivia, has not invested sufficiently in secondary education over time. Or it may mean that, given the high repetition rates in primary education in Brazil, investments in education have not been made in an efficient manner. It may also indicate differences in the structure and the level of spending in the education systems of Brazil and Bolivia - that is, the Brazilian secondary education system may be more costly than the Bolivian system, or reflect differences in levels of quality of education.

1.4 EQUITY

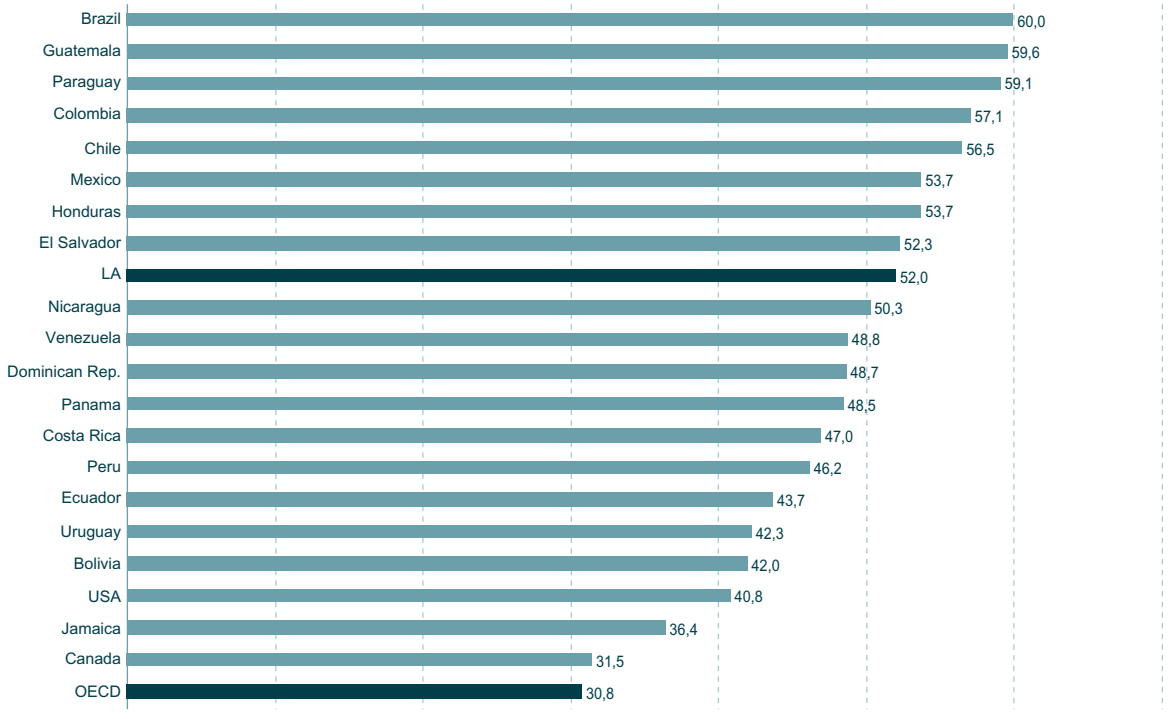
The importance of analyzing inequalities within countries by income, gender, or by other variables lies in being able to study differences between population groups in terms of the education they receive. Research carried out by the OECD shows that while differences in coverage of education associated with gender have decreased in most countries of the world, the disparities associated with income level have increased.[9] This has important implications for Latin America, the most unequal region in the world in terms of income distribution.[10]

Gini Coefficient

The Gini coefficient is the indicator most often used to measure inequality of income within countries. This indicator is based on a 100-point scale in which zero represents a perfectly equitable income distribution and 100 represents a total concentration of income. The higher the Gini coefficient, the more unequal the income distribution.[11] Although there is some degree of income inequality in all countries of the world, the inequality is greater in some countries than in others. In practice, the Gini coefficient varies from 25 in Scandinavian countries, such as Finland, to 60 in Latin American countries, such as Brazil.

Figure 1.8 presents the Gini coefficient for various countries and regions. On average OECD countries have a Gini coefficient of 31, while in Latin American the coefficient is 52. This means that the OECD countries come very much closer to "perfect equity" than the Latin American countries. In OECD countries such as Belgium, Japan, and Canada, the wealthiest 10% of the population gets about 20% of income; while in Brazil, Chile, Colombia, Guatemala, and Paraguay, the highest-income decile earns over 45%.[12]

figure 1.8 GINI COEFFICIENT

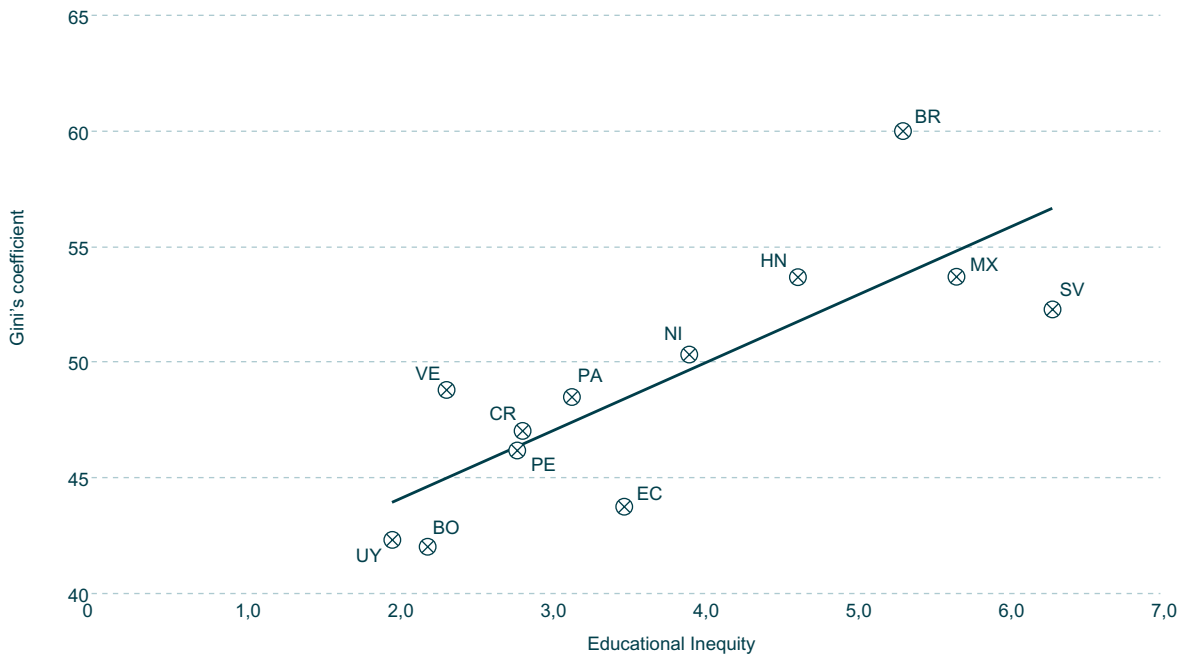


Source: The World Bank. See annex for data and notes.

9 See OECD, *Investing in Education*, 2000.
10 BID, *Facing Up to Inequality in Latin America*, 1998-99.
11 A Gini coefficient equal to zero, or an equitable distribution, would mean that each individual receives an equal proportion of the national income, while a Gini coefficient equal to 100 would mean that income is concentrated in only one person.
12 See, The World Bank, *World Development Report 2000/2001*, Table 5, p.282-3.

Canada is the country in the Americas where income is less concentrated, registering a Gini coefficient of 32. While Jamaica (Gini coefficient of 36) is the most equitable country in Latin America and the Caribbean. Brazil is the most unequal country in the region, with a Gini coefficient of 60. Guatemala, Paraguay, Colombia, Chile, Mexico, Honduras, and El Salvador are above the mean for Latin American, while Uruguay, Nicaragua, Dominican Republic, Panama, Costa Rica, Venezuela, Ecuador, Bolivia, and Peru are below the regional mean.

ECONOMIC INEQUALITY AND INEQUALITY IN EDUCATION , 1998 figure 1.9



Source: The World Bank and UNDP. See annex for data and notes.

Figure 1.10 illustrates the relation between the Gini coefficient and the inequality in education indicator,[13] which is estimated by considering the difference in years of schooling of the 25-year-old population between the 10% wealthiest and the 10% poorest. The figure shows that the greater the inequality in income, the greater the difference between the years of study obtained by the rich and the poor. For example, a 25-year-old person who is among the 10% wealthiest in Mexico, a country that has one of the highest Gini coefficients in the region (about 54), has almost 6 times the years of schooling of a person of the same age who is in the poorest decile. This means that, while on average the population belonging to the 10% wealthiest income group in Mexico has 12 years of study, people among the 10% poorest have only 2 years of schooling. On the other hand, in Uruguay, the Latin American country where income is less concentrated, a 25-year-old person who belongs to the 10% wealthiest has twice the number of years of education of a person of the same age in the 10% poorest group. In this case, while the 10% wealthiest have an average of 12 years of study, those belonging to the poorest decile have 6 years of study. Although the economic elite in both countries has the same average number of years of study, the poorest people in Mexico have one-third the years of education of the poorest people in Uruguay.

13 Despite availability of data, Chile and Paraguay where not considered in this analysis for being outliers.

RACE, ETHNICITY AND EQUITY

The results of the preparatory Latin American and Caribbean Seminar for the World Conference Against Racism[14] demonstrate that racial discrimination still persists, especially toward indigenous peoples and populations of African origin, a behavior that goes far back in history. Moreover, they show that there is a high correlation between discrimination and income inequality. Thus, in many countries, the sectors with greatest poverty tend to be indigenous peoples or populations of African origin.

The major recommendations of the above cited regional seminar include the goals of "establishing systematic vigilance of the situation of marginalized racial and ethnic groups, through periodic sampling" and "the construction of racial and ethnic indicators that include the compiling of statistical information desegregated by race and ethnic groups, particularly in regard to economic and social indicators", among these "literacy rates and the education attainment of the population".[15] These statistics would serve as reference points for countries of the region in the formulation and execution of policies that seek to compensate marginalized populations for the discrimination that they experienced or are experiencing.

These issues have also been in some countries' policy agendas. For this reason, the II Summit of the Americas included in its plan of action an ethnic and racial focus upon proposing "educational strategies pertinent to multi-cultural societies"[16] Therefore, the consideration of racial and ethnic disparities within countries also has become part of the regional framework of equity in education.

The Experience of Canada and the United States

While in Latin America and the Caribbean race and ethnicity is still not part of the analysis of education indicators, the United States and Canada consider these aspects to be key components of the analysis of the state of education. For example, organizations responsible for national education statistics include indicators disaggregated by race and/or ethnicity in their reports in order to illustrate the advantages and disadvantages these groups have.

According to the Council of Ministers of Education of Canada, an organization that brings together the Ministers of Education of the Canadian provinces, it is necessary to examine the educational conditions and outcomes of native groups, since they have historically suffered discrimination in the largely non-native education system. In Canada, the subject of racial or ethnic equality includes the schooling of two population groups: native peoples and linguistic minorities.[17] In the case of the schooling of native people, census data are used in order to compare their schooling by age group – or between two generations of native people. The idea is to determine if changes have occurred in the number of years of schooling of this ethnic group from one generation to another. Census data are also used to determine the education profile by mother tongue. This is done by comparing years of schooling between groups speaking different languages within a cohort of young people. In general, people who do not speak either of the two official languages of Canada - English and French - are either immigrants or native people.

In the United States, racial and ethnic statistics are collected by school districts in order for schools to adjust their programs and activities according to their demand. The U.S. Department of Education states that ethnic and cultural diversity enrich the education environment at the same time that they increase challenges for schools.[18] Besides collecting enrollment rates by race and ethnicity, the United States, like Canada, uses census data and household surveys in order to determine the education profile of the adult population by race and ethnicity. With this information, it analyzes the impact of education on the labor market. In the case of student achievement, racial and ethnic information is obtained through questionnaires administered in connection with standardized tests, thus making it possible to compare test results among different ethnic groups.

14 See *Regional Seminar of Specialists in Latin America and the Caribbean on Economic, Social,and Legal Measures to Combat Racism, with Special Reference to Vulnerable Groups* Santiago, Chile, October, 2000. Preparatory Document for the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance, Durban, South Africa, August, 2001.www.un.org

15 Ibid

16 See *Plan of Action of the II Summit of the Americas*. Santiago, Chile, 1998.

17 See Statistics Canada, *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 1999,* Council of Ministers of Education, Ottawa, 2000.

18 See NCES, The *Condition of Education 2001*, en www.nces.ed.gov

Challenges for Latin America and the Caribbean

Although the Latin America and Caribbean countries do not usually compile education statistics disaggregated by race and ethnicity to the same extent as the United States and Canada do, part of this information is already available in some countries through the census and/or household surveys. This information, although limited, gives an idea of the education opportunities of various groups within these countries. For example, countries such as Bolivia, Brazil, Chile, Colombia, and Mexico collect ethnic and racial data in their household surveys and or census activities. A problem arises because of differences in methodology and interpretation regarding the categories adopted by countries. While in Bolivia, information is collected regarding "ethnic nationality", that is, if a person belongs to one of the ethnic or racial groups of the country,[19] in Mexico, information is collected regarding the population that speaks any indigenous language. On the other hand, in Brazil, racial categories are established according to skin color.[20]

For example, according to the National Institute of Statistics, Geography, and Information Technology (INEGI)[21], the agency responsible for national statistics in Mexico, in 2000, 7% of the population of the country speaks an indigenous language, and 17% of these do not speak Spanish at all. Indigenous minorities are not evenly distributed in the country, with greater concentration in some Mexican states such as Yucatán, Oaxaca, and Chiapas. Although the INEGI does not present the relationship between illiteracy and the racial variable, illiteracy rates by state allow us to have an idea of the problem. The illiteracy rate in Mexico is 9%. In the Federal District - with a small percentage of indigenous people - the rate is only 3%. In the predominantly indigenous states the illiteracy rate reaches 22% in Oaxaca, 23% in Chiapas, and 12% in Yucatán, with the rates in Oaxaca and Chiapas being the highest in the country.

In Brazil, available information allows us to observe existing inequalities in terms of race. According to the Brazilian Institute of Geography and Statistics (IBGE), in 1999, 46% of Brazilians declared themselves to be black or mulatto, while 54% defined themselves as white.[22] While the average number of years of study in Brazil is 5.7 years, the average for whites is 6.6 years and for the black or mulatto population it is 4.6 years. In regions that are predominantly black - such as in the Brazilian northeast where more than 70% of the population is black or mulatto - the average number of years of study is only 3.9 years - 30% lower than the national average.

In Bolivia, as well as Mexico, the statistics institutes gather information on education and on ethnic nationality separately. In Bolivia, ethnicity is strongly associated with geographic areas, however. For example, in 1999, 57% of the Bolivian population belonged to some indigenous ethnic group or was black,[23] populations that are concentrated mainly in rural areas: where 81% of the rural population are indigenous or black. However, differences in education opportunities between different races/ethnicities in Bolivia may be estimated by the average number of years of schooling of the population 20 years of age and over by geographic area. While an individual in the rural area, whose probability of being member of an indigenous group or black is 81%, has an average of 3.3 years of study, the national average is 7.3.

These are some examples of how the issue of equity may be approached from the point of view of race and/or ethnicity. Although this type of analysis does not lend itself to constructing internationally comparable indicators, it does show the initiative some countries in the region take to confront the theme, and may help in the future to construct indicators of racial and/or ethnic equity that are comparable. In addition to that, it is important to consider the complex relationship between ethnic/racial variables and the social, cultural and economic context. Historically, these phenomena have been intertwined and thus, they should be taken into account in order to provide a clear picture of the contexts within which education systems operate.

19 The ethnic nationalities in Bolivia are *Quechua, Aymara, Guaraní, Majeño, Chiquitano,* Black, or none, which comprises all of those who are neither indigenous nor black.
20 Interviewees define their own skin color according to the categories: White, Black, brown/mulatto, and Oriental. See www.ibge.gov.br
21 See *Instituto Nacional de Estadística, Geografía e Informática,* Censo 2000, www.inegi.gob.mx
22 Beyond these figures, 0.2% of the Brazilian population claims to be indigenous and 0.5% oriental.
23 See *Instituto Nacional de Estadística de Bolivia,* INE, www.ine.gov.bo

ACCESS, PARTICIPATION AND PROGRESS 2

There is evidence that knowledge is an important factor in social and economic development. Education not only contributes to the transmission of values and citizenship, but also is a way to develop an individual's economic and social capabilities. Education helps prepare citizens to live in and contribute to society, as well as enable individuals to adjust to new demands of the modern working world. Therefore, it is in the interest of societies to guarantee educational opportunities for all of their citizens.

In addition to its specific goals, early childhood education prepares children for entry into the primary level. Primary education provides the basis for the worlds of society and work. Secondary education makes possible the continuation of this preparation and fosters the necessary skills for entry into the labor market.

The number of years and hours of formal education required by countries represents the minimum desired for their citizens. However, information on entrance into primary education level, as well as enrollments at different levels, illustrates the real opportunities offered by each country's education system. Another important datum for understanding the education systems of different countries is the number of repeaters. Together, enrollment and repetition reveal much about both access to and internal efficiency of, education systems.

The academic structures of national education systems vary in the region and they depend upon the specific contexts of each country. Given this diversity, and the interest in international comparability, it is essential to apply the International Standard Classification of Education (ISCED-97)[1], a tool that provides an international standard to compare the educational structures of different countries.

1 UNESCO developed the ISCDE system in 1976. The Revised Version currently used began to be used in November, 1997. The annexes contain the definitions of ISCED-97, and the structure of education for each country according to this classification.

This chapter is structured as follows: the first part describes the education systems of the region in terms of compulsory formal education; the second part analyzes the fulfillment of what has been established by education policies and law regarding required years of study; the third part analyzes education coverage measured by participation of the population at different educational levels. Finally, this chapter considers the progress of students by looking at the indicator of grade repetition.

COMPULSORY EDUCATION LEVELS AND FORMAL TIME REQUIREMENTS 2.1

In theory, the mandatory nature and formal time of study indicate the expectations of countries in terms of the minimum duration of study to which the population has a right.

Compulsory Schooling

"Compulsory schooling" refers to the minimum number of years individuals are required to spend in the school system. Requirements in Latin America vary from 6 to 11 years of study, that in most cases correspond to primary and to lower secondary education. Honduras, Nicaragua, and Panama – 3 of 18 countries – have established 6 years of minimum schooling, while Peru is the only Latin American country that has adopted more than 10 years of compulsory schooling. The other Latin American countries, as shown in figure 2.1, are located between these two extremes. Five countries have established 10 years of compulsory schooling, another 5 countries have established 9 years, and in 4 countries the legal minimum is 8 years.

Figure 2.2 illustrates the situation in the Caribbean, where the range of compulsory schooling is broader. The shortest period – 6 years – is observed in Haiti, Jamaica, and Suriname, while Anguilla, Dominica, St. Kitts & Nevis, and Turks & Caicos have the longest period, 13 years. Moreover, in contrast to the situation in Latin America, all countries in the Caribbean sub-region except 4 are located in the 10-13 year range of compulsory schooling. In some countries, such as Anguilla, Dominica, and St. Kitts & Nevis, completion of the first year of post-secondary education (ISCED level 4A), which prepares students to enter higher education, is compulsory. The Caribbean situation where between 10 and 14 years of study are compulsory is closer to that established in Canada and the United States. While in the United States, the duration of compulsory education varies by state[2], in Canada this is established at the national level. The age range for compulsory schooling in Canada is from 6 to 16 years of age. It is worth noting that for both countries compulsory schooling is related to the students' age, while in the rest of the region it is related to level and grade completion.

figure 2.1 NUMBER OF YEARS OF COMPULSORY SCHOOLING IN LATIN AMERICA, 1998

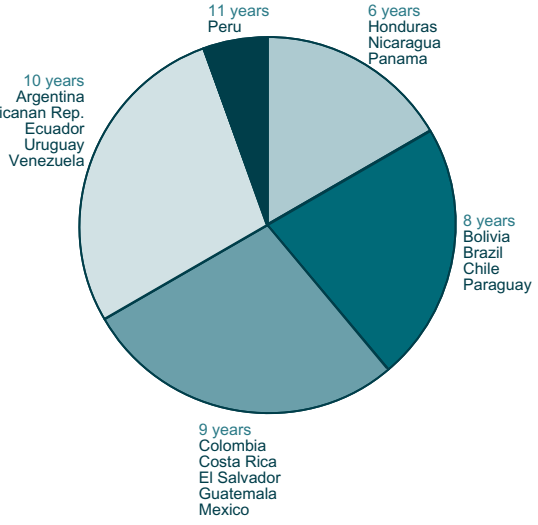
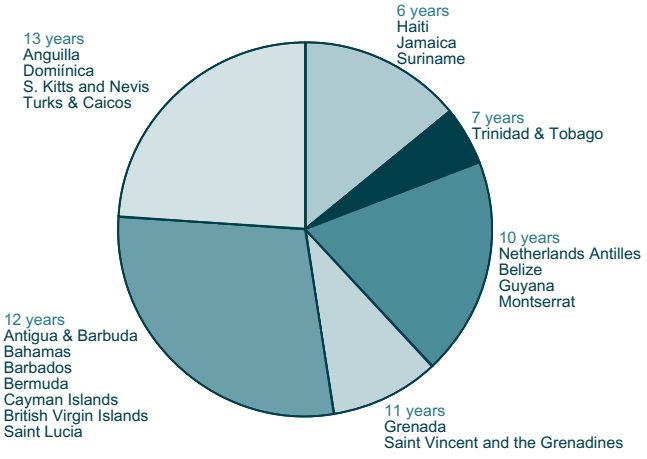


figure 2.2 NUMBER OF YEARS OF COMPULSORY SCHOOLING IN THE CARIBBEAN, 1998



Source: UNESCO Institute for Statistics. See Annex for data and notes.

2 There are 11 age ranges for compulsory study in the United States. The lower limits of these ranges are 5, 6, 7, or 8 years of age, and the upper range varies from 16 to 18 years of age. The most common ranges (adopted by 28 states) vary between 7 and 16 and between 6 and 16 years of age.

Fulfillment of Compulsory Schooling

Analyzing compulsory schooling by taking into consideration the educational profile of the adult population, gives us an indication of the extent to which countries are meeting the standards they themselves have set. This allows us to measure the gap between what is hoped for and what is accomplished in terms of years of schooling attained by the population. However, it is important to take into account that a mismatch might exist between both aspects. That is, some countries might have changed their compulsory schooling requirements recently. In this sense, the educational profile of the population shows the past achievements of the education system, while the legislation on compulsory schooling shows its future aspirations. For this reason, the analysis in this report examines the educational profile of the young adult population.

Table 2.1 compares the years of compulsory schooling with the percentage of the population from 15 to 24 years of age that have achieved, either more than six years of study, or more than ten years.

table 2.1 YEARS OF COMPULSORY SCHOOLING AND LEVEL OF FULFILLMENT, 1998

Country	Compulsory schooling (years)	Population 15 to 24 years old	
		6 or more years of schooling (percentage)	10 or more yeras of schooling (percentage)
Argentina	10	97	54
Uruguay	10	97	47
Venezuela	10	89	40
Dominican Republic	10	72	32
Colombia	9	75	41
Costa Rica	9	87	32
Mexico	9	92	31
El Salvador	9	68	30
Chile	8	96	61
Bolivia	8	75	43
Paraguay	8	82	31
Brazil	8	59	21
Panama	6	93	46
Nicaragua	6	83	31
Honduras	6	69	16

Source: PRIE, on the basis of CEPAL, Panorama Social de América Latina 1999 – 2000; and the United Nations Population Division , 1999. Data for Bolivia, Brazil, Colombia, Paraguay, Dominican Republic are for 1997. Data for Mexico are for 1996. See Annex for data and notes.

Although Argentina, Uruguay, Dominican Republic, and Venezuela require ten years of schooling, only in Argentina and Uruguay do nearly one-half of young people meet this prerequisite. In contrast, in the Dominican Republic and Venezuela only 30 and 40% of young people, respectively, achieve 10 years or more of schooling. This indicates that, although none of the countries that require 10 years as a minimum have achieved universal coverage for these years of schooling, some countries have progressed more than others.

Eight Latin American countries require between 8 and 9 years of study. Of these, only in Chile and Mexico have more than 90% of the population from 15 to 24 years of age achieved at least 6 years of study. In Chile, one-third of this group has up to 9 years of schooling, while the other two-thirds have achieved 10 years or more. In spite of the fact that Mexico requires 9 years of schooling (one more than Chile), the profile of the population with 6 or more years of study in Mexico shows an opposite trend: two-thirds of this group have up to 9 years of schooling, while only one-third possess 10 or more years. In this sense, Chile comes closer than Mexico to achieving that which it requires as compulsory. Furthermore, in other countries with the same level of requirement such as Brazil (8 years) and El Salvador (9 years), less than 60% and 70%, respectively, of the population has 6 years of schooling. This indicates that these two countries are even further from achieving the level of schooling desired for their people.

Of the three countries that require six years of schooling, only in Panama does more than 90% of the population reach this level. While in Honduras and Nicaragua, approximately 80% and 70%, respectively, reach the minimum officially-established threshold.

Although no country has achieved universal coverage for the years of compulsory schooling established by law, countries have progressed toward the goal at different rates. Thus a country that has only 6 years of compulsory schooling, such as Panama, has achieved its education goals better than countries that require more years of schooling, such as Brazil (8 years compulsory) and El Salvador (9 years compulsory).

Not only the analysis of the fulfillment of compulsory schooling requirements, but also coverage indicators (net enrollment rates and age-specific enrollment rates) discussed later in this chapter, show the amount of effort and political will that will be required in order to fulfill the commitments established at the Summit of the Americas.[3]

Formal Time Requirement

"Formal time requirement" refers to the number of compulsory weekly and annual hours for each level of schooling[4]. This information is another indicator of the will of countries to allocate resources to education, measured in terms of time. Schiefelbein[5] demonstrates that there is a "positive impact of greater length of the school year on achievement". In spite of this evidence, time devoted to study is dependent not only on the political will of a country, but also on its economic situation, since in many cases, one can assume that more time devoted to study would make it necessary to increase spending on teacher salaries and school infrastructure.

In terms of total annual class hours, there are no great differences between Latin America and the Caribbean, although, on average, Latin America tends to show slightly higher values for the three levels.

At the pre-school level, Latin America has an average of 890 hours of annual instruction. This value is similar to the Caribbean, which has 884 hours of annual instruction. Belize has the least number of hours (540), and St. Kitts & Nevis has the maximum (1,560). Most countries are closer to the mean (877 hours), with between 700 and 1,000 hours annually.

At the primary school level, Latin America also shows an average of annual hours slightly higher than the Caribbean, 1,054 and 1,038 respectively. Again, St. Kitts & Nevis has the maximum number of hours(1,560), while Argentina has the minimum (720 hours).

At the secondary level, we observe a longer school year and greater difference between Latin America and the Caribbean, that reaches 10%. The average annual hours of instruction in Latin America is 1,185, while in the Caribbean, the average is 1,073. Annual hours of instruction vary between 758 in Belize to 1,680 in Panama.

3 The commitments established at the Second Summit of the Americas are: to assure universal access and permanence of 100% of children to quality primary education, and access for at least 75% of young people to quality secondary education, with an increasing number of young people who complete secondary school.

4 "hours" refer to chronological (60 minute) hours.

5 See, Ernesto Scheifelbein, *Elementos para reflexionar sobre la calidad de la educación en América Latina*, Paris, International Institute of Educational Planning (UNESCO) Research Report Nº86, 1990.

figure 2.3 ANNUAL HOURS OF INSTRUCTION IN PRE-SCHOOL, 1998

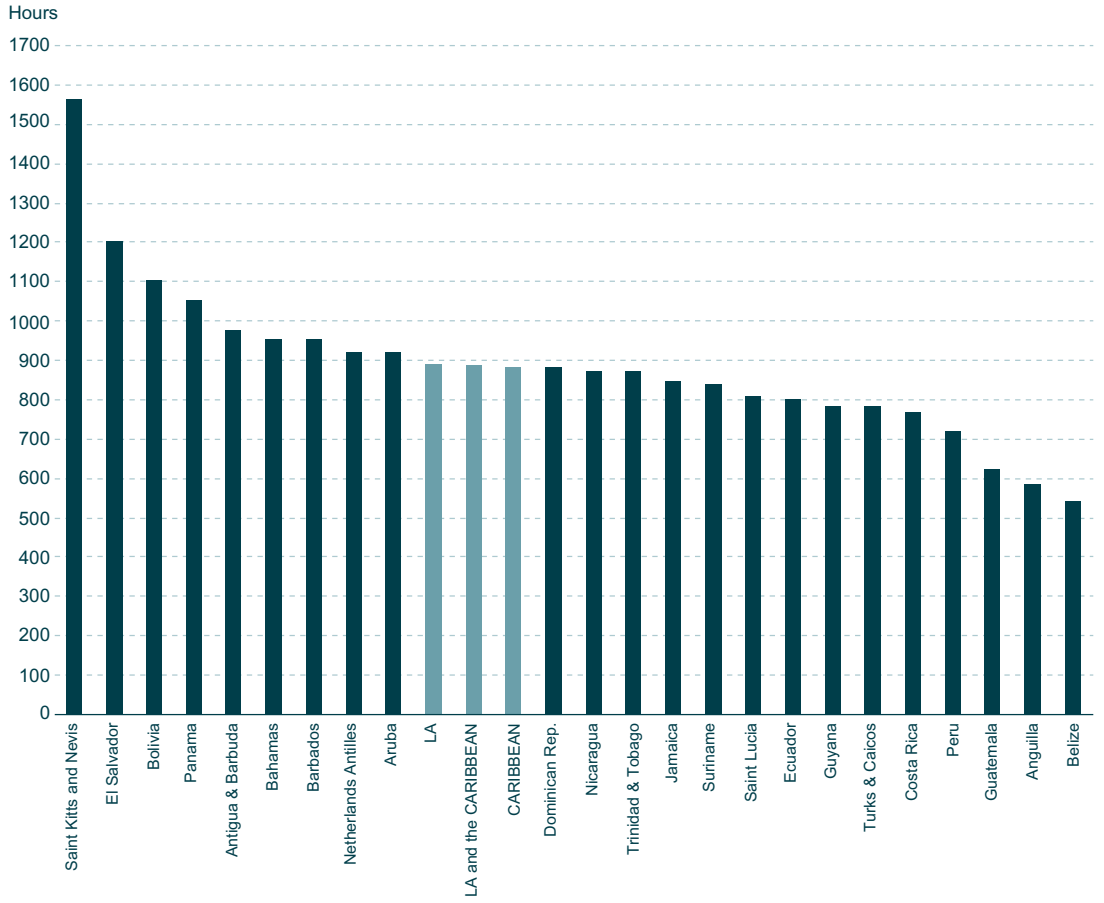
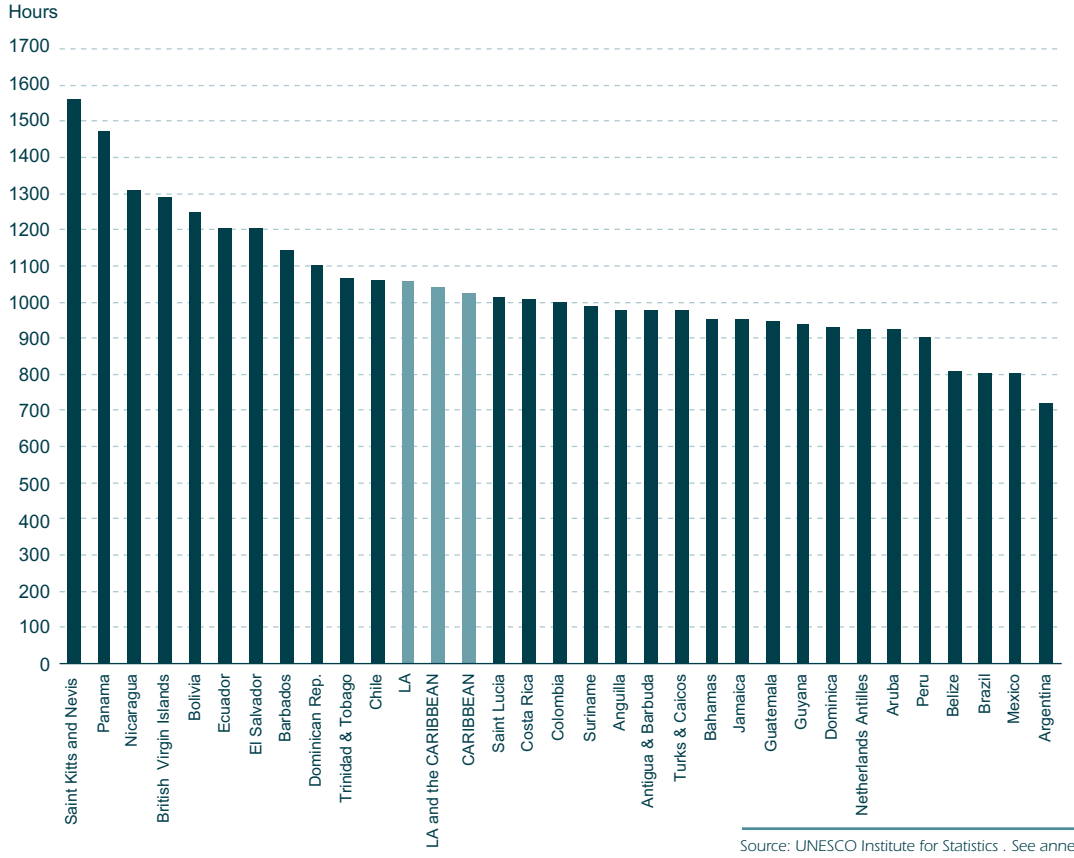
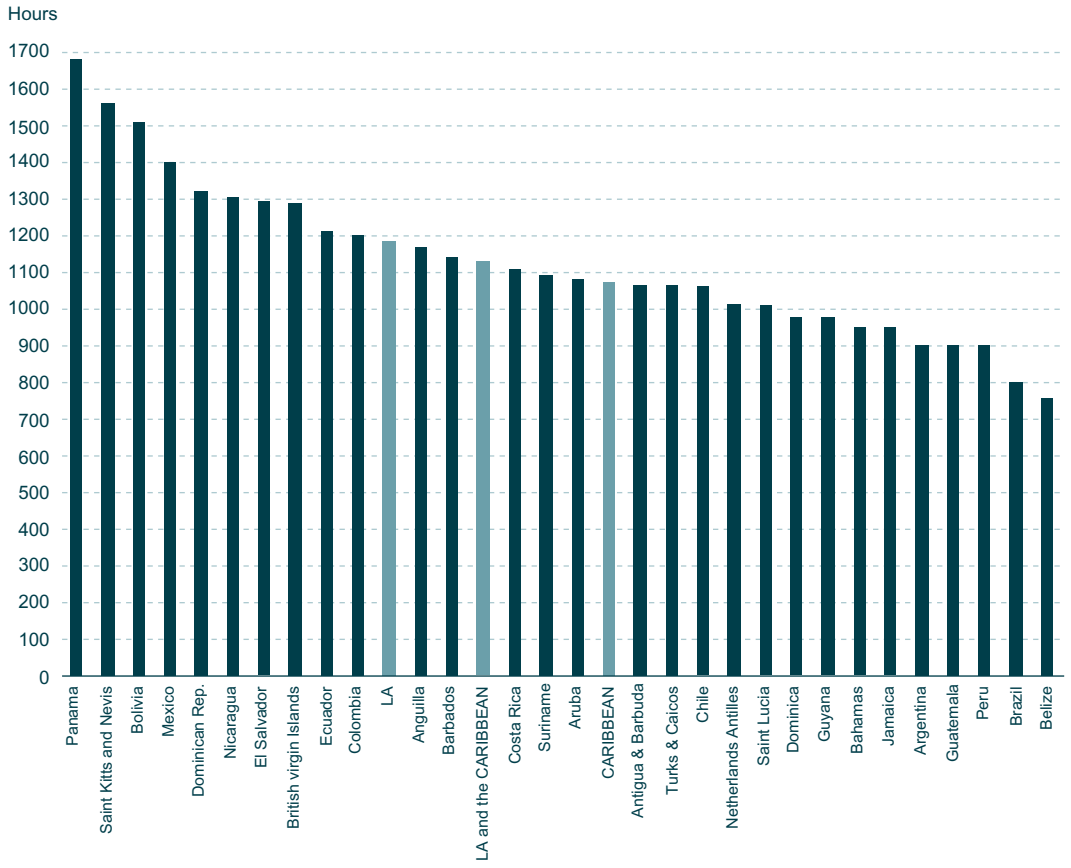


figure 2.4 ANNUAL HOURS OF INSTRUCTION IN PRIMARY SCHOOL, 1998



Source: UNESCO Institute for Statistics . See annex for data and notes.

ANNUAL HOURS OF INSTRUCTION IN SECONDARY SCHOOL, 1998 figure 2.5



Source: UNESCO Institute for Statistics . See annex for data and notes.

As for weekly hours, the greatest differences between countries are found at the pre-school level. The number of weekly hours in pre-school education ranges from 15 in Anguilla y Belize to 40 in St. Kitts & Nevis. Most countries (17 of 23) are in the range of 20 to 25 hours weekly. For primary education, weekly hours vary from 20 (Anguilla, Argentina and Mexico) to 40 (St. Kitts & Nevis). For secondary education, the range is from 21 hours in Brazil to 40 in St Kitts & Nevis and Panama.

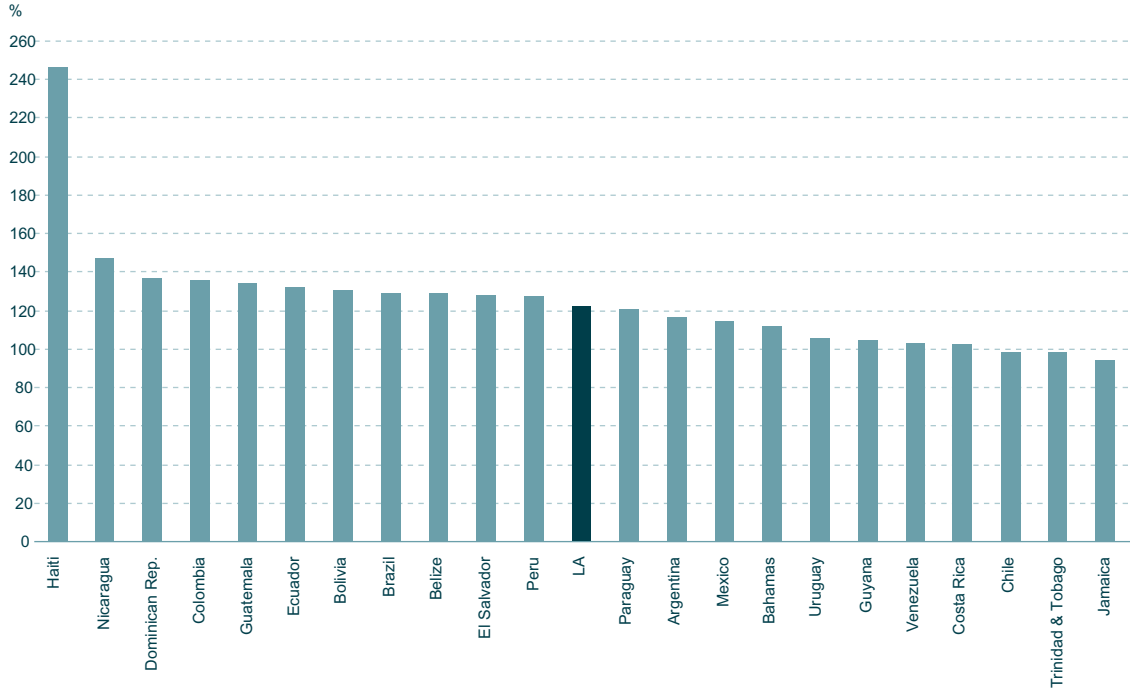
2.2 INTAKE RATE INTO THE FIRST GRADE OF PRIMARY EDUCATION

The net intake rate into the first grade of primary education measures the access to the education system, indicating how well school-age children are being incorporated into the system. The net rate measures the number of children of the official first grade entry age who enter that grade. Therefore, a net rate of 100% means that all children of the official age to enter the first grade of primary education are enrolled.

On the other hand, the gross intake rate measures the number of children of all ages who enter into primary education for the first time in relation to the population of the official entry age. Thus, a gross rate equal to or above 100% only means that the country would have the capacity to serve all the children of the official age who enter the system.

In a theoretical situation where there is no late or early entrance into the school system, an optimal investment would make it possible to offer places to all children of the official age to enter into primary education and only to those children. Therefore, the gross rate would be equal to the net rate, and equal to 100% only if the system served all children of age to enter the system and only this age group.

figure 2.6 **GROSS INTAKE RATE INTO THE FIRST GRADE OF PRIMARY EDUCATION, 1998.**



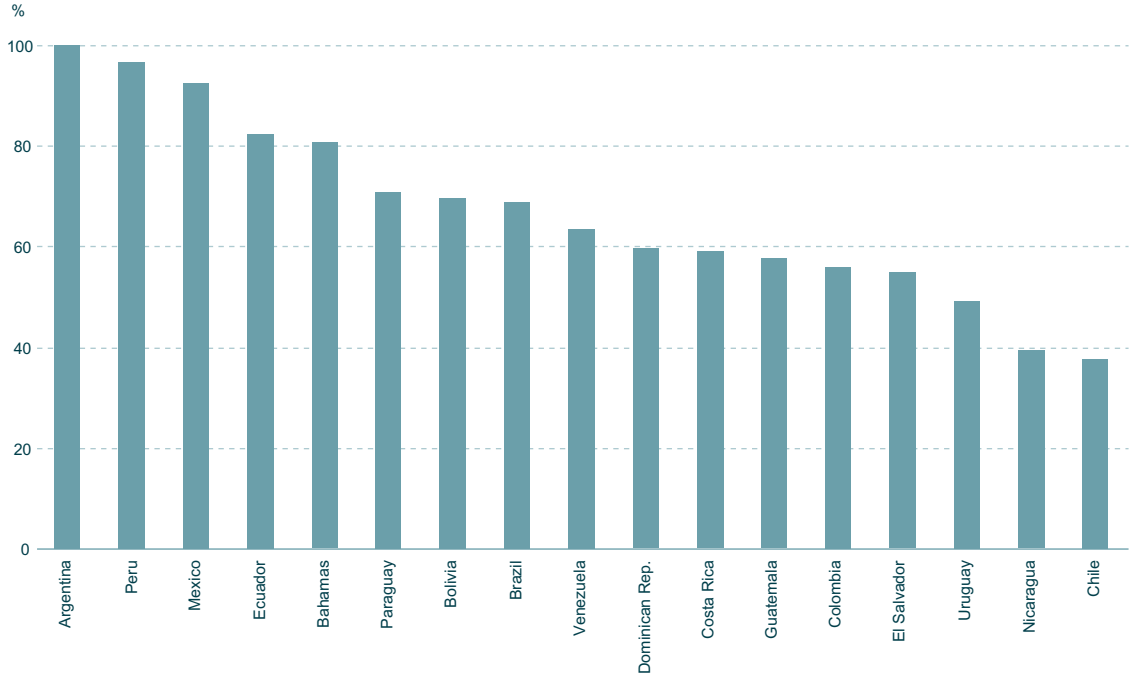
Source: UNESCO Institute for Statistics . See annex for data and notes.

Figure 2.6 shows the gross intake rate into the first grade of primary education for Latin America and the Caribbean. This rate ranges from 94% in Jamaica to 246% in Haiti. This means that Haiti, even in the best of cases (that is, if the net intake rate were equal to 100%), for each 246 children enrolled in primary education, only 100 children – 40% – are of the official entry age for primary education, while the other 146 children are over, and in some cases below, the official age. In practice, however, it is probable that only a part of the children of the official age are enrolled in the first grade, and that therefore the number of older or younger children is even larger. The fact that the great majority of the gross rates are over 100% shows, in general, that children enter late into the system. This is due to a variety of causes, such as the level of poverty, cultural factors, inefficiency of the system, political instability, etc. orthat some children enter early into the system.

The fact that the gross rate is over 100% - the case of the large majority of countries in the region – indicates that the school systems have the capacity to receive all children of the official entry age. That is, there are teachers and infrastructure available to serve children of the official age. However, this may not occur because there are children enrolled who are under or over the official age, and because this capacity is not necessarily distributed across the country in a way that allows for the access of all of those in the official age groups.

Figure 2.7 shows the net intake rate into the first grade of primary education. In the region, net rates goes from 38% in Chile to 100% in Argentina. In some cases, the net rate may reflect cultural factors or rigidity in the norm that establishes the entry age into the system, rather than reflecting a problem of access. In Chile, for example, in spite of the fact that the official age for entry into the first grade is 6 years, most new students in this grade are seven years old. This reduces the net intake rate. Nevertheless, this does not necessarily mean that 6 year old children are excluded from the education system, but rather that many remain in the pre-school cycle, where enrollment rates show a significant number of children who are not of the official age (4 to 5 years of age for this level). In the entire region, only Argentina, Peru (97%), and Mexico (92%) approach the goal of having 100% of children of the official entry age enrolled in the first grade.

NET INTAKE RATE INTO THE FIRST GRADE OF PRIMARY EDUCATION, 1998 figure 2.7

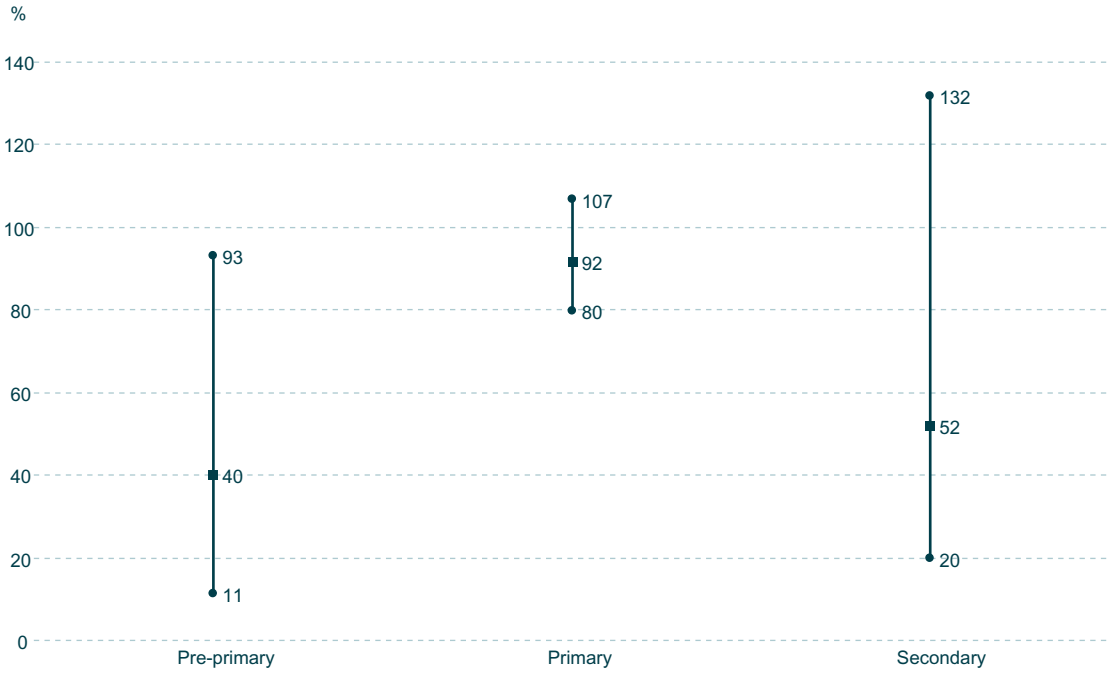


Source: UNESCO Institute for Statistics. See annex for data and notes.

2.3 ENROLLMENT RATES

The net enrollment rate for a given level of education indicates the degree of coverage for that level. It relates the number of children enrolled at the official age to the population of the same age. Therefore, the net rate is used as an indicator of the coverage of education, since a net rate of 100% means that all children of the official age to enter a given education level are enrolled. It could be that they are not enrolled in the grade that corresponds to their age; that is, even if coverage is practically universal, this situation could co-exist with a problem of below-grade enrollment that is particularly prevalent in the region. The gross enrollment rate, on the other hand, relates total enrollment of a given education level with the population of the official age to be in that level. Figure 2.8 shows the variation in the net enrollment rate for each level of education. These enrollment rates exhibit a different behavior at each educational level, and thus pose different challenges to the countries of the region.

figure 2.8 VARIATION IN NET ENROLLMENT RATES BY EDUCATION LEVEL, 1998



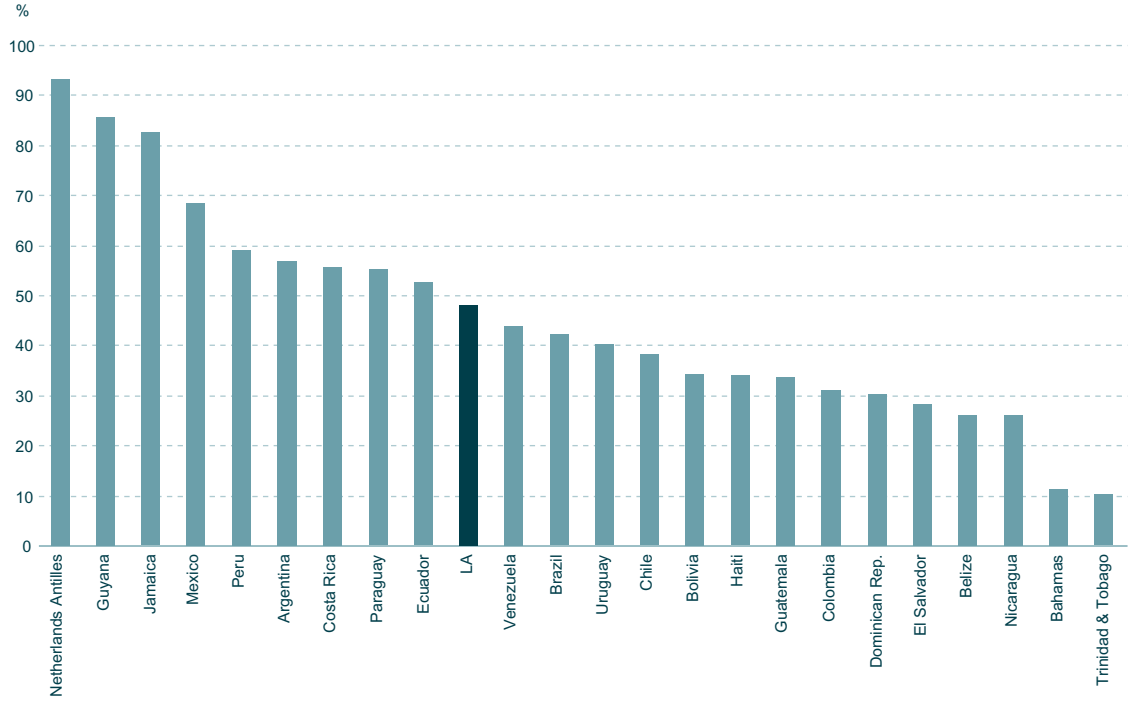
Source: UNESCO Institute for Statistics . See annex for data and notes.

Pre-school Education

Enrollment in pre-school education exhibits large variations throughout the region. The gross rate, in particular, varies greatly, ranging from 11% in the Bahamas to 105% in Guyana. The net rate, as can be seen in Figure 2.9, ranges from 10% in Trinidad & Tobago to 93% in the Netherlands Antilles.

When Latin America and the Caribbean are examined separately, no distinct patterns emerge that would allow us to distinguish one sub-region from the other. The net enrollment rate for the Latin American sub-region is approximately 48%. Although there is not a rate for the Caribbean sub-region, some Caribbean countries present some of the highest as well as the lowest rates in the region.

NET ENROLLMENT RATE IN PRE-SCHOOL EDUCATION, 1998 figure 2.9



Source: UNESCO Institute for Statistics. See annex for data and notes.

IMPORTANCE OF PRE-SCHOOL EDUCATION

There is much evidence supporting the importance of this level for the emotional and intellectual development of children. Young[6] states that one of the best ways of improving the life condition of children and, therefore, their development is through comprehensive early childhood development programs (education, health, and nutrition). From this perspective the broadening of early childhood policies impacts not only these outcomes, but also becomes vital as infant mortality rates in the region decline[7]. This is because improvement in this index means that the major concern for public policy regarding early childhood becomes not mere survival of these children, but improving the quality of life they may expect.

According to Young, research carried out during the last 30 years shows that comprehensive child development programs can produce important benefits in various sectors of society. In this sense, pre-school education, a key element in such programs, is vital for the development of the human capital of a country. On one hand it is estimated that half of the intellectual potential of a person develops before the age of four, while on the other, it is known that the stimulation that a child receives during this critical period of mental, emotional, and physical developmental is of key importance.

Pre-school education also offers the opportunity to increase the effectiveness of later instruction, since it prepares children to receive further education. Finally, studies show that the effects of early intellectual and social stimulation are lasting, indicating, for example, that young children who receive good nutrition, stimulating play, and interaction with their peers demonstrate better cerebral functions at twelve years of age than a control group.

A number of impact assessments of pre-primary interventions in Latin America[8] and other world regions suggest that children who participate in comprehensive programs, which includes pre-school education benefit in a number of ways. Evidence from Colombia and Bolivia points to improvements in terms of nutrition and health. Investigations in Jamaica, Colombia, Peru, and Turkey show that children who participate in pre-primary education programs show greater intelligence, according to aptitude tests. Moreover, there is evidence of greater participation at subsequent levels of education (Colombia) and lower subsequent rates of grade repetition and drop-out (Colombia, Brazil, Argentina, and India).

Furthermore, findings suggest that these benefits are greater for children from low income households or from socially deprived groups. This shows the importance of such programs as a mechanism to achieve social equity.

6 See Mary Eming Young, *Early Child Development: Investing in the Future*, Washington, DC, Human Development Department, World Bank, 1996.

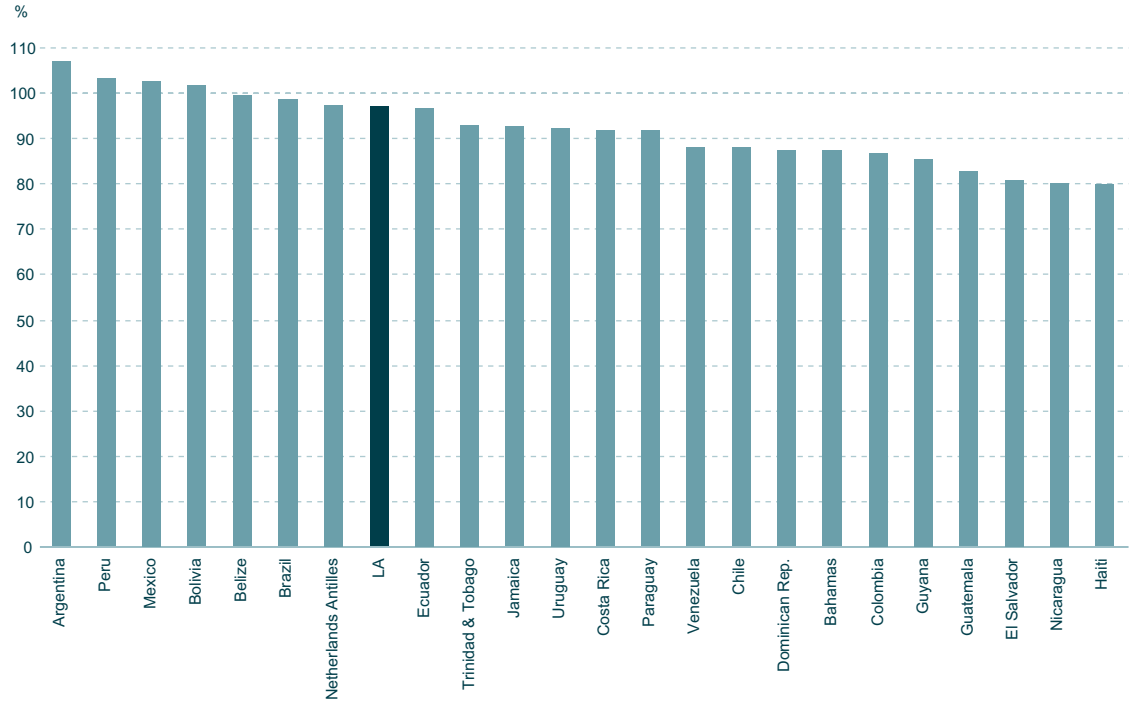
7 In 1995, the number of infant deaths per 1,000 births in Latin America and the Caribbean was 34, compared to 81 in low-income countries and 6 in high income countries and the OECD (World Development Indicators).

8 See Myers, 1995, cited in Young, op.cit.

Primary Education

The level that has received the most investment from countries is primary education. The net enrollment rate in Latin America (97%) and in some countries of the Caribbean, shows that the region is approaching universal coverage at this level. In Latin America, not only are the lowest net enrollment rates in primary education higher than the rates for other levels of education;[9] but as we can see in Figure 2.8, coverage for primary education presents less variability within the region in comparison with pre-school and secondary education. This indicates that access to primary education is more equitably distributed among countries. For example, as shown in Figure 2.10, Brazil has a net enrollment rate of 98%. This means that practically all children of the official age to study in primary school are enrolled, while in Haiti and Nicaragua (countries with net enrollment rates of 80% - the lowest in the region), only 8 of every 10 children in this age group are enrolled in primary education.

NET ENROLLMENT RATES IN PRIMARY EDUCATION, 1998 figure 2.10



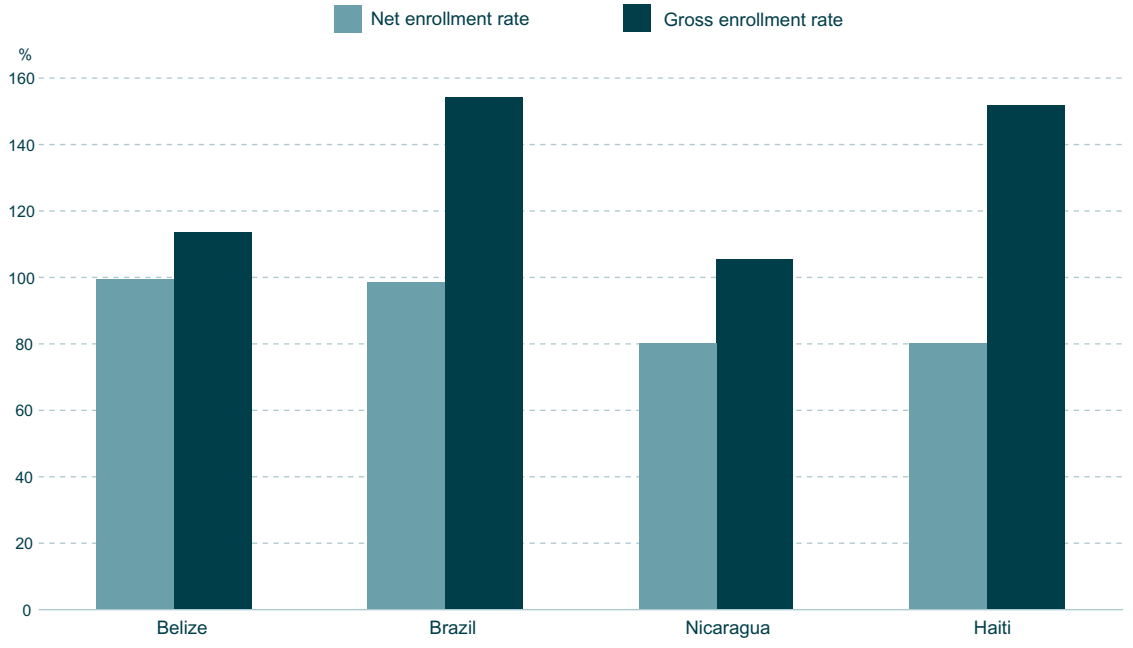
Source: UNESCO Institute for Statistics . See annex for data and notes.

In spite of the fact that practically all of the countries have high gross and net rates at the primary level, there are some differences. Gross rates vary between 87% in Barbados to 154% in Brazil. The net rate exhibits less variation. The lowest are those of Nicaragua and Haiti (80%). The highest is that of Argentina (107%). In primary education, the gap between gross and net enrollment rates is disturbing in all countries. It points to questions related to the efficiency and quality of the education system. A gross rate of over 100% may indicates a significant number of under-age students, but most probably reflects over-age enrollmentdue to grade repetition or late entry. The results of the latter include greater expenditure than would be necessary in order to provide education for the alleged target population, that is the students of the official age-group.

9 Those net rates that are above 100% reflect inconsistencies in population projections, estimated from census data.

The greatest differences in the two rates are in the Dominican Republic, Brazil, and Haiti, where the gaps are 46%, 56%, and 72%, respectively. This may indicate that, compared to countries with similar enrollment rates, these three countries are investing more resources in primary education without achieving better results. For example, as shown in Figure 2.11, if we take Haiti and Nicaragua, we observe the same behavior of the net enrollment rate – 8 of every 10 children of the official age to attend primary education are enrolled therein. However, while in Haiti, the size of total primary school enrollment is almost 1.5 times the size of the target population for this level, in Nicaragua the size of the population served is much closer to the goal (1.3 times the size of the target population). The same occurs if we compare the cases of Belize and Brazil. Their net enrollment rates (99% and 98%) are very similar, while their gross rates differ a great deal (113% and 154%). This means that in Haiti and Brazil, while primary school coverage reaches the same levels as in Nicaragua and Belize, respectively, there are more children outside the official age attending primary schools who should have been absorbed by another level of the education system. Nine of twenty-three countries (Brazil, Colombia, Dominican Republic, El Salvador, Haiti, Nicaragua, Paraguay, Peru, and Uruguay) show gaps between gross and net enrollment rates of more than 20%.

figure 2.11 **NET AND GROSS ENROLLMENT RATES IN PRIMARY EDUCATION, 1998.**



Source: UNESCO Institute for Statistics . See annex for data and notes.

Although the countries' achievements in terms of coverage of primary education might lead one to conclude that this level of education does not present serious problems of access, this indicator can obscure weaknesses in the system. For example, the data do not provide information regarding either retention in or completion of primary education. However, if we consider the schooling levels of different countries, we see that, in fact, completion of the primary education cycle continues to be a challenge for a number of countries in the region, such as Brazil, Dominican Republic, El Salvador, and Honduras – countries in which less than 75% of the population between 15 and 24 years of age has attained at least 6 years of study.

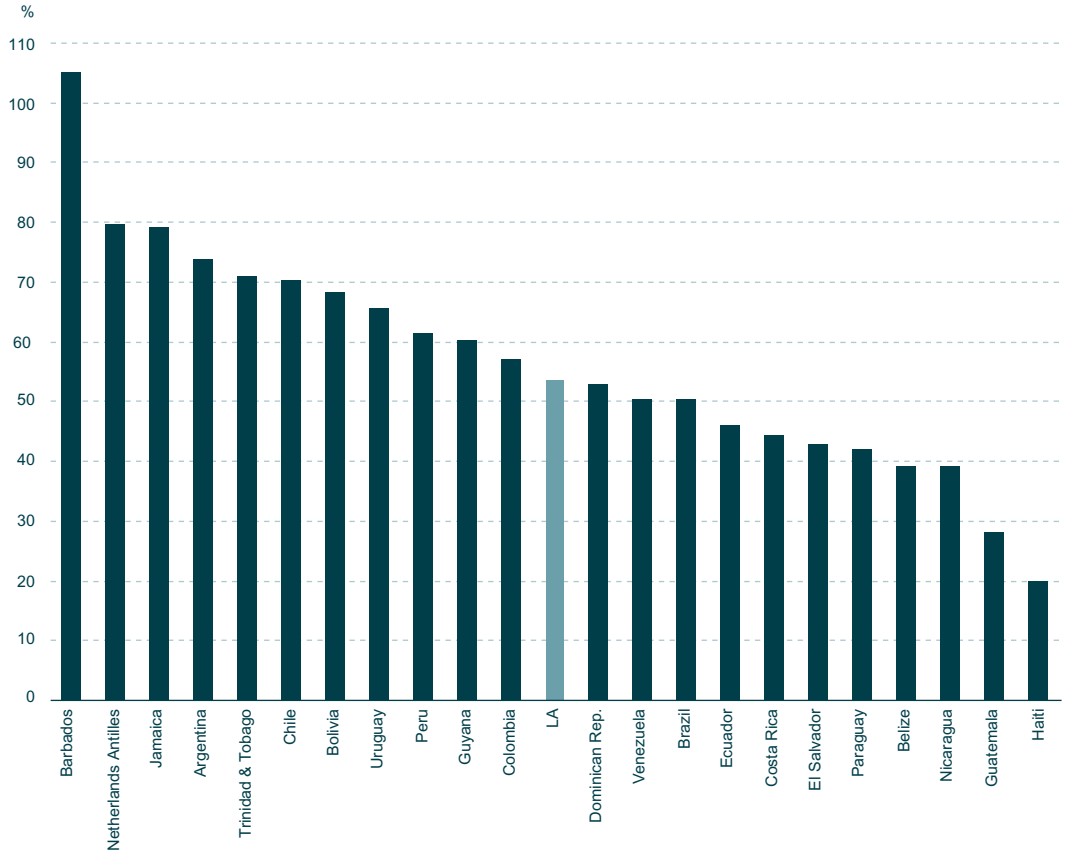
Research has demonstrated the importance of primary education. For example, some studies conclude that there is a high correlation between investment in primary education and economic growth. Practically all of the countries that have become industrialized in the last 25 years, such as Hong Kong, Israel, Japan, and the Republic of Korea, had already achieved universal or near-universal enrollment in primary education by the year 1965, and since then have substantially increased the average number of years of schooling of their populations.[10]

10 See Laurence Wolff, Ernesto Schiefelbein, and Jorge Valenzuela, *Improvement of the Quality of Primary Education in Latin America and the Caribbean*, Washington, DC. World Bank Discussion Paper N°257S, p. 14.

Secondary Education

Coverage of secondary education is not as high as it is for primary education, although secondary enrollment rates are greater than those for the pre-school level. Net enrollment rates range from 20% in Haiti to 105% in Barbados.[11] Gross enrollment rates in secondary education range from 33% in Guatemala and Haiti to 105% in Barbados.

NET ENROLLMENT RATES IN SECONDARY EDUCATION, 1998 figure 2.12



Source: UNESCO Institute for Statistics. See annex for data and notes.

The low coverage at this level, accompanied by great differences between countries in access to secondary education, has serious implications for the development of the region and for the possible fulfillment of the goal set by the Summit of the Americas. According to ECLAC, secondary education is basic for well-being. A study carried out by this organization establishes 12 years of schooling as the minimum threshold necessary to escape from poverty.[12] According to ECLAC, when an individual reaches this threshold, the probability that he or she will earn an income beyond the poverty line is greater than 80%. This becomes even more important in the context of a globalized economy in which secondary education becomes essential for the development of a competitive labor force. In Latin America, the net enrollment rate shows that only 54% of young people of secondary school age are enrolled in a secondary level institution. Thus, the sub-region is at risk of falling farther behind the developed countries. This situation is even more serious for countries that have not attained this rate – a group that includes most countries in the sub-region.

11 Values higher than 100% result from inconsistencies between enrollment and population data.
12 See ECLAC, *Social Panorama of Latin America*, 1997

Equity

In general, there are no significant gender differences in net intake rates for primary education. The exceptions are Brazil, Guatemala and Nicaragua, where those rates for girls are lower than for boys. However, the analysis of the net and gross intake rates taking together can provide a proxy for the delay in entering primary education. This analysis shows differences in gender for some countries. For instance, late entry is higher for boys in Bahamas, Paraguay, Dominican Republic and El Salvador. On the other hand, in Brazil and Nicaragua late entry is higher for girls.

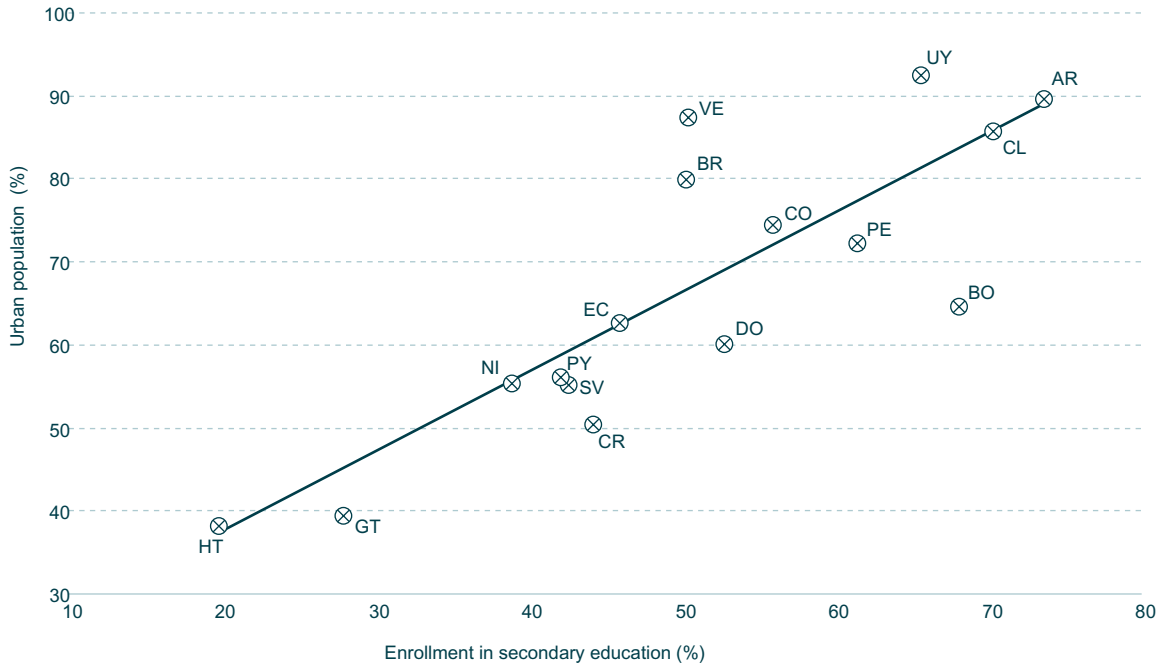
In Bahamas, Paraguay, Dominican Republic and El Salvador, there is gender parity in the net intake rates, but gender differences in terms of late entry. This shows that girls have the same probability asboys of entering the system at the official age, although girls have smaller probability ofdoing so at a later time. That is, the boys that do not enter the system at the official age are more likely to do so later than girls. On the other hand, in Brazil and Nicaragua there are gender differences in favor of boys in both the net intake rate and, in relation to late entry.

The indicator of coverage (net enrollment rate) by levels of education shows gender parity in pre-school education, except for Haiti, Jamaica, Bahamas and El Salvador, where we observe differences in favor of girls. Also, in the case of primary education there are no gender differences in the net enrollment rates. The exceptions are Haiti and Venezuela (in favor of girls) and in Brazil, Guyana, and Guatemala (in favor of boys). At the secondary level we observe important gender differences in coverage. In Uruguay, Belize, Venezuela, Nicaragua, Dominican Republic, Brazil, Netherlands Antilles, Costa Rica, Haiti, Argentina, Trinidad and Tobago, Paraguay, Guyana, Barbados, and Chile the net enrollment rates are higher for girls than for boys. In Bolivia and Guatemala this rate is in favor of boys. Ecuador, Jamaica, Peru, and Bahamas show no gender disparity for this level.

As in the case of the intake rates into primary education, the analysis of the indicator of coverage (net enrollment rate) together with the gross enrollment rate reveals the magnitude of out-of-age enrollment and lagging behind the appropriate grade (school lag). In fact, school lag tends to be slightly greater for boys in all three levels of education. This difference is larger for primary education. In Dominican Republic, Netherlands Antilles and Guatemala, and in case of secondary education, in Belize and Haiti. The fact that we observe net enrollment rates higher for girls and gross enrollment rates higher for boys shows that the probability of staying throughout the school cycle, although with a higher probability of lagging behind, is higher for boys than it is for girls. That is to say that a woman who would repeat a grade is more likely than a male repeater to drop-out.

Equity is not solely related to gender, however. As shown in Figure 2.13, secondary education coverage and urbanization levels are associated. That is, we observe a direct relation between the two variables: the higher the urbanization level of a country, the greater it is secondary school coverage. This is because secondary school supply tends to be concentrated in urban areas. In addition, rural schools need to cope with specific features of rural settings. Consequently, they require a different approach in terms of curriculum, school year, and teaching processes. For this reason providing for rural enrollment at the secondary level requiresthe implementation of appropriate programs in rural schools and special efforts to retain students in the system.

SECONDARY SCHOOL COVERAGE AND URBANIZATION, 1998 figure 2.13



Source: CELADE, United Nations Population Division, and UIS. See annex for data and notes.

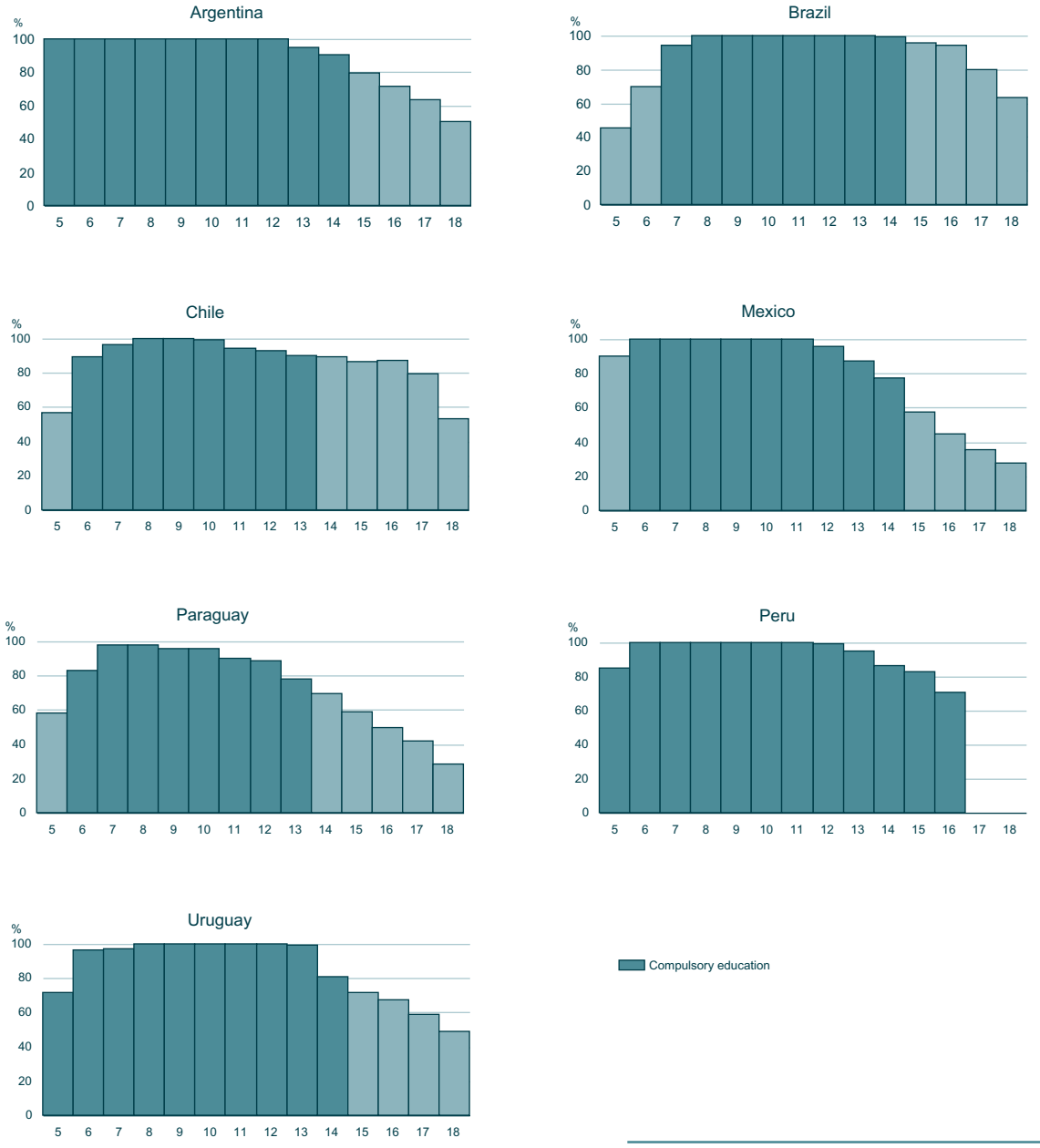
In addition to that, the analysis of equity of access and completion of schooling requires information that would allow us to view these indicators in the light of different levels of household income and cultural factors. For example, the Gini coefficient for countries in the region shows serious inequalities in the distribution of wealth. We may assume that the same disparities are reflected in access to the education system. In fact, an Inter-American Development Bank study found large differences in all of the countries in terms of graduation rates from primary and from secondary education for populations between 20 and 25 years of age, by income level. In Brazil, among the 10% poorest sector of the population, 2 of every 10 people complete their primary schooling and 2 of every 100 complete secondary school. For the 10% wealthiest sector, all complete primary school and 73 of every 100 complete secondary school.[13]

13 See Inter-American Development Bank, *Facing up to Inequality in Latin America: Economic and Social Progress in Latin America*, Washington DC, 1998.

2.4 AGE SPECIFIC ENROLLMENT RATE

The age specific enrollment rate indicates the proportion of the population of each year of age that is enrolled in the education system, regardless of the level of schooling they are at. Figure 2.14 shows the net schooling rate for the population by single year of age between the ages of 5 and 18 years. One notes that for some age ranges, 100% of the population is enrolled in the system.[14] The ranges at which this occurs differ for each one of the countries. For example, in Argentina 100% of children between 5 and 12 years of age are in school (although not necessarily in the appropriate grade). In Uruguay, the range is from 8 to 13 years of age, while in Brazil it is from 8 to 14. On the other hand, Paraguay does not have 100% of the population enrolled in the education system at any particular age, although in some ages it comes close.

figure 2.14 AGE SPECIFIC ENROLLMENT RATES, 1998



Source: UNESCO Institute for Statistics . See annex for data and notes.

14 Values higher than 100% result from inconsistencies between enrollment and population data.

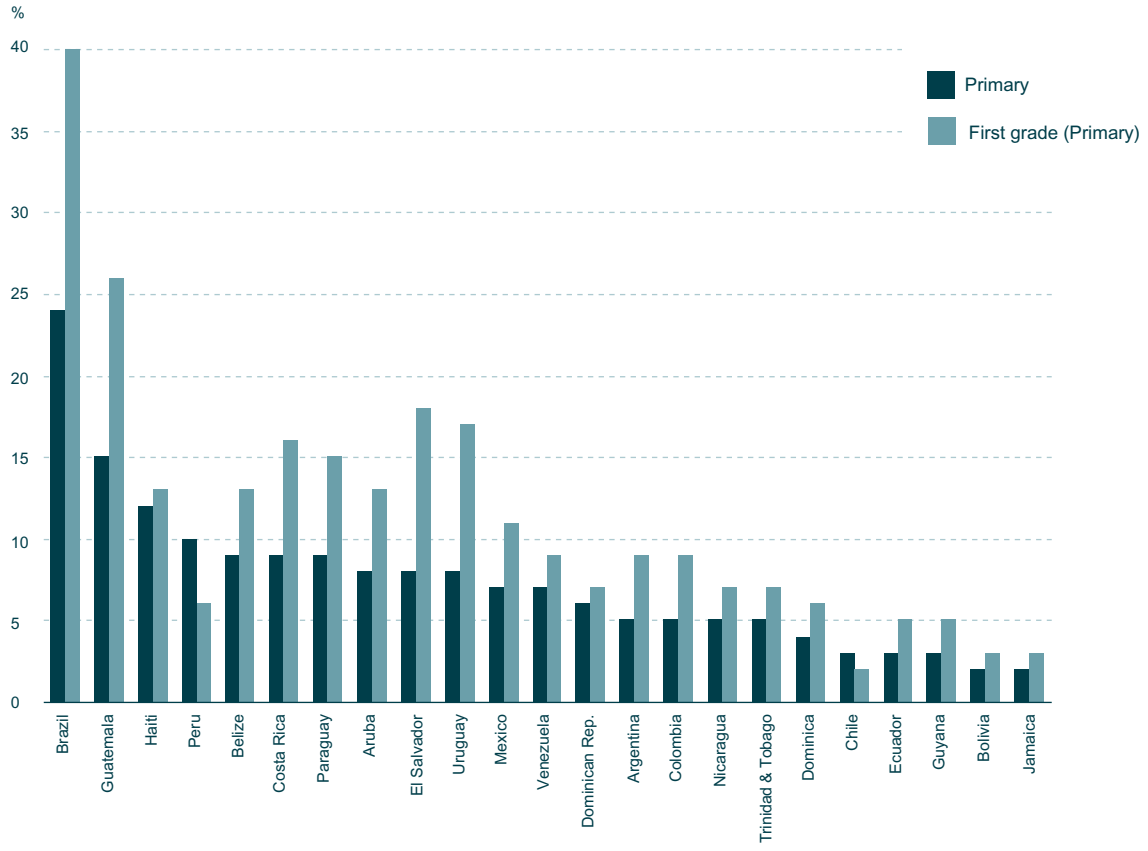
Although the data suggest that the problem of school drop-out is a common challenge for the Latin American sub-region, they also show that the problem arises at different stages of the education cycle. If one takes a coverage rate of 80% as the threshold, it can be seen that decreases in coverage begin at different ages in each country. This has to be analyzed in the light of the years of compulsory schooling for each particular country.

In Argentina and Peru, 80% or more of the population is enrolled in school until 15 years of age. However, in the case of Argentina compulsory schooling goes up to 14 years of age. Chile, in turn, has 80% or more of the population between 6 and 16 years of age in school. However, in Mexico, and Paraguay, as well as Peru, coverage falls below 80% before the end of compulsory schooling.

GRADE REPETITION 2.5

The Latin American and Caribbean sub-regions show different patterns in terms of grade repetition in primary education. While more than half (4 of 7) Caribbean countries that report this indicator present percentage of repeaters[15] in primary school of less than 5%, only 6 of 16 Latin American countries are below this level. Caribbean countries also exhibit less dispersion: the minimum of 2% is recorded in Jamaica, and the maximum of 12% occurs in Haiti. In Latin America, grade repetition rates range from 2% in Bolivia to 24% in Brazil. As can be seen in Figure 2.15, differences between total grade repetition rates in primary education and those for the first grade are generally smaller in the Caribbean.[16]

PERCENTAGE OF REPEATERS IN PRIMARY EDUCATION AND THE FIRST GRADE, 1998 figure 2.15



Source: UNESCO Institute for Statistics . See annex for data and notes.

15 This indicators represents the relative number of repeaters divided by the total students enrolled in a giver period of time. It does not represent the usual indicator of inter-annual repetition. See technical notes for further information.

16 It is worth noting that many anglophone Caribbean countries have automatic promotion by age.

The fact that the highest grade repetition rates are recorded in the first grade of primary education means that the first school experience is one of failure for a large group of students, increasing the possibility that they will eventually drop out of the system. This not only reinforces the importance of broadening access to pre-school education, which prepares children to enter the primary level; it also points to the need to carefully examine teaching processes in the first grade and the factors that explain this phenomenon.

In most of the countries, grade repetition rates are smaller after the first grade. This may be explained in part by the eventual drop-outs caused by high repetition at this grade. Of 24 countries, only in four (Chile, Peru, Bolivia, and Jamaica) is the first grade the relative number of repeaters is lower than in the rest of the grades. In Chile, for example, one does not observe much fluctuation in this indicator by grade (it varies between 2% and 4%), and the rate for the first grade is the lowest. In the 6th grade in Bolivia and in Jamaica, the value of this indicator rises, in Bolivia to 3% (equal to the first grade rate), and in Jamaica to 5%, from the 3% or 1% observed in the other grades. In Peru, in the second and third grades (rather than the 1st), we see higher grade repetition rates: 17% and 15%, respectively. These figures reflect the education policy in force since 1995, which eliminated repetition in the first grade.

The fact that the relation between grade repetition and academic achievement is not yet well-defined has led to a debate in regard to the efficacy and efficiency of grade repetition as a pedagogical recourse. The discussion centers principally around the question of whether the benefit provided by repetition – additional time to learn the concepts presented in that grade – is worth the costs entailed, including among others, the isolation of the child from his or her peers, the social stigma he or she may suffer, and the cost to the education system of providing an additional year of instruction.[17] Moreover, in many cases, the relationship between grade repetition and academic achievement is not constant, given that the learning assessment criteria may vary greatly between countries, and even within a single country (between urban and rural areas, for example).[18]

In this sense, variations in the percentage of repeaters among countries reflect not only system efficiency, but also different education policies and models implemented as a result of this debate. An example of this is the automatic grade promotion, adopted by, among others, Nicaragua, Peru, and Bolivia and promotion by-age adopted in various several Caribbean English-speaking countries.[19]

In 1993, Nicaragua adopted automatic promotion for 20% of grade repeaters in public schools, and in 1998 for all students. This policy caused an abrupt decrease in grade repetition rates. In effect, the repetition rate for the 1st grade was 30% in 1990, 22% in 1996, and 8% in 1998.[20] In Bolivia[21], automatic grade promotion is part of the education reform that has gradually been implemented since the middle of the 1990s. Although the automatic grade promotion policy explains the low number of primary school grade repeaters recorded in this country, the phased-in nature of the policy explains why the rate has not yet reached 0%.

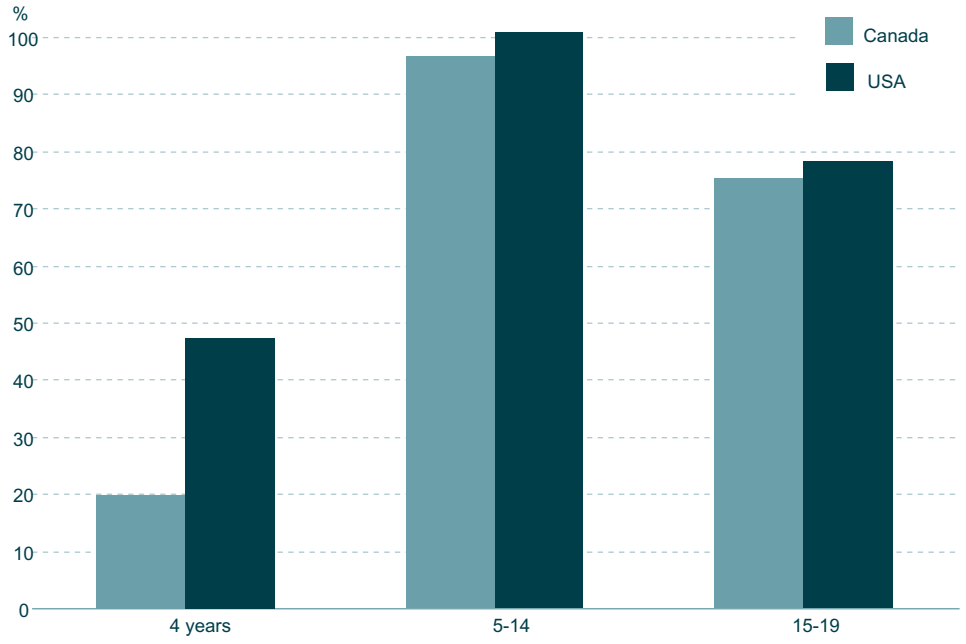
It must be noted that this different policies regarding repetition affect the international comparability of the respective indicator.

17 See OECD *Investing in Education*, 1997.
18 See Wolff, Schiefelbein, and Valenzuela, Op. Cit. p.22.
19 See Wolff, Schiefelbein, and Valenzuela, Op. Cit. p.24.
20 In this case, we use the inter-annual repetition rates. The 1998 data is from the Ministry of Education of Nicaragua and the remaining data are from UNESCO-OREALC, *State of Education*, 2001.
21 See Ministery of Education, Culture, and Sports. In 2001, the education reform program was applied for up to the 6th grade of primary education, with the expectation of covering all schools and up to the 8th grade of primary education by the year 2003.

The subjects treated in this chapter are viewed in a different manner in Canada and the USA, a fact that hampers regional comparability to a certain extent. The concerns about coverage of education in Canada and the USA focus mainly on pre-school, secondary, and higher education rather than on the primary level, where these countries have practically full coverage.

Figure 2.16 presents net coverage data, by age group, for the USA and Canada. In both countries, coverage is practically universal; i.e., over 90%, and begins between 5 and 6 years of age (although the USA coverage is nearly 50% for children 4 years old). The high coverage rates continue until 14 years of age in both countries. Thus, both in Canada and in the USA practically all children between 5 and 14 years of age are enrolled in the school system.

ENROLLMENT RATES BY AGE GROUP, 1998 figure 2.16



Source: OECD Education at a Glance. See annex for data and notes.

In effect, the role of pre-school education has grown in importance and currently is a keystone of life-long learning[22], a policy concept recently adopted by the OECD. Pre-school education is fundamental for building a solid base for life-long learning and to guarantee equitable access to subsequent school-based learning opportunities.

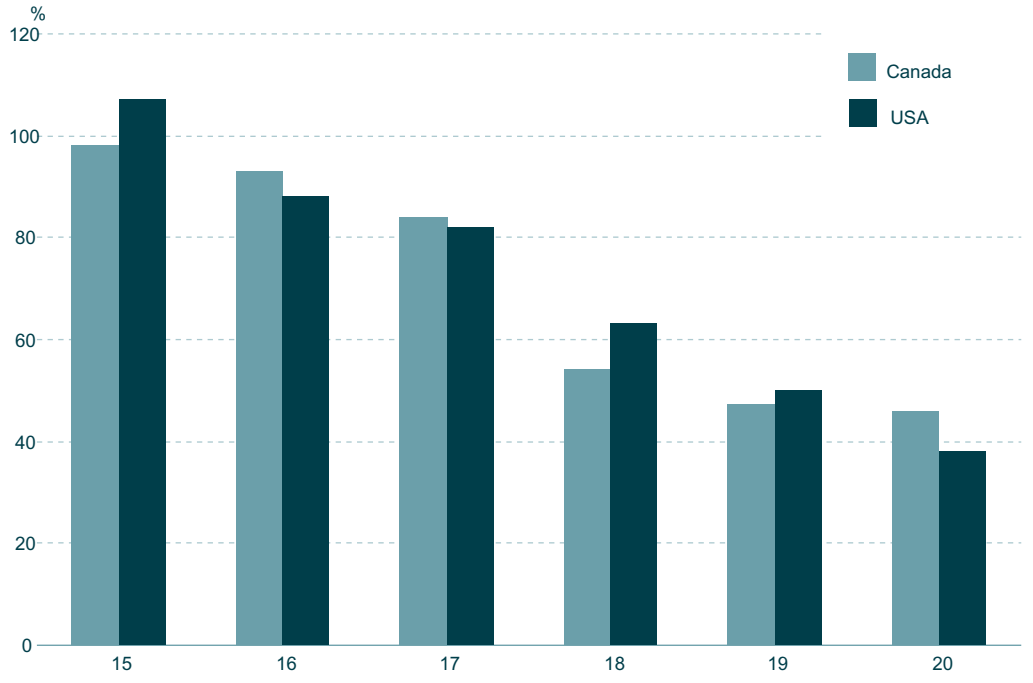
Many factors, including the risk of growing unemployment and other forms of exclusion of young people, who possess insufficient education influence the decision to remain in the school system beyond the minimum compulsory age. In some OECD countries, transition from the education system to the labor market has become a lengthier and more complex process, giving students the opportunity – or imposing upon them the necessity – of combining study and work in order to develop the kinds of skills sought by the labor market.[23]

22 This concept emphasizes that learning takes place throughout an individual's lifetime, and that both formal education and informal learning experiences in the home, at work, and other settings contribute to this life-long process.

23 See OECD *Education at a Glance: OECD Indicators*, 2001.

While coverage rates are high in both the USA and in Canada, they decline at the end of the age of compulsory schooling- 17 and 16 years, respectively. In the USA, as shown in Figure 2.17, the coverage rate begins to decline at the age of 16, falling to 50% above 18 years of age, the usual age for completing secondary school. In Canada, where compulsory schooling ends at 16 years of age, the coverage rate for 18 year-olds is slightly higher than 50%.

figure 2.17 AGE SPECIFIC ENROLLMENT RATE, 1998



Source: OECD Education at a Glance. See annex for data and notes.

The fact that compulsory schooling in these countries is established in terms of age could lead a significant number of people to leave the system as soon as they reach the age limit, whether or not they have completed secondary education. There is evidence that this phenomenon, although of a small magnitude nationally, is particularly relevant for ethnic and racial minorities. For example, the percentage of youth ages 16-24 who were high school dropouts in 1998 accounts for 12% of this population. While among whites this rate is only 8%, among Blacks it increases to 14%, reaching 30% among Hispanics.[24]

At the same time, higher education has become very important. It is associated with greater access to the labor market and with higher incomes. Indeed, participation in higher education has increased in the USA and in Canada, both in programs that prepare students for advanced research or highly-qualified professions, as well as in those designed for direct entry into the labor market.

24 See the National Center for Educational Statistics of the US Department of Education web site (www.nces.ed.gov).

RESOURCES 3

A country's investment in human capital influences personal and social development, national economic development, and equality of opportunities for citizens. Therefore, the allocation of resources to education is of crucial importance, since it is a key determinant of the magnitude and quality of education services offered. It is important, therefore, to analyze the financial resources that countries dedicate to education in terms of both total investment in education and expenditures on teaching resources.

This chapter is organized as follows: the first part considers the sources (public and private), amounts and allocation of resources between education levels, as well as the relative financial effort countries make in providing education. The second part examines indicators of human resources.

3.1 FINANCIAL RESOURCES

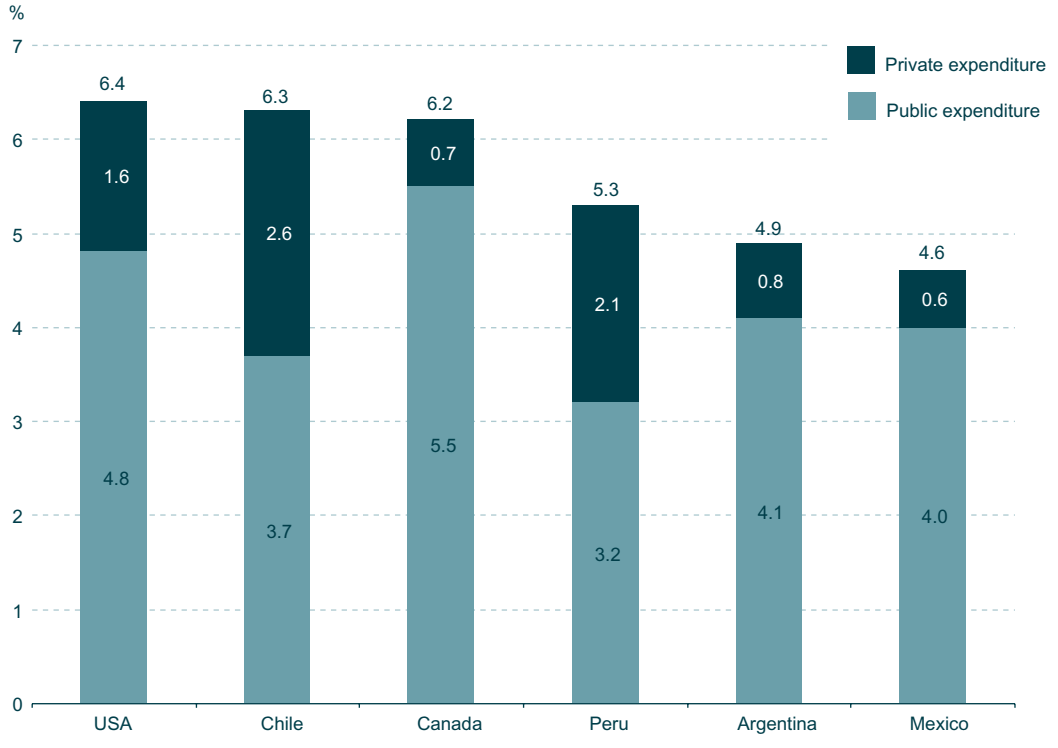
The education that students receive is the result of total national investment that can be quantified, including both public expenditures and private spending by families and other economic actors. Private spending finances not only private education, which is often concentrated in higher education; but it also includes private spending for children enrolled in public education.

TOTAL EXPENDITURES ON EDUCATION

The effort made by countries to finance education is measured by the total resources, both public and private, that they allocate to education in relation to the country's production of goods and services.

Figure 3.1 shows that total expenditure on education varies from 6.4 % of GDP in the United States to 4.6% in Mexico. Only 6 out of 16 countries with information on public expenditure, also have data for private expenditure. This limits regional analysis of total expenditure on education since both figures are required.

figure 3.1 PUBLIC AND PRIVATE EXPENDITURES ON EDUCATION AS A PERCENTAGE OF GDP, 1998



Source: UNESCO/OECD WEI for private expenditure data and for data on US and Canada.
UIS for public expenditure data. See annex for data and notes.

The graph shows that, in the United States, Chile and Canada, the national effort in the area of education, that is to say total expenditure, is around 6% of the GDP. On the other hand, Peru, Argentina and Mexico have a total expenditure of around 5% of the GDP. However, in these two groups of countries, the share of public and private investment differs greatly.

PRIVATE EXPENDITURE

Private spending for education ranges from 2.6% of GDP in Chile to 0.6% of GDP in Mexico. These amounts of private spending mean, in the cases of Canada, Mexico, and Argentina, that private spending only explains between 11% and 16% of total expenditures on education, while in Chile and Peru it reaches nearly 40%. In the case of the United States, accounts for nearly 25% of total spending.

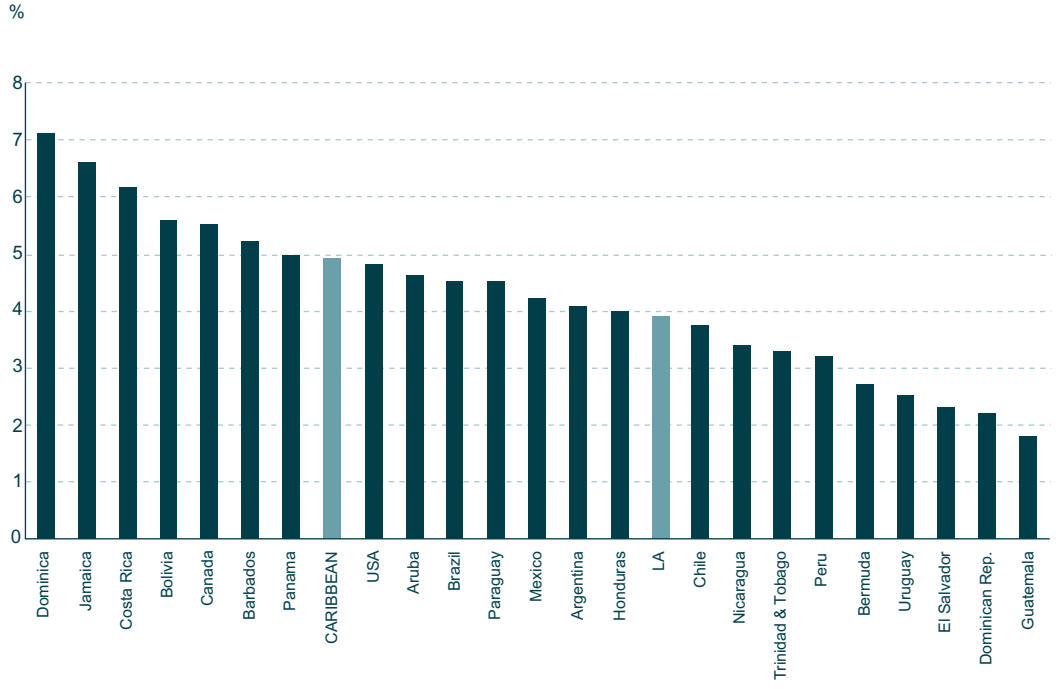
In some cases the addition of private expenditures shows that total expenditure for education varies less between countries than public expenditure alone. That is, private spending tends to have a leveling effect among countries when we measure total expenditures for education. This means that in those countries in which the public share of total expenditure is the lowest (Chile and Peru), private participation in total spending is greater.

Private expenditures for education are a result of both direct family spending on private education, and complementary expenditures made by families in connection with public education. Although public education is usually provided free of charge throughout the region, there is usually some complementary spending by families for the purchase of books and educational materials, clothing, transportation, and feeding for students. In some countries, a portion of these costs is financed with public resources. In others, families supply resources to schools in order to obtain goods or services in addition to those supplied by the public sector (additional investment in infrastructure, equipment or maintenance, contracting teachers for languages or computer training, etc.).

Private spending on public education may have a negative impact on equity. If public education services include within their financing a significant proportion of resources provided by families, such services will tend to be related to the ability to pay of these families. This means that the quality of public education received will depend in part on the family income or wealth, which would contradict the stated objectives of promoting equality of opportunities through public education.

PUBLIC SPENDING ON EDUCATION

PUBLIC EXPENDITURES ON EDUCATION AS A PERCENTAGE OF GDP, 1998 figure 3.2



Source: UNESCO Institute for Statistics and UNESCO/OCDE WEI. See annex for data and notes.

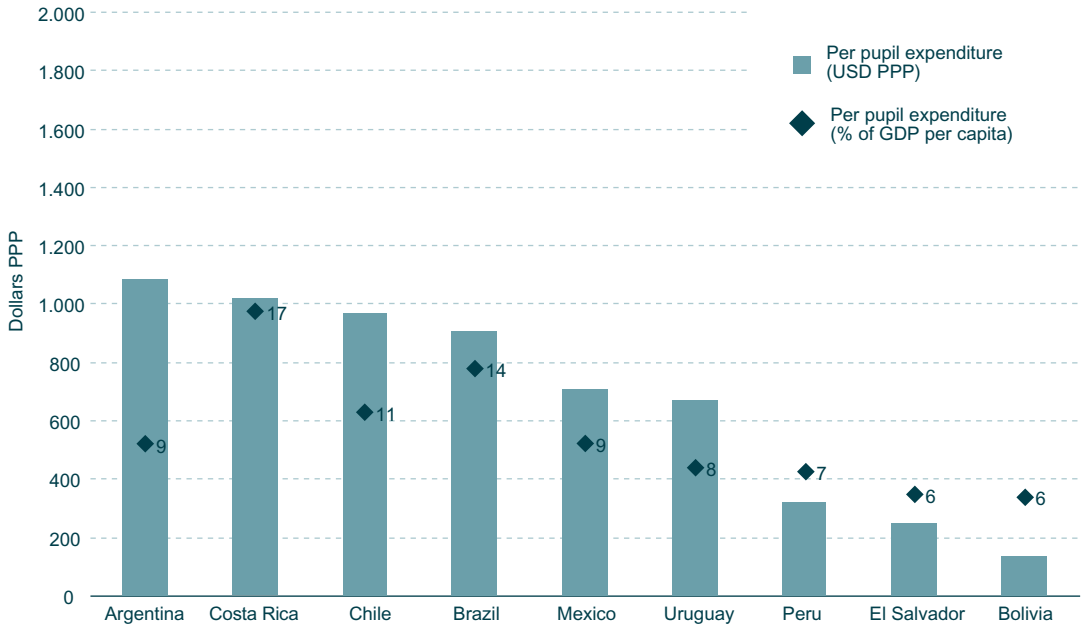
Figure 3.2 shows that for the region as a whole, the average share of GDP devoted to education is 4.2%. Ten countries (Jamaica, Aruba, Costa Rica, Bolivia, Canada, Barbados, Panama, United States, Brazil, and Paraguay) have expenditure levels above the average, while 11 countries (Argentina, Mexico, Chile, The Dominican Republic, Peru, Trinidad & Tobago, Bermuda, Uruguay, Guatemala, Ecuador, and Honduras) record values that are below the observed mean value. The expenditure level for Nicaragua is at the mean.

There are, however, differences between Latin America and the Caribbean in public expenditure as a percent of GDP. Average public spending for education in the Caribbean (5.1% of GDP) is higher than the Latin American average (3.8%) and is distributed differently in each sub-region. Costa Rica (which spends 6.2 % of GDP on education) and Bolivia (5.6 % of GDP) have values that are, in fact, above the Caribbean average. Trinidad & Tobago (3.1% of GDP) and Bermuda (3.0% of GDP) are the only Caribbean countries with public expenditure levels lower than the average for Latin American countries.

Public Expenditure per Student[1]

Per-student expenditure is a factor that directly determines the kind of education offered in a country. Therefore, it is a key element in understanding the state of education. Expenditure per student can be measured in different ways: i) in terms of the goods and services that can be acquired. In this case we use dollars PPP as an standardized measure of purchasing power; and ii) in terms of wealth per-inhabitant (GDP per-capita), and thus, shows the amount of effort the country gives to each of its students according to the country's possibilities.

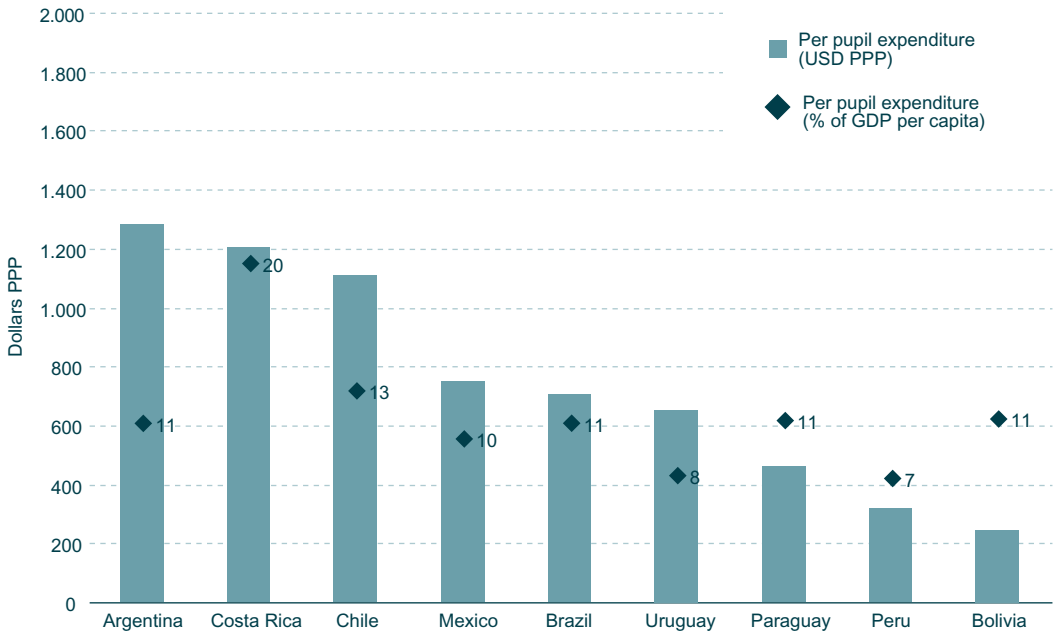
figure 3.3 PUBLIC EXPENDITURES ON EDUCATION PER-STUDENT IN US$PPP AND AS A PERCENTAGE OF GDP PER-CAPITA. PRE-SCHOOL LEVEL, 1998



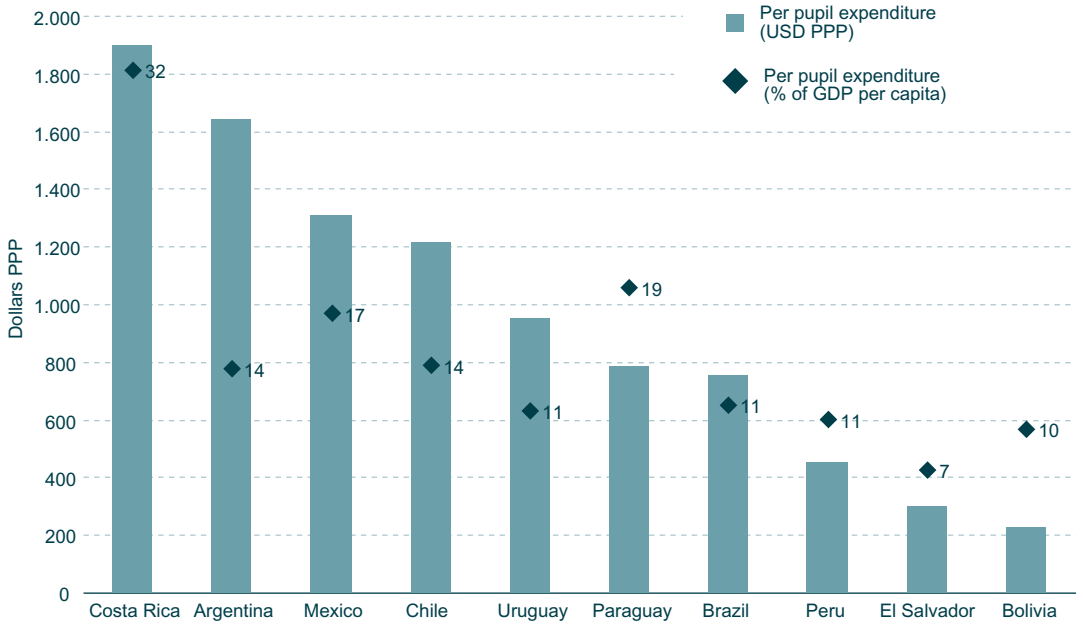
Source: UNESCO Institute for Statistics. See annex for data and notes.

1 Note that these values tend to be smaller than those contained in the WEI Project report (*Teachers for Tomorrow's Schools*) due to differences in the calculating procedures followed by WEI and by the UIS, based on differences in the questionnaires. The former estimates total spending - public and private - per-student using as a denominator total enrollment; the latter uses only public spending divided by enrollment of the educational level. There are also different sources of demographic and financial data.

PUBLIC EXPENDITURES ON EDUCATION PER-STUDENT IN US$PPP AND AS A PERCENTAGE OF GDP PER-CAPITA. PRIMARY LEVEL, 1998 figure 3.4



PUBLIC EXPENDITURES ON EDUCATION PER-STUDENT IN US$PPP AND AS A PERCENTAGE OF GDP PER-CAPITA. SECONDARY LEVEL, 1998 figure 3.5



Source: UNESCO Institute for Statistics. See annex for data and notes.

Public expenditure per student in equivalent US$

There is variation within the region in terms of absolute per-student spending (US$PPP). As shown in figure 3.3, in the case of pre-school programs, per-student expenditures in Argentina, the highest in the region, are US$1,085 PPP, which is 8 times that of Bolivia (US$135 PPP - the lowest in the region). Only 2 countries (Argentina and Costa Rica) have annual per-student expenditures that surpass US$1,000. Three other countries have expenditures of less than US$330 PPP (Peru, El Salvador, and Bolivia).

In the case of primary education, see figure 3.4, Argentina again has the highest per-student expenditure (US$1,279 PPP). This value is 5 times the expenditure of Bolivia (US$247 PPP). Only 3 countries (Argentina, Costa Rica, and Chile) have annual per-student spending that exceeds US$1,000 PPP, while another 3 countries (Paraguay, Peru, and Bolivia) spend less than US$500 PPP. In the case of the United States, annual per-student public spending reaches US$5,487 PPP - nearly 4 times that of Argentina, and about 22 times that of Bolivia. Such relationship is similar to the difference in average GDP per inhabitant of these countries (2.5 and 13 times, respectively).[2]

In the case of secondary education in which the expenditure level tends to be greater, see figure 3.5, per-student spending in Costa Rica (US$1,898 PPP) is more than 8 times that of Bolivia (US$227 PPP). Four countries (Costa Rica, Argentina, Mexico, and Chile) are above the annual US$1,000 PPP per-student level, while another 3 have expenditures of less than US$500 PPP (Peru, El Salvador, and Bolivia). Moreover, annual per-student spending in the United States is US$7,050 PPP, or 4 times more than Costa Rica, and 30 times more than Bolivia, proportions that reflect different levels of GDP.[3]

Public Expenditure per student as percentage of GDP per capita

The level of per-student spending measured in terms of GDP per-inhabitant varies from 6% to 17%. Per-student spending as a percentage of per-capita GDP on the pre-school level in Costa Rica (17%) is almost 3 times that of Bolivia and of El Salvador (6%). Given that the per-capita GDP of Costa Rica is more than twice that of Bolivia, the differences in terms of per-student spending in dollars PPP are even greater, as noted before.

Something similar occurs on the primary level, where the per-student spending in Costa Rica (20%) is again almost 3 times more than that of Peru (7%), considering that Costa Rica's per-capita GDP is nearly 40% greater. At this level of education, the differences in spending around the region are greater than those for pre-school education, and range between 7% and 20% of per-capita GDP.

The most marked differences, however, are at secondary education. The spending of Costa Rica (32%) is also the highest and is more than 4 times that of El Salvador (7%). Per-student expenditures as a percentage of per-capita GDP for the other countries vary between 10% and 17%. These differences at the secondary level probably reflect differences in costs, since higher levels of education usually require more resources such as teachers, laboratories, teaching materials, textbooks and other costs, making secondary education more expensive than primary or pre-primary education.

Most of the countries have per-student expenditures for primary school that are greater than or equal to those of pre-school, and, in secondary greater or equal to expenditures for primary. Brazil is the only country that shows higher per-student expenditures for pre-school education than those of primary or secondary expenditures, although the two are similar. This may mean that pre-school programs in Brazil are principally efforts that are linked to compensatory social policies for the economically disadvantaged. Thus, expenditures for pre-school education in that country include a very broad set of childcare services that are not necessarily present in other countries' programs.

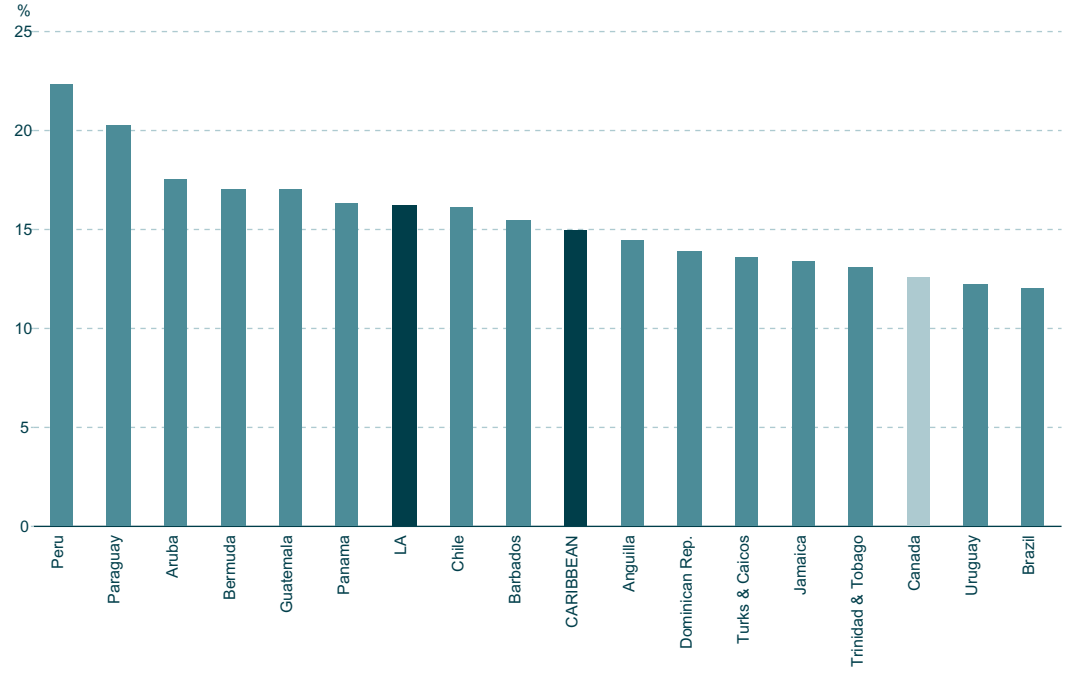
2 The figure corresponding to per-student public expenditures in the United States has been estimated by PRIE using existing information on per-student public spending and participation of public spending in total spending for the primary and secondary levels. This last proportion has been applied to total per-student spending in order to calculate per-student public spending.

3 Data for per-student public spending in the United States has been estimated by PRIE as explained in the note above.

Public spending in education as the percentage of total expenditure

Levels of public spending in education shows differences in the countries' fiscal efforts. This represents the political priority given by the countries to education, expressed by the amount of public expenditure devoted to the sector. Figure 3.6 presents public expenditures for education as a percentage of total public expenditure.

PUBLIC EXPENDITURE ON EDUCATION AS A PERCENTAGE OF TOTAL PUBLIC EXPENDITURE, 1998 figure 3.6



Source: UNESCO Institute for Statistics and UNESCO/OCDE WEI. See annex for data and notes.

The share of total public expenditures dedicated to education varies within the region, with the average level being nearly 15%. Seven countries spend more than the average (Peru, Paraguay, Aruba, Bermuda, Guatemala, Panama, and Chile), while 8 countries (Anguilla, The Dominican Republic, Turks & Caicos, Jamaica, Trinidad & Tobago, Canada, Uruguay, and Brazil) spend less. Barbados is at the regional mean. In general, the Caribbean countries dedicate a smaller proportion of public expenditures to education than do the Latin American countries.

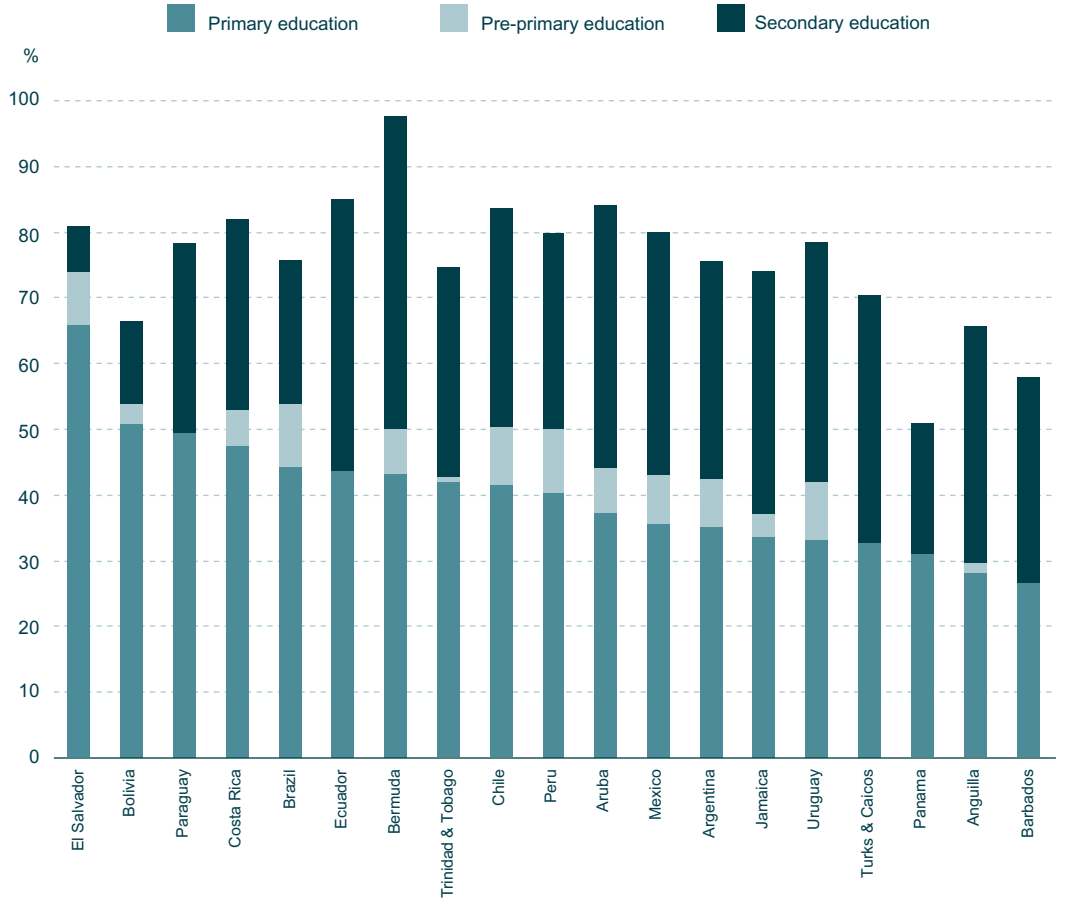
The information concerning cost per student can also be seen as a function of a country's wealth, as we have seen in relation to the size of the public education budget and the level of effort a country makes to finance the education sector. Thus, for example, we can see that, in spite of the high proportion of public spending that Peru dedicates to education (the highest in the region), its levels of expenditure per student are among the lowest. The Chilean case shows public spending on education as a proportion of total public spending to be near the average, although expenditures in Chile is one of the 4 countries in the region with the highest levels of per-student spending.

Something similar occurs with public expenditure expressed in terms of GDP. Thus, Bolivia and Costa Rica have levels of educational spending as percent of GDP around 6%. But their levels of per-student spending are quite different, with that of Costa Rica being among the highest in the region, while that of Bolivia is among the lowest.

Public spending by level of education

Figure 3.7 clearly shows the relative importance of primary education in national public financing efforts. For 9 countries (Bolivia, Paraguay, Costa Rica, Brazil, Ecuador, Bermuda, Trinidad & Tobago, Chile, and Peru), primary education absorbs between 40% and 50% of public spending for education. Only El Salvador has expenditures for this level of nearly 66%. Nine countries (Aruba, Mexico, Argentina, Jamaica, Uruguay, Turks & Caicos, Panama, Anguilla and Barbados) devote between 26% and 37% of education expenditures to the primary level. This allocation is directly linked to the greater coverage of primary education that all countries have achieved. The participation of expenditures in secondary education tends to be smaller, in spite of per-student spending for this level being higher in the majority of cases, reaching 7% in El Salvador and 13% in Bolivia. Bermuda is the country where this level accounts for the greatest part of public spending for education (47%). Five countries (Panama, Brazil, Paraguay, Peru, and Costa Rica) allocate between 20% and 30% of the spending for education to this level; ten countries allocate between 30% and 40% (Aruba, Jamaica, Barbados, Mexico, Uruguay, Anguila, Trinidad & Tobago, Chile, Turks & Caicos, and Argentina), and only two countries (Ecuador and Bermuda) between 40% and 50%.

figure 3.7 PUBLIC EDUCATIONAL EXPENDITURES BY EDUCATIONAL LEVEL, 1998

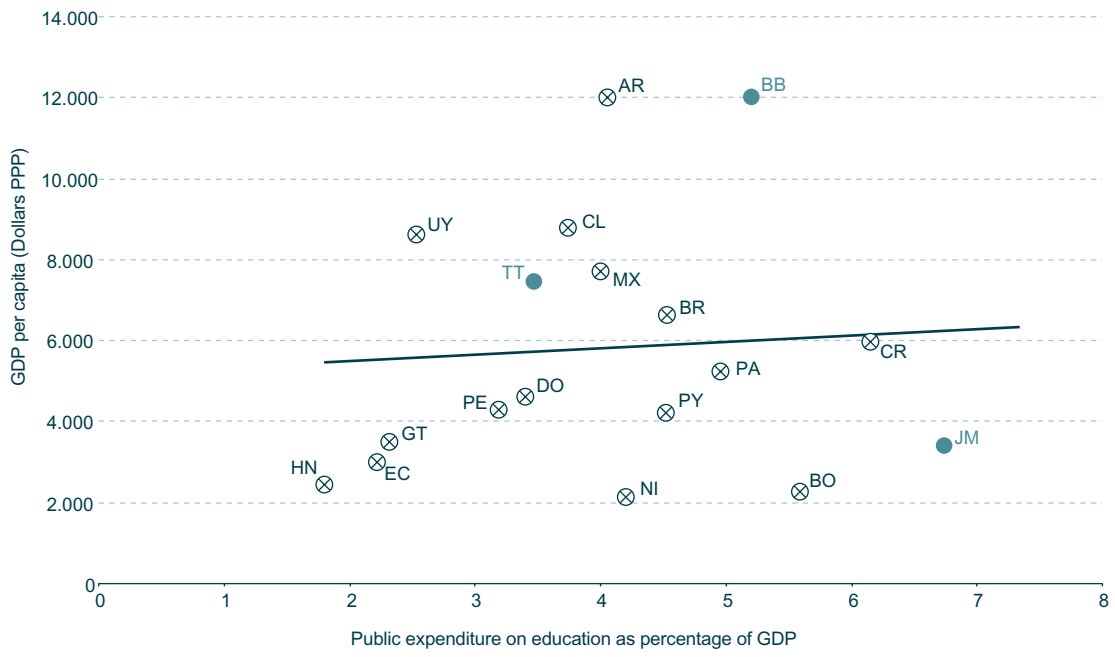


Source: UNESCO Institute for Statistics. See annex for data and notes.

It is important to emphasize that there are differences between the Caribbean and the Latin American countries. In effect, all of the Caribbean countries allocate more than 30% of total spending for education to the secondary level, while most Latin American countries (all except Uruguay, Mexico, and Ecuador) allocate one-third or less of their spending to this level. Thus, the average expenditure in secondary education for the Caribbean is 37% while in Latin America it is 28%.

Public Expenditure on education and National Wealth

Public Expenditure on Education as a Percentage of GDP, and GDP per capita in Dollars $PPP, 1998 figure 3.8

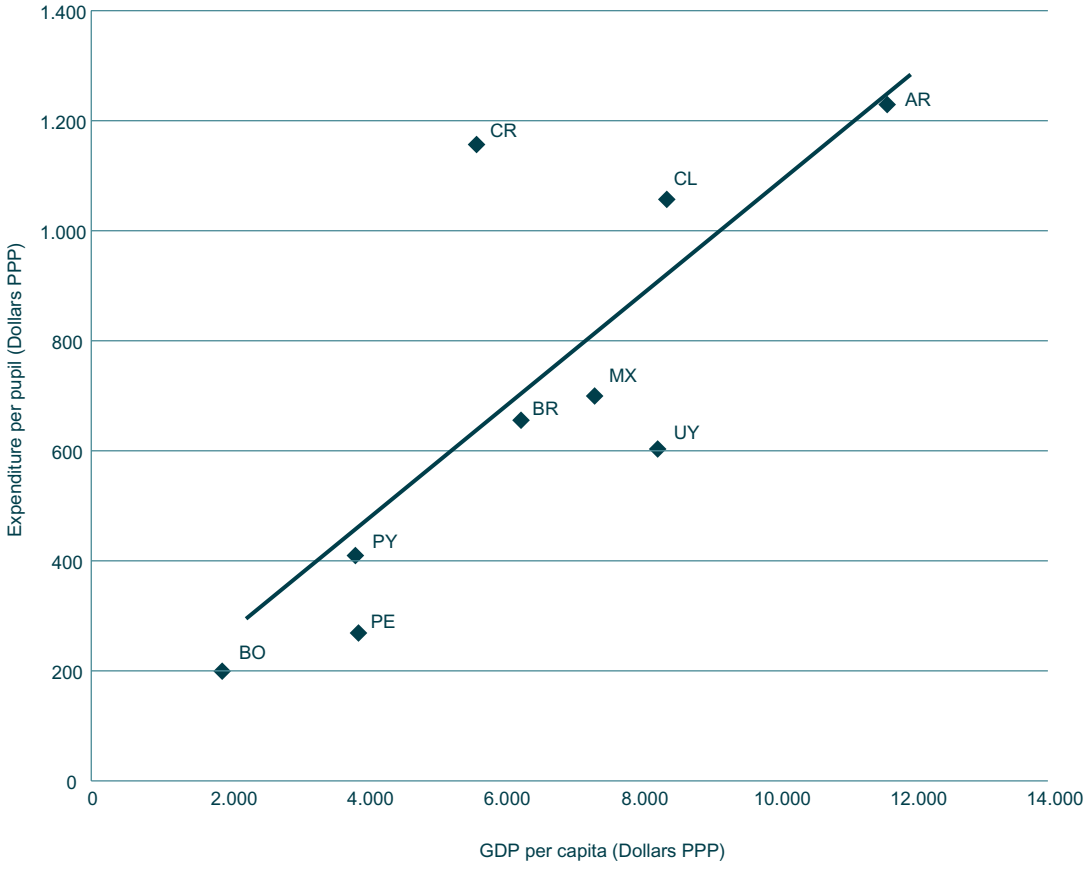


Source: UNESCO Institute for Statistics and The World Bank in UNDP. See annex for data and notes.

It is not possible to establish a systematic relationship between countries' production of goods and services (measured by GDP per-capita) and public expenditures on education. Public expenditure on education exhibits significant variation, even among countries with similar levels of per-capita wealth, as demonstrated in Figure 3.8.

For example, Honduras, Nicaragua, and Bolivia have similar levels of per-capita GDP, but levels of public spending on education that range from 2% to near 6% of GDP. On the other hand, the case of Jamaica, compared to two countries with similar levels of per-capita wealth (Guatemala and Ecuador) shows even more variation, since these two Latin American countries dedicate a little more than 2% of their GDP to education, while Jamaica is close to 7%. Finally, among the countries with the highest levels of per-capita wealth, as for example, Argentina and Barbados, the differences in public expenditures for education as a percentage of GDP are smaller.It is also not possible to establish a relationship between the level of wealth of the countries, as indicated by GDP per capita, and the level of expenditure per student as percentage of per capitaGDP. As in the above-mentioned case, expenditure per student varies even among countries with similar levels of wealth. For instance, countries as El Salvador, Paraguay y Peru have per capita GDP around US$4,000. However, their expenditure per student in secondary level is quite different: 7.5% of the GDP per capita in El Salvador, 10.6% in Peru, y 18.5 % in Paraguay. Moreover, the proportion of public expenditure given to education also appears to be independent of levels of wealth of a country as well.

figura 3.9 **GDP PER CAPITA AND EXPENDITURE PER PUPIL IN PRIMARY EDUCATION, 1998**



Source: World Bank & UNESCO/OECD WEI

However, as shown in figure 3.9. there is a strong relationship between level of wealth of a country and expenditure per student in US$PPP. That is, countries with higher levels of GDP per capita spend more per student in primary education, in absolute values, than do countries with lower levels of wealth. We also observe this relationship in the case of pre-primary and secondary education, although we observe certain variability in all levels. Countries with similar levels of wealth present different levels of expenditure. For instance, Chile and Uruguay have around US$8,500 PPP in GDP per capita. However, they spend US$1,216 PPP and US$951 PPP per student in primary education respectively. On the other hand, countries that spend the around the same may have different levels of wealth. While Argentina has a GDP per capita of US$12,000 PPP, Costa Rica has less than US$6,000 PPP. However, Both Argentina and Costa Rica spend around US$1,200 PPP per student in primary education.

In summary, we might conclude that although the level of wealth of the country does not influence in public investment in education in relative terms (as the percentage of GDP, and as a percentage of the GDP per capita), it does in terms of the investment per student in absolute terms (dollars PPP). However, this does not mean that the level of economic development of a country is a rigid determinant of how much a country spends per student (in absolute values) since there are countries that spend more than what would be expected given their level of wealth.

In general, investing in human resources in education means investing in teachers. There is an increasing recognition of the importance of teachers in improving the quality of education systems, at the same time that it is expected that teachers will increasingly respond to growing social demands. However, this higher expectation is not always accompanied by increased resources.[4]

In order to analyze investments in teaching resources, two indicators are used: the number of students per-teacher by level of education, and starting salaries of teachers as a percentage of GDP per capita. These indicators cast light on how financial resources are transformed into human resources, and the effort a country makes to maintain its education system.

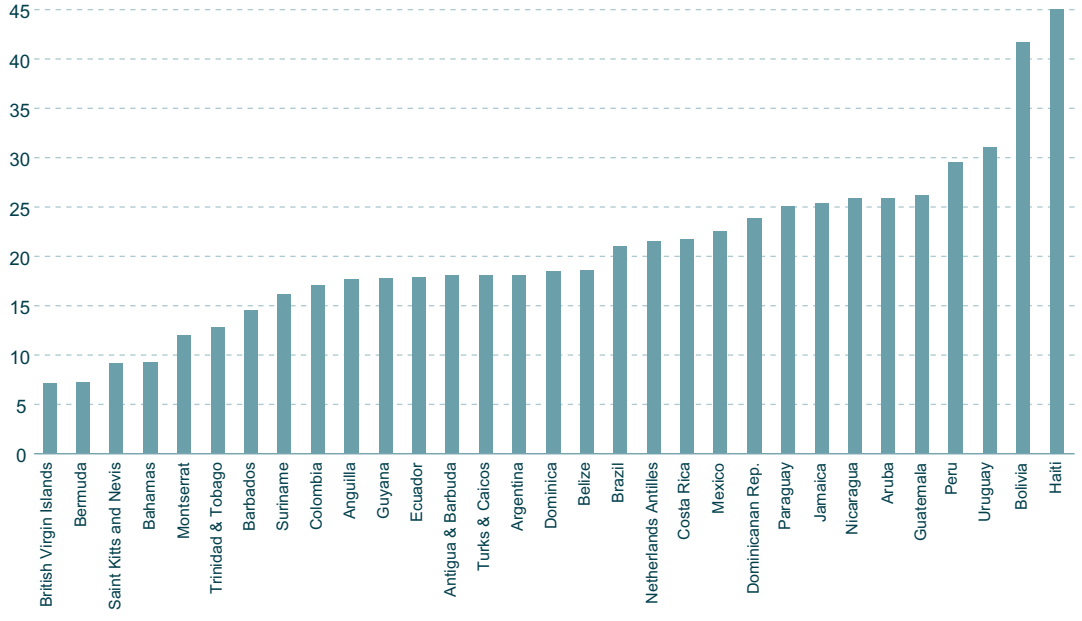
Student/Teacher Ratio

Teachers are the most important resource in the teaching and learning process, even though technological changes have transformed the labor market, and education to some degree, through the use of computers and new technologies. The number of students per-teacher is, therefore, an important measure, since it both represents the resources that a country is willing to invest in education in terms of human resources, and it is a proxy for the work load of teachers.

Although the number of students per-teacher and the average size of classes are sometimes taken to be equivalent, they are in fact distinct. The size of a class depends on variables that include teacher working hours, the division of teachers' tasks between teaching and administration/support, the number of teachers responsible for each class, the curriculum, infrastructure, etc., while the number of students per-teacher reflects the magnitude of human resources dedicated to education. Thus, for example, the presence of specialist or auxiliary teachers will affect the student/teacher ratio without influencing the size of classes.

Even though the greatest variations occur at the pre-school level, there are great differences in student/teacher ratios among countries in the region at all levels of education. Figures 3.10, 3.11, and 3.12 show the student/teacher ratios for the three education levels.

Number of students per-teacher in Pre-school Education, 1998 figure 3.10



Source; UNESCO Institute for Statistics. See annex for data and notes

4 See, OECD/UNESCO, *Teachers for Tomorrows Schools. Analysis of the World Education Indicators* 2001

figure 3.11 NUMBER OF STUDENTS PER-TEACHER IN PRIMARY EDUCATION, 1998

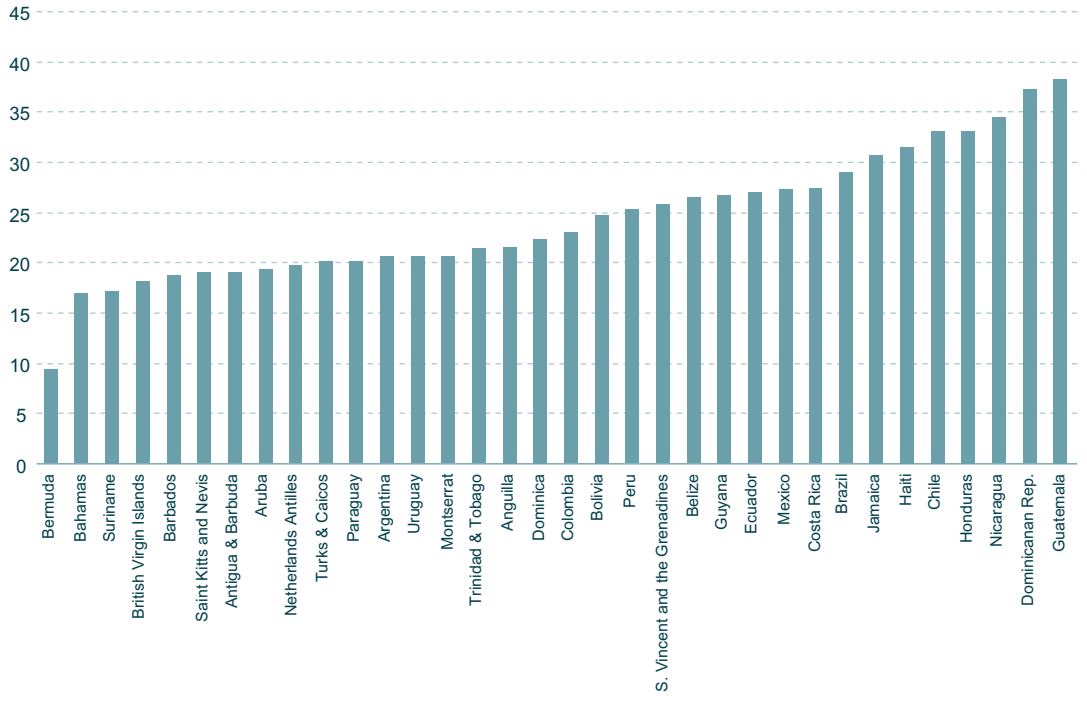
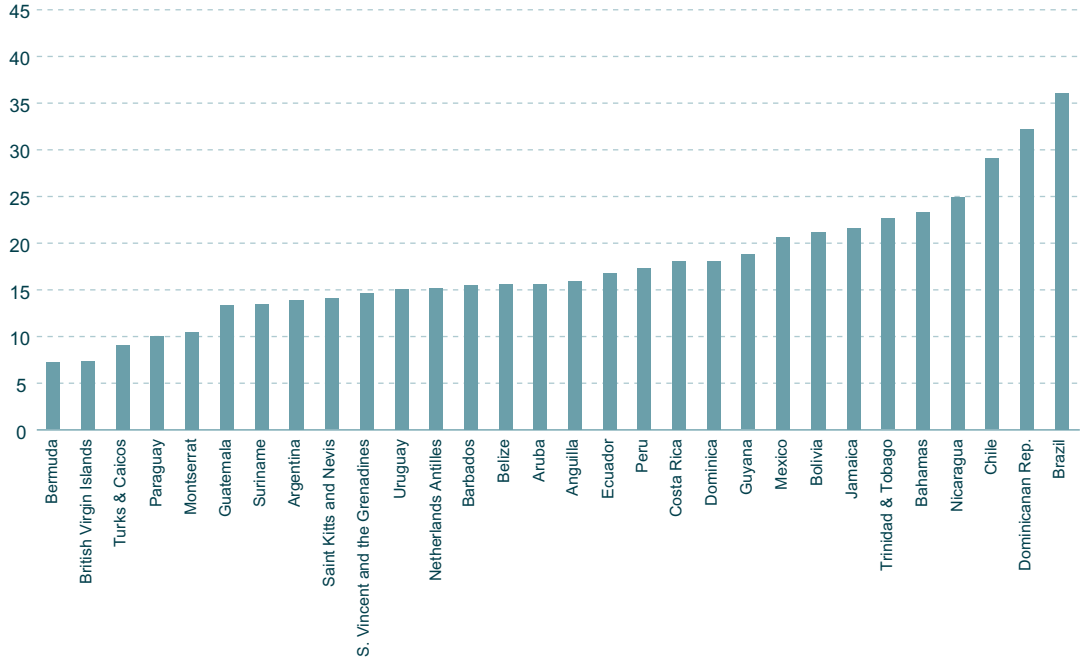


figure 3.12 NUMBER OF STUDENTS PER-TEACHER IN SECONDARY EDUCATION, 1998



Source; UNESCO Institute for Statistics. See annex for data and notes

At the pre-school level, student/teacher ratios vary from 7 in Bermuda and British Virgin Islands to 45 in Haiti. This suggests that, holding other variables as constant, Bermuda and British Virgin Islands invest more resources in pre-primary education than does Haiti. Most countries have between 15 and 25 students per-teacher at the pre-school level. In general, the Caribbean countries have fewer students per-teacher at this level than the Latin American countries.

At the primary school level, the number of students per teacher ranges from 9 in Bermuda to 38 in Guatemala. Eleven countries have less than 20 students per-teacher at this level, all being in the Caribbean, with the exception of Colombia. Sixteen countries have between 20 and 30 students per-teacher. Seven countries have more than 30 students per-teacher.

Student-teacher ratios are somewhat lower at the secondary education level than for primary education, although the range is approximately the same. The figures vary from 7 students per-teacher in Bermuda and the British Virgin Islands to 36 in Brazil. Just as for the pre-primary level, most of the countries have between 15 and 25 students per-teacher in secondary education.

In order to estimate the actual teaching workload it is necessary to analyze this indicator in light of school hours, since a smaller number of students per-teacher may be combined with a larger number of school hours. For example, in primary education in the group of countries that have 20 or fewer students per-teacher, there are two countries with more weekly hours of primary instruction: the British Virgin Islands (33 hours) and St. Kitts & Nevis (40 hours). This means that although a teacher has a smaller load in terms of students, he or she has, in theory, a heavier workload. On the other hand, in countries such as Suriname, Aruba, and the Netherlands Antilles, which have fewer than 20 students per-teacher and around 23 hours of instruction weekly, teachers work fewer hours than in St. Kitts & Nevis, since they have a shorter working day and a lower student/teacher ratio.

On the other hand, in countries such as Nicaragua and Ecuador that have 27 and 34 students per-teacher, respectively, teachers work an average of 30 hours a week. Therefore, teachers not only have more students; they also have a larger number of working hours.

In theory, the smaller the student/teacher ratio, the greater the cost of investment in education, since personnel costs are the most important item of expenditure on education. This relation, however, is more complex than it seems. The level of coverage and the magnitude of enrollment by education level are key to analyzing the size of investment in education and, consequently, the real effort a country makes for this sector. Thus, it is possible to argue that a strategy to increase coverage or to cope with a larger number of students consists in having larger classes, which leads to a greater number of students per-teacher. Table 3.1 shows student/teacher ratios, coverage for primary education, represented by net enrollment rates, and the relative size of enrollment measured by gross enrollment rates, for the countries of the region.

table 3.1 **NUMBER OF STUDENTS PER-TEACHER AND NET AND GROSS ENROLLMENT RATES IN PRIMARY EDUCATION, 1998**

Country	Students/ Teacher	Net Enrollment Rate	Gross Enrollment Rate
Guatemala	38	83	102
Dominicanan Rep.	37	87	133
Nicaragua	34	80	105
Chile	33	88	106
Haiti	31	80	152
Jamaica	31	92	98
Brazil	29	98	154
Costa Rica	27	92	108
Ecuador	27	97	113
Guyana	27	101	102
Mexico	27	102	114
Belize	26	99	113
Bolivia	25	101	118
Peru	25	103	126
Colombia	23	87	120
Argentina	21	107	107
Trinidad & Tobago	21	93	102
Uruguay	21	92	113
Netherlands Antilles	20	97	117
Paraguay	20	92	115
Bahamas	17	87	93

Source: UNESCO Institute for Statistics. See annex for data and notes.

Paradoxically, the countries with the largest student/teacher ratios (more than 30 students per-teacher) such as Guatemala, the Dominican Republic, Nicaragua, Chile, Haiti, and Jamaica, are the countries that have the lowest net coverage at the primary level. That is, although a greater number of students per teacher might be associated with greater net coverage, countries such as Guyana, Mexico, Bolivia, Peru, and Argentina have a net coverage of 100% with fewer than 27 students per-teacher. It is worth noting that in general, the student/teacher ratio has no relationship with the total volume of students enrolled (gross enrollment rates) nor with the size of the school lag, that is the difference between the gross and net enrollment rates.

In Guatemala and Dominican Republic we can observe that a large number of students per teacher and a small net coverage is accompanied by a large number of enrollment in late ages (school lag). The large student/teacher ratio is justified by the fact that it is needed in order to serve all children enrolled at this level. In the case of Colombia and Bahamas, countries that have a net coverage of less than 90%, present student/teacher ratios that are relatively low for the region (23 and 17, respectively). This means that the 10% of children of the age to attend primary school who are outside the system could be included without this having a significant impact on the student/teacher ratio.

In interpreting student/teacher ratios, there is an implicit assumption that improvement in this indicator - a decrease in the student/teacher ratio that involves greater investments in human resources (all other variables remaining constant) - represents a positive effort. This is so because there is a tendency to interpret low student/teacher ratios as synonymous with better quality education. Nevertheless, there is a debate on this point seen as indicator of class-size. While some studies suggest that smaller student/teacher ratios contribute

to improving the quality of education, other research concludes that there is no relation between these two variables.[5] analyzed several statistical studies on this relationship and concluded that in only 15% of the studies was the relationship between student/teacher ratios and the quality of education a robust one. However, studies in the OECD countries show that, in general, smaller classes allow teachers to use their instructional time better, use alternative teaching methods, be more creative and innovative, assess students with greater frequency, and better organize their classes. In addition, it is not sufficient to focus attention on class size if we do not consider other parallel changes such as teaching methods and classroom organization as well.[6] On the other hand, countries with high coverage and a lower student/teacher ratio like Argentina, Bolivia y Peru could use this as an opportunity to optimize their investments in their education systems by increasing teachers' work load and, thus reallocate resources to other educational needs.

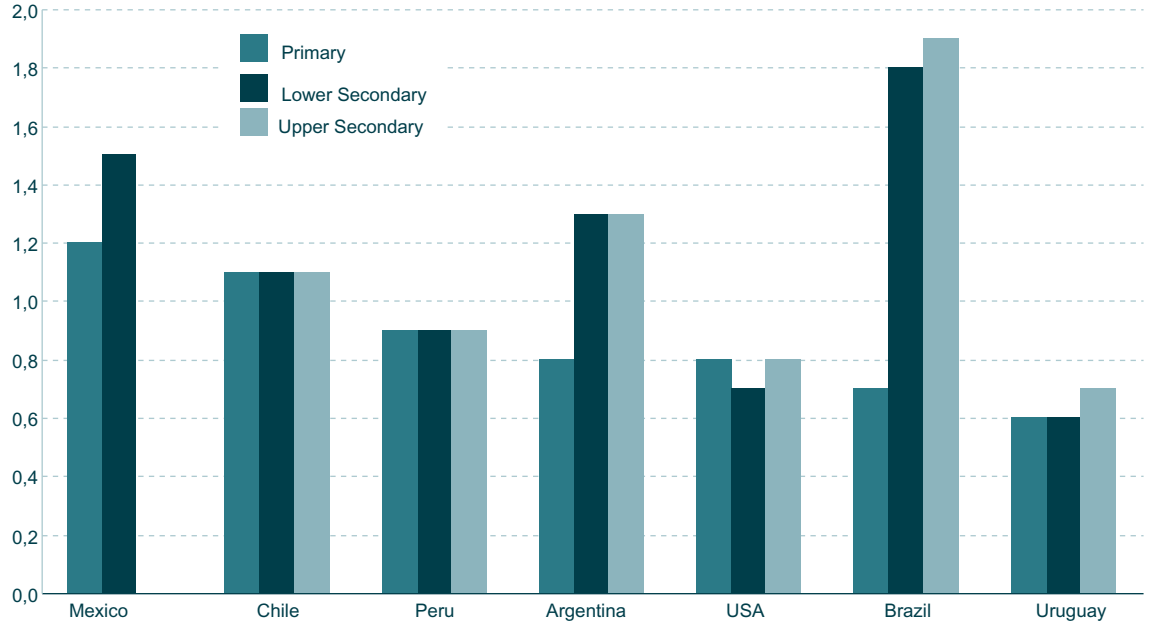
From the point of view of equity, it is important to emphasize that this indicator represents the national average of the number of students per teacher. The indicator does not allow us to cast light on inequalities within countries: differences by levels of income and/or geographic areas. Moreover, many countries have regulations that fix minimum and maximum numbers of students per classroom, which influences the student/teacher ratio.

Teacher Salaries

Teacher salaries, and the pay scales that indicate the possibility of receiving increases in pay during their professional careers, are the primary material incentives for attracting and keeping good professionals in the education system. The quality of teachers is key for delivering quality education. It is for this reason that most countries seek to reconcile their budgetary restrictions with the need to have qualified and well-paid teachers. According to the UNESCO/OECD[7] the temptation to reduce education costs by increasing the number of students per class and/or increasing teacher working days, while reducing qualification standards and salaries, is prejudicial to the development of national education systems.

The indicator of starting teacher salary as a percentage of per-capita GDP shows countries' effort in paying their teachers. Figure 3.13 shows this indicator for different levels of education. In primary education, Mexico is the country in which the starting teacher salary is highest in relation to per-capita GDP (1.2 times), while Uruguay presents the lowest relationship (0.6 times).

STARTING TEACHER SALARIES AS A PROPORTION OF PER-CAPITA GDP, BY LEVEL OF EDUCATION, 1998 figure 3.13



Source: UNESCO/OECD WEI. See annex for data and notes.

5 Hanushek See, Eric Hanushek, *The Evidence of Class Size*, University of Rochester, Rochester, NY, 1998.
6 See, OECD/UNESCO, *Teachers for Tomorrow's Schools. Analysis of the World Education Indicators* 2001.
7 Ibid.

At the lower secondary education level, teacher salaries range from 0.6 times per-capita GDP in Uruguay to 1.8 times in Brazil. In three countries (Uruguay, Chile, and Peru), we note the same salary levels for lower secondary as in primary education. In Argentina, Brazil, and Mexico, starting salaries are higher for this level. In the United States, teacher salaries in lower secondary education are less than for primary education. These differences may be related to the qualifications required to teach in primary and in secondary education. For example, a primary school teacher in Brazil does not need a higher education degree, while for lower secondary and upper secondary, a higher education degree is required. This results in higher salaries for teachers at these levels. In the United States, both primary and secondary teachers must have the same level of initial training - a higher education degree - which explains why salary differences are related more to a greater or smaller supply of particular professionals in the market than to the level of a teacher's qualifications.

At the upper secondary education level, salaries range from 0.7 times GDP per capita in Uruguay to 1.9 time in Brazil. At this highest level of secondary education, we note that in three countries (Brazil, the United States, and Uruguay), salary levels are higher than for lower secondary education; in three other countries (Argentina, Chile, and Peru), salaries are the same for both levels.

Although the indicator of teachers' salaries as percent of GDP is useful for comparing the level of effort a country needs to make to pay its teachers, absolute salary levels of teachers depend on the wealth of a country. Although in relation to per-capita GDP, the starting salary of a teacher in the United States (0.8 times) is lower than in Chile (1.1 times), the salary in US$ PPP in the United States is considerably higher than in Chile, since per-capita GDP in the United States is 4 times of that in Chile.

Table 3.2 shows the starting salaries of teachers in US$ PPP for different levels of education.

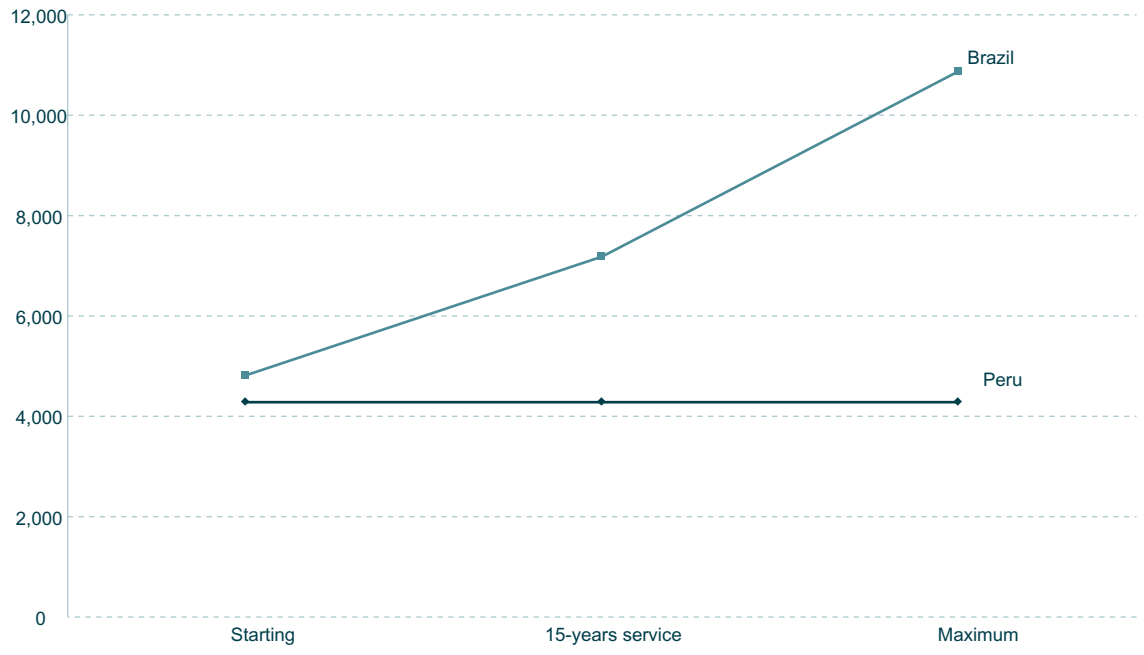
table 3.2 **STARTING SALARIES OF TEACHERS IN US$ PPP, BY LEVEL OF EDUCATION, 1998**

Country	Primary	Lower Secondary	Upper Secondary
Argentina	8,906	14,426	14,426
Brazil	4,818	11,970	12,598
Chile	9,067	9,067	9,067
Mexico	10,465	13,357	n.a.
Peru	4,282	4,282	4,282
Uruguay	5,241	5,241	5,703
USA	25,707	25,155	25,405

Source: UNESCO/OECD WEI. See annex for data and notes.

Another incentive for attracting good professionals to the education system is the possibility that teachers can receive salary increases during their careers. But these increases may originate from different factors that the countries themselves define, such as time of service, performance, geographic location, or changes in functions as teachers take on administrative tasks. Figure 3.14 compares differences in salaries for primary education in Brazil and Peru.

SALARIES OF PRIMARY SCHOOL TEACHERS WITH MINIMALLY-REQUIRED TRAINING, 1998 figure 3.14



Source: UNESCO/OECD WEI.

Salary structures for primary school teachers with the minimum required training in Brazil and in Peru are quite different. In Brazil, the starting salary of a teacher is approximately US$5,000 PPP, which after 15 years of service reaches approximately US$7,000 PPP, and at the end of a teacher's career is about US$11,000 PPP. In Peru, the salary remains constant throughout the teacher's professional career - approximately US$5,000 PPP per-year.

This means that, while in Brazil there are incentives linked to time of service in order to retain teachers in the education system, in Peru the probability that teachers will remain is much smaller, unless they improve their qualifications and thus advance to another salary category.

QUALITY 4

A basic dimension to consider in order to understand the state of an education system is the quality of the education that it offers. Concern for quality is a recent development in the region, and is now one of the focal points of countries' education policies and efforts.

Just as for any other service, *quality* is expressed in a number of ways and is associated with a wide set of factors that explain it. In the region, the concern for quality has centered on students' academic achievement at different stages of the formal education cycle and, in some cases, in the development of studies of factors that may explain such achievement levels. Therefore, emphasis has been placed on obtaining information on differences in the quality of education in order to understand and to confront existing inequalities within the education systems of each country.

This chapter looks exclusively at the assessment mechanisms that measure the quality of the education systems of countries rather than assessment mechanisms oriented towards individual evaluation linked to entry into particular levels of education. It is structured as follows: the first part analyzes existing national systems for the evaluation of educational quality; the second part examines the experiences of countries of the region in participating in international comparative assessments and considers their results; finally, it describes the initiatives that have been developed for evaluating educational quality, placing emphasis on the participation of countries of the region.

4.1 NATIONAL SYSTEMS FOR THE ASSESSMENT AND MEASUREMENT OF QUALITY

In recent decades, most countries in the region have changed the emphasis of public education policy. In particular, as a result of the great expansion of coverage of primary education, there has been increasing interest in quality and equity. This new focus has resulted in the development of a number of strategies that seek to influence the quality of education directly. Countries have developed national systems for measuring, monitoring, and assessing the quality of education, through the application of standardized tests, in order to provide information to guide policy and decision-making.

The majority of the countries in Latin America and some of the Caribbean have national systems for the assessment of the quality of education. Table 4.1 presents the similarities and differences among the countries.

table 4.1 NATIONAL SYSTEMS OF ASSESSMENT OF THE QUALITY OF EDUCATION

			Areas					
Country	Initial year	Grades*	Language	Mathematics	Social Sciences	Natural Sciences	Religion	All
Argentina	1993	3, 6 y 8	X	X	X	X		
Barbados	1990	n.a.	X	X	X	X	X	
Belize	1990	4	X	X	X	X	X	
Bolivia	1995	1, 3, 6, 8 y 12	X	X				
Brazil	1990	4, 8 y 11	X	X	X	X		
Cayman Islands	1981	n.a.	X	X	X	X	X	
Colombia	1991	3, 5, 6 y 9	X	X				
Costa Rica	1995	3, 6 y 9	X	X	X	X		
Chile	1988	4, 8 y 10	X	X	X	X		
Dominican Republic	1992	8 y 12	X	X	X	X		
Ecuador	1996	2, 6 y 9	X	X				
El Salvador	1994	3, 6, 9 y 10	X	X	X	X		
Guatemala	1997	n.a.	X	X				
Guyana	1992	n.a.	X	X	X	X	X	
Honduras	1997	3 y 6	X	X				
Jamaica	1990	4 y 6	X	X	X	X	X	
Mexico	1995	1 a 9						X
Nicaragua	n.a.	2 a 4, 6, 10, 11 y 12	X	X				
Panama	n.a.	3, 6, 11 y 12	X	X	X	X		
Paraguay	1995	3, 6, 11 y 12						X
Peru	1996	4 y 6	X	X	X	X		
Saint Lucia	1990	3 y 5	X	X	X	X	X	
Uruguay	1996	6	X	X				
Venezuela	1997	3, 6 y 9	X	X				

*Grade identification corresponds to national classification, and tests are not necessarily given to all grade levels simultaneously.
N/A.: not available

Source: PRIE, based on information provided by the Latin American Laboratory for Assessment of the Quality of Education.

Caribbean countries have started to develop their national assessment systems in the 90's. These countries have a long tradition in applying standardized exams with the purpose of regulating admission to secondary and higher education. This is because most Caribbean countries are part of the *Caribbean Examinations Council* (CXC), an organization that coordinates the application of these entrance exams and establishes an assessment standard for the Caribbean.

In a similar manner, most of the Latin American countries have started their national assessment systems at the beginning of the 90's. In Latin America there are also examinations for admission to higher education. In contrast to the Caribbean, however, in Latin America these are applied individually by each country and, in most cases, individually by each university.

Most Latin American countries place special emphasis on measuring achievement levels at the 3rd or 4th grades of primary school (when, presumably, children have mastered reading, writing, and basic mathematics). Only some of the Caribbean countries have, in the last decade, begun to measure academic achievement in primary education.

Few countries gather information that would make it possible to study the relationship between test results and factors such as teacher training, compensatory programs for children who are below grade, curricular design, targeting of pedagogical support or others that influence academic performance. This limits the analysis of the test results and consequently, their usefulness to guide the design of strategies to improve children's achievement levels.

PARTICIPATION IN INTERNATIONAL STUDIES 4.2

Although most countries, both in Latin America and in the Caribbean, have now developed national quality assessment systems, there has been little information that measures educational performance in relation to international comparable indicators. In general, there are isolated experiences of participation in international standardized tests that seek to measure the quality of different education systems and which have been developed either by individual countries or institutions in the developed world.

TIMSS

The *Third International Mathematics and Science Study* (TIMSS) is a test developed by the *International Association for the Evaluation of Educational Achievement* (IEA) and is designed to assess achievement levels in mathematics and science at different grades[1].

The first comparative experience that included a Latin American country was during 1994-1995, with the participation of 41 countries[2] from throughout the world, including the United States, Canada, and Colombia. This test measured learning achievement for mathematics and science in the 4th and 8th grades.

In the second experience, carried out between 1998 and 1999 (TIMSS-R), 38 countries[3] participated, again including the United States and Canada, and this time with Chile as the only Latin American country participating. This study measured achievement of 8th grade students in mathematics and science.

1 These studies are, in a larger scale, a continuation of international Math and Science studies started in 1959 by IEA (TIMMS 1999, International Science Report).

2 Australia, Austria, Belgium, Bulgaria, Canada, Colombia, Cyprus, Czech Republic, Denmark, England France, Germany Greece, Holland, Hong Kong, Hungary, Iran, Ireland, Iceland, Israel, Italy, Japan, Korea, Kuwait, Latvia, Lithuania, Norway, New Zealand, Portugal, Rumania, Russia Scotland, Singapore Slovak Republic, Slovenia, Spain, South Africa, Sweden, Switzerland, Thailand, USA.

3 Australia, Belgium, Bulgaria, Canada, Chile, Cyprus, Czech Republic, England, Finland, Holland, Hong Kong, Hungary, Indonesia, Iran, Israel, Italy, Japan, Jordan, Korea, Latvia, Lithuania, Malaysia, Macedonia, Morocco, Moldavia, New Zealand, Philippines, Slovak Republic, Slovenia, Rumania, Russia, Singapore, South Africa, Thailand, Taipei, Tunisia, Turkey, and USA.

In both studies, it is possible to observe that Canada and the United States obtained scores equal to or above the international average in all the tests, and that both improved their positions relative to 1994. For their part, the Latin American countries (Colombia and Chile) recorded performance substantially below the international average and were ranked among the last countries.

The results of these tests reflect not only disparities that exist within the region; they also reveal the gaps that exist between the developed and the developing world.

ALS

Another experience involving quality of education, and comparable at the international level, is the study called the *International Adult Literacy Survey* (IALS), developed by the OECD. This study, carried out between 1994 and 1998, assessed the level of functional literacy of the population between 15 and 65 years of age in terms of ability to read prose, documents, and quantitative material.

Twenty countries, most of which belong to the OECD,[4] participated in the study through different cycles of data collection. Among these were three countries from the region: Canada and United States, with Chile as the only Latin American participant.

The results showed the same pattern as that seen in the TIMSS. In general, the more-developed countries had higher scores, although the differences were smaller than in TIMSS. Canada and the United States had high results in all areas assessed, although there were differences between them in favor of Canada. Chile obtained lower scores than the international mean in all the areas assessed.

Interpretation of the results requires taking into account the methodology of the study. It establishes 5 competence levels for each of three areas analyzed, in which the scores indicate the probability of assuring the necessary skills for each level. In this sense, the average score indicates a very high probability of assuring the most basic competence level, a high probability to assure the following one, and a 50% probability for the third level, and smaller in the next levels.

Given the results, Chile would have difficulties in assuring skill levels above the most elementary in all three areas observed. The results for Canada and the United States were similar, corresponding to the top three levels of complexity of the test instrument.

Latin American Laboratory for Evaluation of the Quality of Education

The Latin American Laboratory for Assessment of the Quality of Education is a network of national systems for measuring the quality of education in Latin America. It was created in 1994 and is coordinated by the UNESCO Regional Office of Education for Latin America and the Caribbean.

In 1997, the Laboratory developed the First International Comparative Study of Language, Mathematics, and Associated Factors for Children in the Third and Fourth Grades of Primary Education. Thirteen Latin American countries[5] participated.

This study, the largest in the LAC region in terms of the number of countries covered, shows that, with the exception of Cuba, there are no large differences in results obtained by the countries. In fact, the differences between those countries in second and in last place are relatively small, both in mathematics and in language.

There is a clear positive association, however, between achievements in the two subjects tested: higher achievement in mathematics is accompanied by higher achievement in language.

If we link these results to what we know regarding studies such as TIMSS and IALS, we may assume that greater Latin American participation in the two worldwide tests would have shown results close to those that were achieved by the countries of the region that did participate. Unfortunately, this suggests that the other Latin American countries would have had low scores and, as a consequence of that, would have occupied low positions in those rankings as well.

4 Australia, Belgium, Canada, Czech Republic, Chile, Denmark, Finland, Germany, Hungary, Holland, Ireland, Norway, New Zealand, Poland, Portugal, Slovenia. Sweden, Switzerland, United Kingdom, and USA.

5 Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica (results not published), Cuba, Dominican Republic, Honduras, Mexico, Paraguay, Peru, and Venezuela.

The Laboratory, in its study, considered that it was not sufficient to determine levels of student achievement if this was not accompanied by a more exhaustive analysis that would help explain the results in the light of particular variables that are linked with education. This kind of analysis can furnish information to support and guide decision-making concerning the allocation of resources and strategies to improve the quality and equity of education.

Thus, by analyzing factors associated with academic achievement, the Laboratory has identified some variables that significantly influence such achievement. This analysis points to variations in achievement levels according to the residence of students (cities with more than 1 million inhabitants, other urban areas, and rural areas), as well as the type school administration (public vs. private). These variations in achievement tend to diminish, and in some cases to disappear, when comparisons are made for population groups with equivalent social and cultural characteristics[6], and even more so when they are subject to similar pedagogical processes.[7]

Moreover, the Laboratory has identified an "ideal" school profile; that is, a school that makes possible higher levels of achievement for its students. Such a school is characterized by encouraging an adequate environment that fosters respect and harmonious relations between students and in the classroom, and that recognizes and values heterogeneity among students. In regard to teachers, in an ideal school they would have initial post-secondary training, perceive their pay as adequate, and dedicate themselves to teaching in one school only. Finally, it is important that parents be involved in activities of the school community and that schools have libraries with materials in sufficient quantity and of sufficient quality.

NEW INITIATIVES 4.3

New initiatives are currently being developed in the area of assessment of learning achievement. Most of them are studies designed by international agencies of developed countries, although in contrast to previous experiences, a larger number of countries from the region have shown interest in participating.

An example is the *Programme for International Student Assessment* (PISA) developed by the OECD which measures how acquisition of knowledge and skills in 15 year-old young people permits them to participate in society. Argentina, Brazil, Chile, Mexico, and Peru are already participating in this study. Moreover, the OECD is carrying out a second study on information technologies in education called *Information and Communication Technologies*.

In addition, during 2002, the OECD and Statistics Canada will develop the *Adult Literacy and Lifeskills* (ALL) international study. This will seek to measure functional literacy of the population between 15 and 65 years of age, replicating the prose and document reading aspects of IALS and broadening measurement of numeracy skills. Argentina, Bolivia, Canada, Costa Rica, Colombia, and the United States will participate in this study.

In the future, the *International Study Center at Boston College* and IEA will develop *Progress in International Reading Literacy Study* (PIRLS), the objective of which will be to measure achievement in reading comprehension. Argentina, Belize, Canada, Colombia, the United States will participate.

IEA will also develop the *Third International Mathematics and Science Study-Trends* (TIMSS-TRENDS), which will attempt to measure 8th grade achievement trends in mathematics and science at three time periods and the state of the art in mathematics and science in the 4th and 8th grades.

Finally, UNESCO/OREALC is developing a *Qualitative Study of Schools with Outstanding Performance*, through data supplied by the LLECE study. This study includes Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, and Venezuela.

6 Estimated through variables related to the education level of parents, the quantity of books in the home, the number of hours that parents are in the home, and if they are at home at the same time.

7 Estimated through variables related to the existence of school and classroom libraries, teacher experience and education, if the teacher works in only one school, and teachers' perceptions of their remuneration as being adequate, among other factors.

Hemispheric Forum for the Assessment of Education [8]

Brazil, the coordinating country for the quality assessment project of the Summit of the Americas, has organized a Hemispheric Forum for the Assessment of Education in order to plan, articulate, and disseminate different initiatives in this area.

The Forum is intended to strengthen national assessment systems through the development of human resource training programs, projects, or activities, and the dissemination and utilization of information produced by assessments. Moreover, it intends to provide technical assistance to support national assessment systems in the areas of greatest need, and to stimulate interchange between countries. Finally, it intends to encourage participation in international comparative studies, broadening opportunities and improving the possibility of countries taking part in studies of this kind.

The Forum is made up of countries participating in the Summit of the Americas that are interested in the activities to be developed, as well as multi-lateral agencies that are active in the hemisphere in this matter.

8 See annex for complete document.

SOCIAL IMPACT 5

There has been an historical tendency to focus on the economic outcomes of education when looking at its social impact. In fact, the United States, Canada, and other countries with higher levels of development, have a long tradition in the construction and use of indicators of this kind, more specifically in the analysis of the relations between schooling and the labor market.

On the other hand, Latin America and the Caribbean have a different tradition. Historically, they measure the social impact of education using indicators such as the level of literacy of the adult population (currently under discussion from the conceptual and measurement perspective), and the level of schooling of the population 15 years of age and over. The difference in approaches makes it difficult to talk, in a uniform manner, about indicators of the social impact of education in the region.

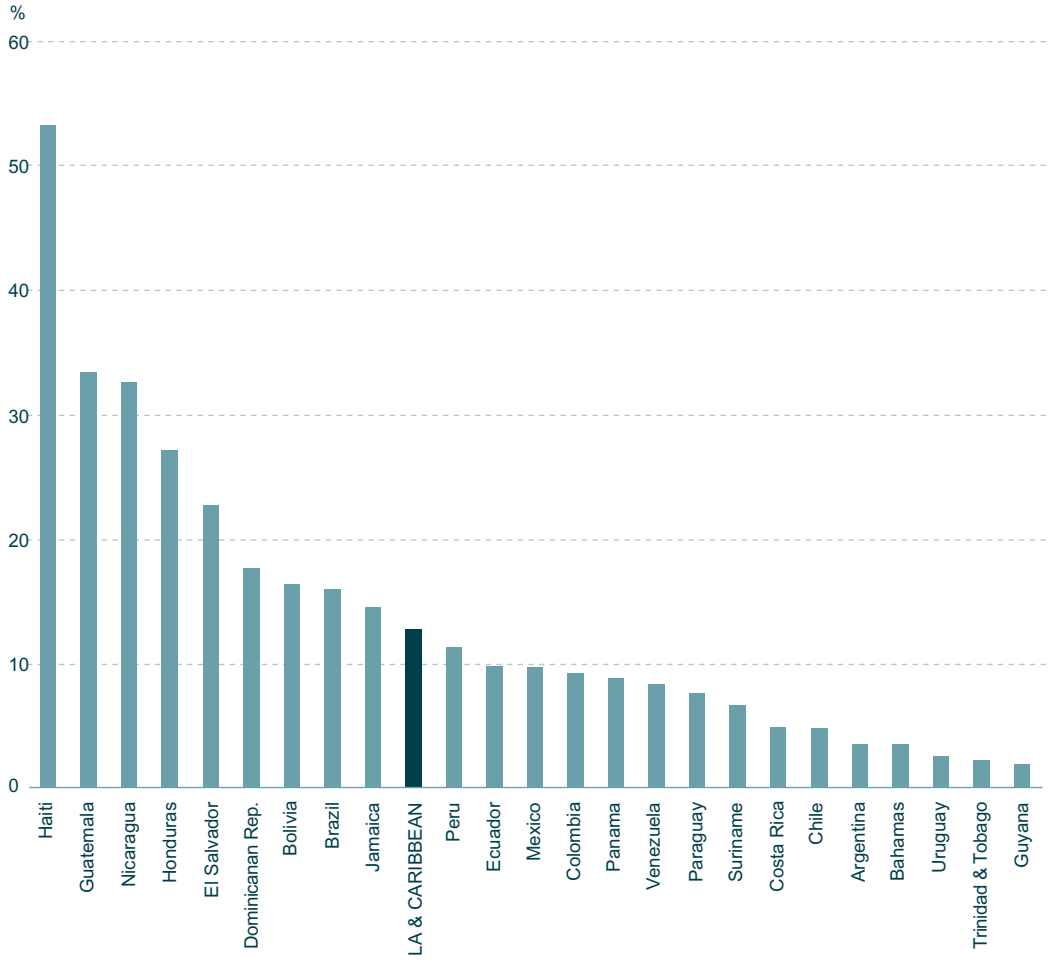
The social impact of education manifests itself in different areas outside the labor market – such as health, social participation, institutional development, and social and individual well-being. Besides its effects on overcoming poverty and on social equity, education also has an impact on scientific and technological development – a theme that is often absent from debates on education. Moreover, the conceptual and methodological development, as well as the calculation of social impact indicators generally occurs outside the education system, or it is part of inter-sectorial arrangement that has not included ministries of education. The result is that data management and analysis of information is more complex and, therefore, does not lend itself easily to international comparison.

This chapter is organized in the following manner: the first two sections analyze indicators traditionally used for Latin American and Caribbean countries to measure the social impact of the education system. The third section discusses indicators used by the United States and Canada. The last section presents the progress in terms of the theoretical and conceptual framework of a study on social impact indicators developed by the *Universidad Iberoamericana de México* within PRIE.

5.1 ILLITERACY

There are two ways of measuring illiteracy: one can assess either absolute or functional illiteracy. Absolute illiterates are those people who, according to census interviews, declare they do not know how to read and to write in the official language. The absolute illiteracy rate is an indicator of how well the education system, including literacy training and adult education programs, are succeeding in enabling populations to read and write. Figure 5.1 presents data on absolute illiteracy for Latin America and the Caribbean.

figure 5.1 ILLITERACY, 1997



Source: UNESCO World Education Report 2000. See annex for data and notes.

Approximately 41 million people are illiterate in 24 countries of Latin America and the Caribbean. This represents 13% of the total population of 15 years of age and over in these countries. The rates vary from 2% in Guyana to 50% in Haiti; this means that in Guyana, 2 people out of every 100 are illiterate, while in Haiti, 1 out of 2 do not know how to read and write.

Argentina, Bahamas, Chile, Costa Rica, Guyana, Trinidad & Tobago, and Uruguay, that is, 7 out of 24 countries in the region have illiteracy rates below 5%. Jamaica, Peru, Ecuador, Mexico, Colombia, Panama, Venezuela, Paraguay, and Suriname have moderate illiteracy rates – between 7% and 15%. Haiti, Guatemala, Nicaragua, Honduras, El Salvador, Dominican Republic, Bolivia, and Brazil have high rates of illiteracy, between 16% and 53%.

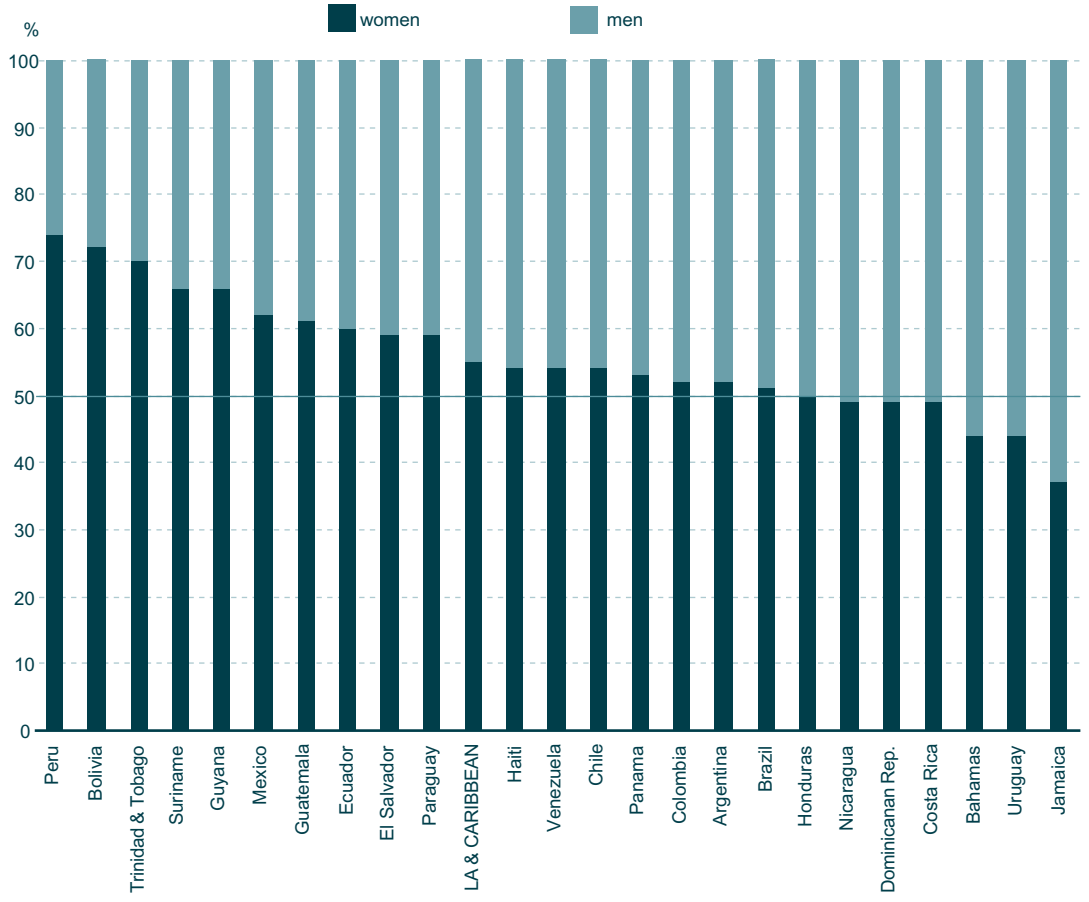
These figures show how great the differences are among countries in terms of illiteracy. Countries with illiteracy rates comparable with those of the most developed countries in the world are neighbors with countries in which more than one-third of the adult population is illiterate.

Illiteracy and Equity

Not only do significant differences in illiteracy exist among countries, but as the Figure 5.2 shows, there are differences within countries as well. Even in countries with low levels of absolute illiteracy, there are disparities when we analyze illiteracy by gender, ethnicity, or levels of income. Trinidad & Tobago, for example, has an illiteracy rate of 2%. But of these, 70% are women. In fact, women continue to make up the majority of illiterates in the region. In 1997, women represented 55% of illiterates in Latin America and the Caribbean, with rates higher than 60% in Peru, Bolivia, Trinidad & Tobago, Surinam, Guyana, Mexico, Guatemala, and Ecuador.

Figure 5.2 presents gender participation in illiteracy for each country. The graph shows important differences among them. In countries with high illiteracy rates such as Brazil, Honduras, Nicaragua, and the Dominican Republic, gender differences are not significant. That is, close to 50% of illiterates are women. The case is otherwise in Bolivia and in Peru, where for every 10 illiterates, nearly 7 are women. In the group of countries with high illiteracy, Jamaica is the only one in which there are more illiterate men than women: for every 10 illiterates, 6 are men.

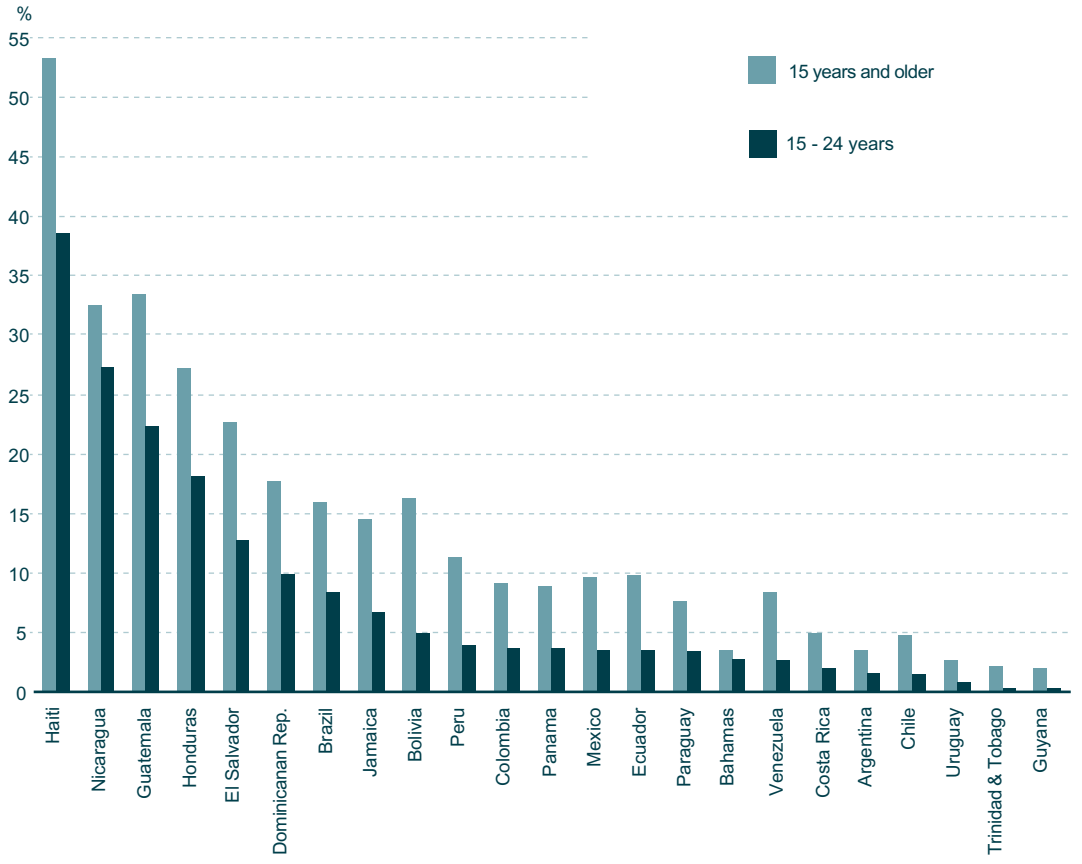
DISTRIBUTION OF ILLITERACY BY GENDER, 1997 figure 5.2



Source: UNESCO World Education Report 2000. See annex for data and notes.

Analysis of illiteracy rates according to age also reveals differences among countries and also provides some insight into whether education is succeeding in overcoming illiteracy. As shown in Figure 5.3, in all countries, a lower proportion of the young adult population is illiterate than for older generations. However, this inter-generational difference is greater in some countries than in others. For example, in Chile, although the level of illiteracy among the entire adult population is 5%, illiteracy among young people from 15 to 24 years of age is only 1%. This is different from the situation in Nicaragua, where the illiteracy rate among the adult population is 33%, while illiteracy among young people is 27%. This means that in Nicaragua, as well as in Haiti and Guatemala, similar levels of illiteracy continue from one generation to another.

figure 5.3 ILLITERACY BY AGE GROUP, 1997



Source: UNESCO World Education Report 2000. See annex for data and notes.

Functional Illiteracy

The concept of "functional illiteracy" defines reading and writing as a social practice which is among the set of practices that create and reproduce the social distribution of knowledge. A study carried out in the 1990s by the Regional Office of Education of UNESCO[1] on levels of functional illiteracy in seven Latin American countries showed that functional illiteracy is a more complex phenomenon than absolute illiteracy, and that it includes a significant part of the population of young people and adults. The study found that, although complete mastery of writing requires 12 years of schooling, at least 6 or 7 years of schooling are required in order for a person to master the code of reading and writing. The author also concludes that schooling by itself does not guarantee mastery of reading, writing and numeracy skills, since for a person to be "functionally literate," working and family contexts that allows for the use of these skills are also necessary.

As seen in chapter 4 of this report, the OECD arrived at similar conclusions. The study, *Literacy in the Information Age*[2] carried out between 1994 and 1998 included Canada, Chile and United States as the only countries in the region. This study showed that, although 95% of the adult population in Chile[3] is literate, less than 20% achieve the degree of functional literacy established by the OECD as "necessary to meet the labor demands of a complex and advanced society." This study, in which a set of skills was assessed through a language and mathematics examination, demonstrated that the *absolute illiteracy* indicator used by most countries of the world over-estimates the capabilities of the population.

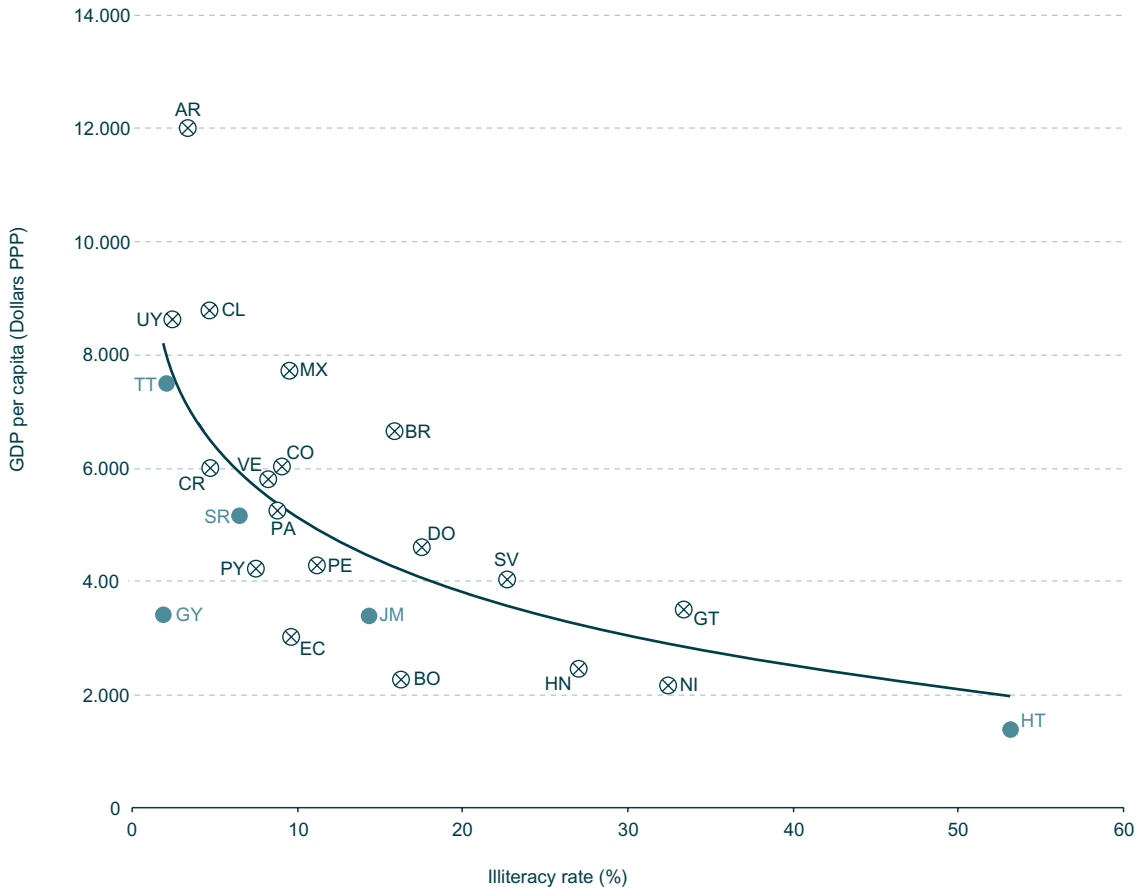
1 See Isabel Infante, *Alfabetismo funcional en siete países de América Latina*, UNESCO/OREALC, Santiago, 2000.
2 OECD, *Literacy in the Information Age: Final Report of the International Adult Literacy Survey*, Paris, 2000.
3 In Chile, 15% of the population between 16 and 65 years of age achieved the minimum established by the OECD in language, while 17% achieved the minimum in mathematics. Ibid, p. 136.

The major finding of the study is that in all countries analyzed[4] - most of which are developed – the adult population shows lack of functional literacy skills. For example, slightly more than one-half of the populations of the United States and Canada[5] achieved the level established by the OECD as the minimum. Given these results, the study recommends that investing in basic education is not sufficient to resolve the problem of the deficit in skills among the population. It is necessary for countries to adopt measures to improve the skills of people above 15 years of age, especially in the less-developed countries. In summary, the transition from the concept of absolute illiteracy to functional literacy reveals the weaknesses in education in the region (lack of access, drop-outs and lack of quality), and points toward the need to use indicators that more adequately measures the capabilities of the population.

Illiteracy and economic development

The relationship between the education levels of the adult population and the levels of wealth of a country has been widely discussed. From the economic perspective, higher levels of education are associated with greater productivity and, therefore, may lead to greater economic growth. Figure 5.4 shows the relationship between the level of illiteracy and GDP per-capita measured in PPP dollars. This relationship is inverse – the higher the wealth or GDP per capita of a country, the lower the illiteracy rate.

ILLITERACY AND GDP PER CAPITA (IN US$ PPP), 1998 figure 5.4



Source: UNESCO World Education Report 2000 (data for 1997) and World Bank in UNDP Human Development Report 2000. See annex for data and notes.

4 The countries that participated were: Germany, Australia, Belgium, Canada, Chile, Denmark, Slovenia, United States, Finland, Holland, Hungary, Ireland, Norway, New Zealand, Poland, Portugal, United Kingdom, Czech Republic, Sweden, and Switzerland.

5 In Canada, 58% of the population between 16 and 65 years of age achieved the minimum established by the OECD in language, while 57% achieved the minimum in mathematics. In the USA, 54% of the population achieved the minimum in both exams. Ibid, p. 136.

Although the relationship between these variables seems to be intuitive, one must be cautious to jump to the conclusion that an increase in the levels of education of a population of a country has a direct positive impact on the levels of wealth. There is much discussion regarding this supposed causal relationship.

Studies that take the individual as the unit of analysis demonstrate that there is a causal relation between these two variables, indicating that higher levels of education are associated with greater economic returns. That is, an individual with more years of study receives, on the average, a higher income than individuals with fewer years of study [6]. However, studies that take countries as the unit of analysis do not always arrive at similar conclusions. Some empirical research has concluded that levels of education of the adult population of a country do not influence – or even influence negatively – in levels of national wealth.[7]

Dessus[8] analyzes the role of education in producing human capital and its impact on economic growth. Using information from more than 80 countries between 1960 and 1990, he looks at the impact of the differences in the quality of education systems on labor productivity and, therefore, on growth. Although education quality indicators used in the study are restricted[9], the results of this investigation indicate that not only the level of education of the adult population, that is the potential labor force, but also the quality of education individuals receive has an influence on national economic growth.

Thus, Dessus demonstrates the existence of a strong positive relationship between education and economic growth. These results may explain in part why investment in education in some developing countries has not resulted in greater growth. That is, in some cases, increases in coverage have been accomplished at the cost of the quality of education offered. Thus, the conclusions of this study show that countries need to invest in quality education and not merely in greater coverage if they seek increases in levels of national wealth.

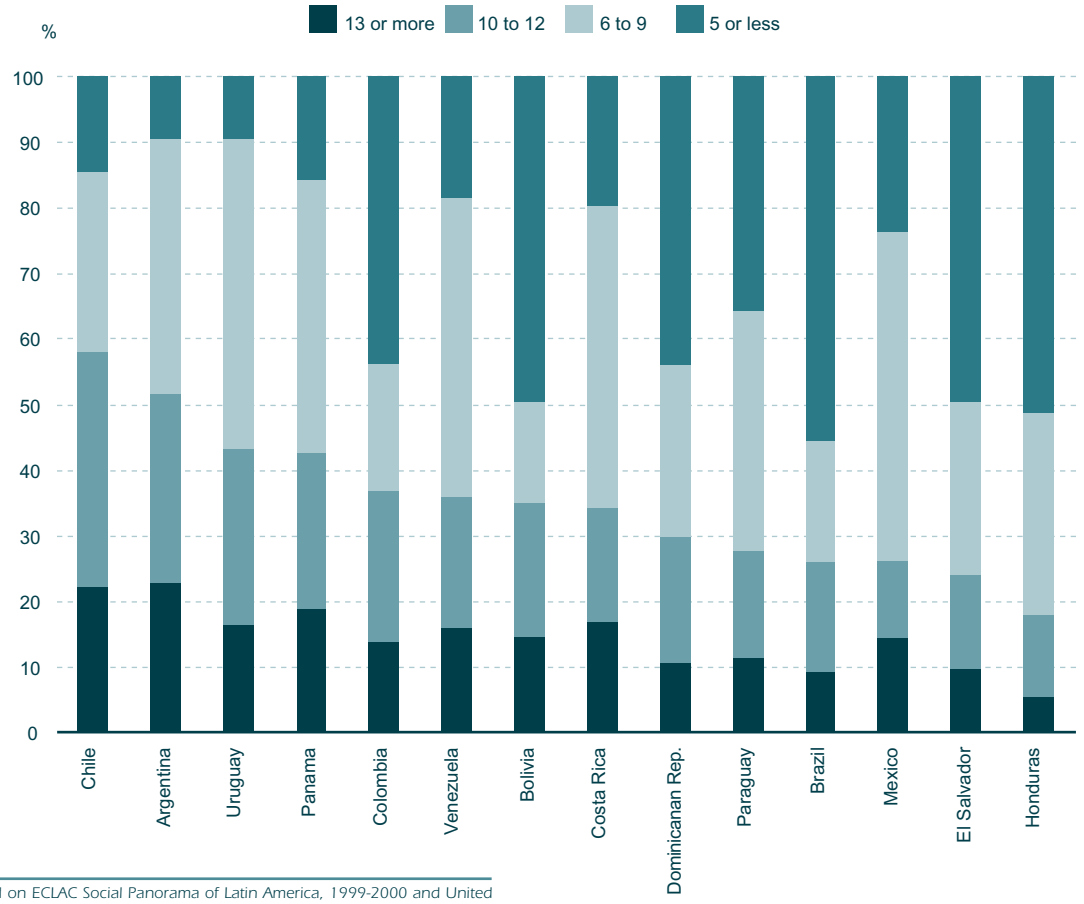
5.2 EDUCATIONAL PROFILE

The population's educational profile is an indicator of the success or failure of the education system, and reflects efforts made by the countries in education. Figure 5.5 presents the education profile of 14 Latin American countries, showing the percentage of the population between 25-59 years of age, by years of study.

The only countries of the region in which the majority of the adult population has at least 10 years of study are Chile (58%) and Argentina (51%).[10] This means that these countries have made sustained efforts through time to offer education to a majority of their populations. On the other hand, in Dominican Republic, Paraguay, Mexico, Brazil, El Salvador, and Honduras, less than one-third of the adult population has attained this level of education. In the other countries, the percentage varies from 43% (Uruguay) to 34% (Costa Rica).

6 See Rosen, 1987, Psacharopoulus and Mattson, 1996, in Barry Chiswick, Interpreting the Coefficient of Schooling in Human Capital Earnings Function, Working Paper, World Bank,1997.
7 See, Islam 1995, Pritchett, 1996, and Caselli, 1996 in Dessus, S., Human Capital and Growth: the Recovered Role of Education Systems, Working Paper, World Bank, 1999.
8 See Dessus, S. op.cit.
9 Indicators of education system quality utilized by Dessus in his empirical study are the student/teacher ratio in primary schools and spending on education as a percentage of GDP.
10 In general, a person who possesses at least 10 years of study has finished the lower secondary level and one or two years of higher secondary, depending upon the country.

POPULATION FROM 25 TO 59 YEARS OF AGE BY YEARS OF SCHOOLING, 1998 figure 5.5



Source: PRIE based on ECLAC Social Panorama of Latin America, 1999-2000 and United Nations Population Division , 1999. Data for Bolivia, Brazil, Colombia, Paraguay and Dominican Republic are for 1997. Data for Mexico are for 1996. See annex for data and notes.

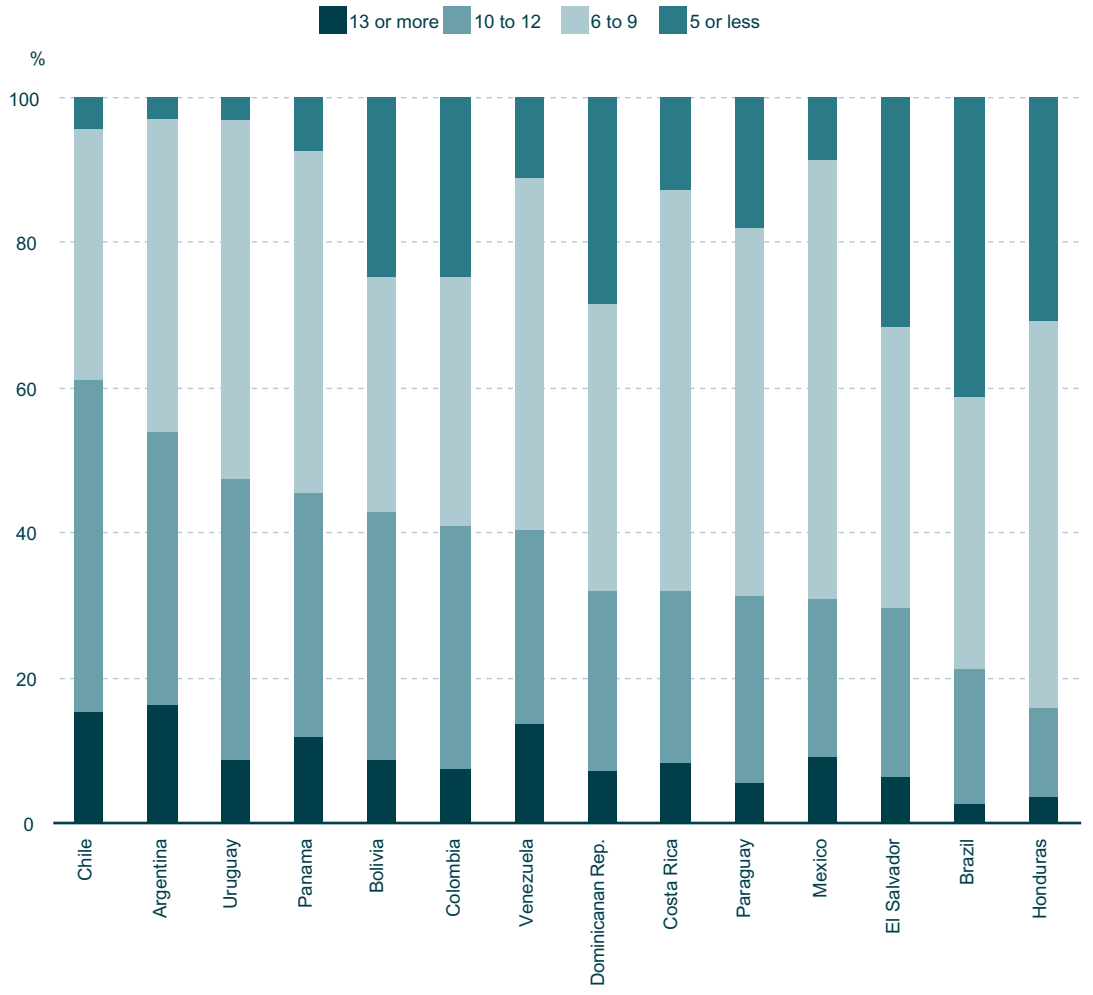
As mentioned before, an ECLAC study establishes 12 years of schooling as the minimum threshold for a person to escape poverty. According to that organization, an analysis of salaries of those in the labor market indicates that "within the region, completing the secondary cycle and having a minimum of 12 years of study is key for having access to well-being."[11] Empirical evidence demonstrates that once a person achieves this threshold level in education, there is an 80% probability that he or she has an income that makes it possible to remain above the poverty line.

If one takes 12 years of schooling as the "minimum", Argentina is the country with the greatest proportion of adults at this level (23%), followed by Chile (22%). This indicates that even countries with the highest levels of education in the region are far from providing their adult population with the "minimum" level defined by ECLAC. Moreover, in countries such as Honduras, El Salvador, and Brazil, in which less than 10% of the population between 25 and 59 years of age has 12 years of education, the probability that the great majority of the population will be able to break out of the poverty cycle is low unless there is a change in the current conditions of education.

As for the educational profile of the new generation – the population from 15 to 24 years of age – one sees a pattern similar to that of the 25-59 year-old population: in only two countries of the region do more than half of the young population have at least 10 years of study, Chile (61%) and Argentina (54%). In contrast, in countries such as Dominican Republic, Paraguay, Mexico, Brazil, El Salvador, Honduras, and Costa Rica, less than one-third of the population has 10 years or more of study. Figure 5.6 presents data for the region.

11 See ECLAC, *Social Panorama of Latin America*, 1998, p.66.

figure 5.6 POPULATION 15 TO 24 YEARS OF AGE BY YEARS OF SCHOOLING, 1998.



Source: PRIE, based on ECLAC, *Social Panorama of Latin America 1990-2000*, and Population Division of the United Nations, 1999. Data for Bolivia, Brazil, Colombia Paraguay, and Dominican Republic are for 1997. Data for Mexico is for 1996. See annex for data and notes.

In order to observe changes in levels of schooling between generations, we compare the percentage of two generations (25 to 59 years of age and 15 to 24 years of age) that possesses the lowest level of education (5 years or less). The reason for analyzing this range of schooling is that both generations have had the opportunity to finish at least 5 years of study, given their chronological ages. Table 5.1 compares the populations of both age ranges in terms of the percentage of members with 5 year or less of study. One can see that in all countries, there was a decrease in the percentage of people with 5 years of schooling or less. This means that educational profiles have improved in all countries in the region. But the table shows that these profiles have changed at different rates, due in part to different education policies and their sustainability over time. While in Chile the percentage of people with 5 years or less of schooling decreased between the two population groups by 71%, in Brazil this decrease was only 26%.

POPULATION, BY AGE GROUP, WITH 5 YEARS OF STUDY OR LESS, 1998 (IN %) **table 5.1**

Country	Population with 5 years of study or less		Percentage decrease
	15 to 24 years (A)	25 to 59 years (B)	$100 \times \left(\frac{B - A}{B}\right)$
Chile	4,3	14,6	71%
Argentina	3,0	9,5	68%
Uruguay	3,1	9,5	67%
Mexico	8,6	23,7	64%
Panama	7,4	15,8	53%
Bolivia	24,8	49,7	50%
Paraguay	18,0	35,6	49%
Colombia	24,8	43,8	44%
Honduras	30,8	51,2	40%
Venezuela	11,2	18,5	39%
El Salvador	31,6	49,7	37%
Costa Rica	12,8	19,8	35%
Dom. Republic	28,6	44,0	35%
Brazil	41,4	55,8	26%

Source: PRIE, based on ECLAC, *Social Panorama of Latin America 1990-2000*, and Population Division of the United Nations, 1999. Data for Bolivia, Brazil, Colombia Paraguay, and Dominican Republic are for 1997. Data for Mexico is for 1996. See annex for data and notes.

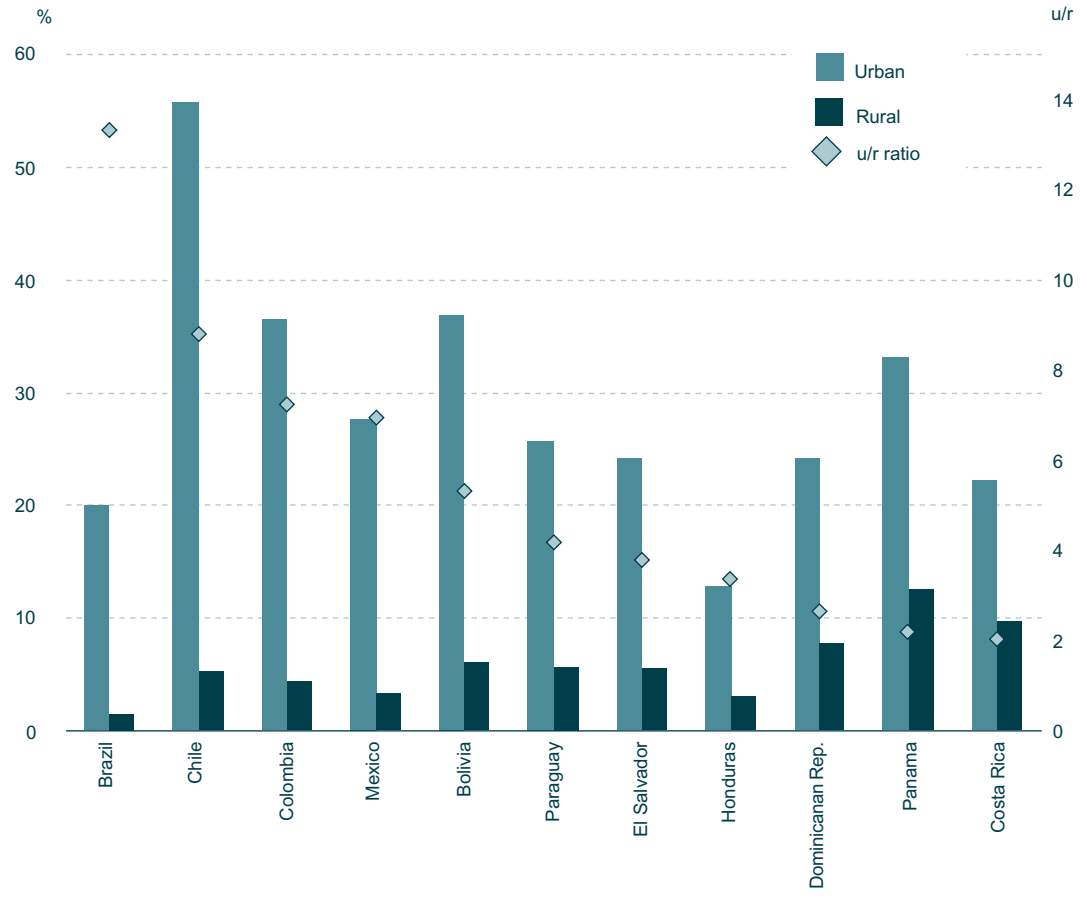
Equity

Figure 5.7 presents the educational profile of the population by geographic zone for countries in the region. The graph shows the population from 25 to 59 years of age with 10 or more years of schooling living in urban and rural areas. In all of the countries, there is a disparity when we compare geographic zones. In urban areas, a greater proportion of the population attains at least 10 years of study than do people of the same age who live in rural areas.[12]

Panama is the country in which rural population has the best educational profile. In this country, 13 of every 100 inhabitants living in rural areas have 10 or more years of schooling. On the other hand, Brazil is the country with the worst educational profile for the rural population: 1 of every 100 people in the countryside in Brazil has 10 or more years of schooling. Brazil is also the country that presents the greatest disparity between urban and rural areas. While in cities, 20% of the population from 25 to 59 years of age has at least 10 years of schooling, only 1.4% of the population in the rural areas has this amount. This means that in cities, the percentage of people with 10 or more years of schooling is 14 times greater than the percentage in the countryside. Chile also presents a wide disparity between urban and rural areas. While in cities, 56% of the population from 25 to 59 years of age have at least 10 years of schooling, only 5% have the equivalent amount in the countryside. In the case of Chile, the percentage of people with 10 or more years of study in cities is 10 times that of the rural areas. This shows that, although Chile is the country with the best educational profile in the region, equity in geographic terms continues to be a problem that awaits a solution. Even in countries with a smaller geographic disparity, such as Panama and Costa Rica, the schooling gap between rural and urban areas continues to be substantial.

12 This analysis does not consider the distribution of the population between the two geographic areas, which is different in each country analyzed. This section focuses more on the difference between the probability of a person who lives in the countryside obtaining 10 years or more of study compared to a person living in the city.

figure 5.7 **POPULATION FROM 25 TO 59 YEARS OF AGE WITH 10 OR MORE YEARS OF SCHOOLING, BY GEOGRAPHIC AREA, 1998 (%)**



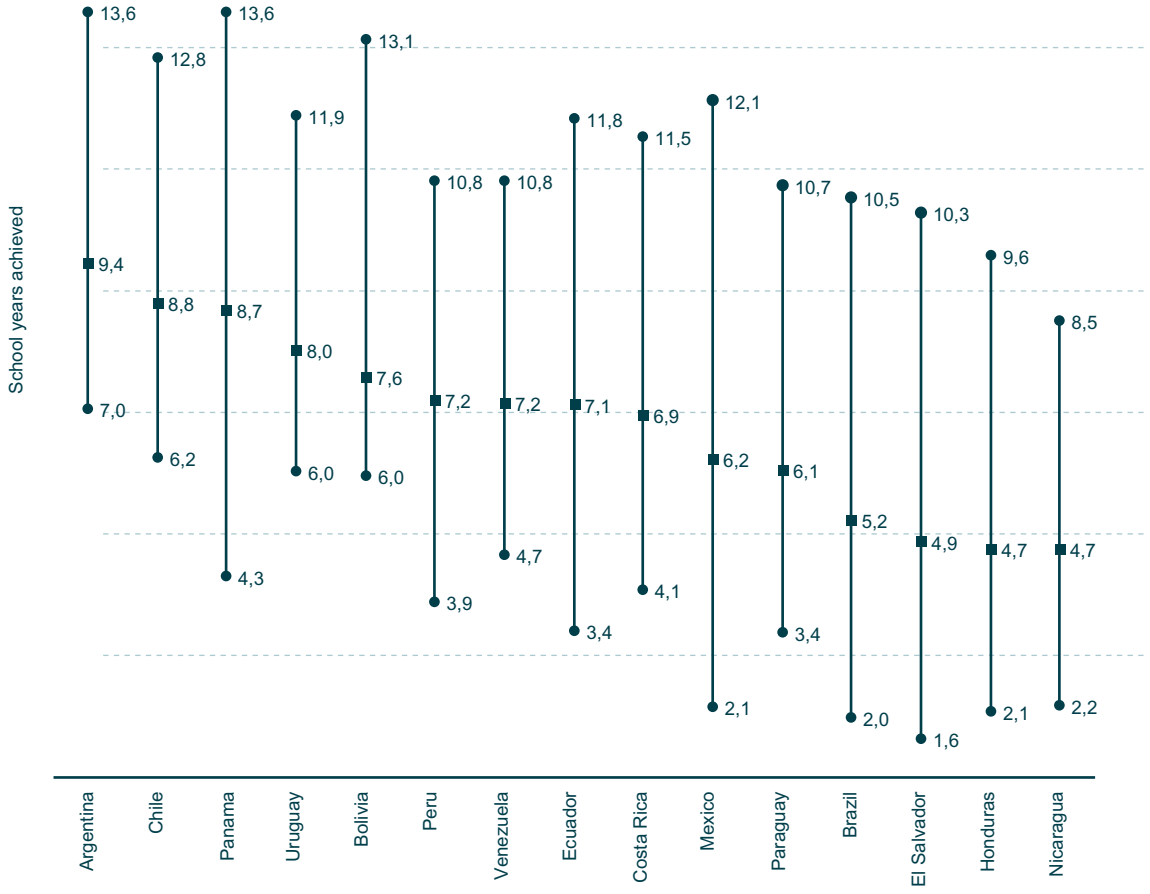
Source: PRIE, based on ECLAC, *Social Panorama of Latin America 1990-2000*, and Population Division of the United Nations, 1999. Data for Bolivia, Brazil, Colombia Paraguay, and Dominican Republic are for 1997. Data for Mexico is for 1996. See annex for data and notes.

ECLAC states that there is a stronger direct relationship between educational profile and income than between educational profile and geographic area. A study carried out by the Inter-American Development Bank (IBD),[13] that calculates the average number of years of study by income levels of the population for a group of Latin American countries, confirms the ECLAC thesis.

Figure 5.8 presents the years of study of the population 25 years of age by income level. The values in the middle of the axis indicate the average number of years of study of each country's population, while the lower numbers for each country indicate the average for the first income decile (the 10% poorest), and higher ones for the last decile (the 10% wealthiest). In all countries there is a great difference in the number of years of study (or educational inequity) between the richest and the poorest, as shown in Table 5.2. While Argentina presents the smallest difference, El Salvador has the largest. That is, the wealthiest 10% in Argentina has on average twice as many years of education than a person in the poorest 10%. In the case of El Salvador, this difference is more than 6-fold.

13 See, IBD, *Facing Up to Inequality in Latin America*, Washington D.C., 1998-1999.

YEARS OF STUDY OF THE POPULATION 25 YEARS OF AGE, BY INCOME LEVEL, 1998 figure 5.8



DISPARITY IN THE NUMBER OF YEARS OF STUDY OF THE POPULATION 25 YEARS OF AGE. table 5.2

Country	10% poorest (a)	10% wealthiest (b)	Ratio (b/a)
Argentina	7.0	13.6	1.9
Uruguay	6.0	11.9	2.0
Chile	6.2	12.8	2.1
Bolivia	6.0	13.1	2.2
Venezuela	4.7	10.8	2.3
Costa Rica	4.1	11.5	2.8
Peru	3.9	10.8	2.8
Panama	4.3	13.6	3.1
Paraguay	3.4	10.7	3.2
Ecuador	3.4	11.8	3.5
Nicaragua	2.2	8.5	3.9
Honduras	2.1	9.6	4.6
Brazil	2.0	10.5	5.3
Mexico	2.1	12.1	5.7
El Salvador	1.6	10.3	6.3

Source: Inter-American Development Bank. *Facing Up to Inequality in Latin America, 1998-1999.* See annex for data and notes.

Although no country reports an average of more than 10 years of schooling, in most of them the elite – i.e. the wealthiest 10% of the population – attains far more than this. If we compare the years of study between countries, we see a great variation among them. For example, the mean level of attainment for Argentina (9.4 years) is equivalent to the number of years of schooling attained by the wealthiest 10% in Honduras, while even the elite in Nicaragua fail to attain this level. From another perspective, the level attained by the poorest 10% in Argentina (7 years of schooling) is equivalent to the mean number of years of schooling for the population in Peru.

In this sense, considering what ECLAC states regarding the need to have at least 12 years of schooling in order to break out of the cycle of poverty, these data suggest that the poor in the region face great difficulties in escaping poverty in the short term. Nevertheless, the degree of difficulty for the poor of some countries is greater than for others. Although the poorest 10% in Chile need to double the number of years of study they currently achieve in order to improve their possibilities of rising above the poverty line, the poorest 10% in Mexico would need to increase their number of years of study 6-fold.

5.3 SOCIAL IMPACT INDICATORS IN THE UNITED STATES AND CANADA

In contrast to the countries of Latin America and the Caribbean, the United States and Canada have vast experience in the analysis of the social impact of education in economic terms. These countries' employment and unemployment indicators by level of education help to understand the benefits that greater levels of education bring to individuals and to societies. In Canada, for example, although it is argued that "the objectives of education are broad and involve many desirable outcomes, including the development of individuals able to participate and to contribute positively in society,"[14] they consider labor market outcomes to be key aspects of the impact of education for both individual well-being and for national competitiveness. In the United States, the Department of Education uses data from household surveys and statistics from the Department of Labor in order to analyze the impact of education on the labor market.[15] The conclusions of the two countries are similar: the higher the level of education, the greater the possibility of being employed and the higher the income.

It is necessary to be cautious in comparing these two countries and the rest of the region mainly because of significant differences not only in educational profiles, but also in the labor markets. Some Latin American and Caribbean countries exhibit high rates of informal labor, inflation, and unemployment; factors that distort both the economy and the labor market. This makes comparisons between the developed and the developing countries even more complex. Furthermore, changes in labor markets as a result of different impacts of globalization on countries of the region distorts comparisons.

14 See, Canadian Education Statistics Council, *Report of the Pan-Canadian Education Indicators Program*, p.110, Ottawa , 2000.

15 See, National Center for Educational Statistics, *Digest for Education Statistics 1999*. U.S: Department of Education, Washington D.C., 2000.

PRIE STUDY: INDICATORS OF THE SOCIAL IMPACT OF EDUCATION[16]

The social impact of education is seen in a number of areas beyond the labor market such as the environment, democracy, and health, among others. The challenge for Latin America and the Caribbean is to develop comparable indicators that adequately reflect these aspects, and are also relevant to the educational situation of these sub-regions. The greatest advances are in the field of the economic impact of education, and these indicators have been constructed mainly by the developed countries.

To meet this challenge, PRIE has joined the *Universidad Iberoamericana de México (UI)* in developing conceptual issues regarding indicators that are relevant to the region and that reflect the social impact of education in its various aspects. The first stage of the study, which is summarized below, includes the theoretical/conceptual framework of the "social impact" category of indicators and its relation to other categories. That is, the study establishes a theoretical framework for analyzing the impact that education on both the economy and the socio-cultural and demographic characteristics of the population. In the future, this framework will serve as a guide for the collection of information to be used in constructing the indicators that are identified and considered priority by the countries involved in PRIE.

Economic Aspect

The UI study states that, beginning in 1990, research on the impact of education on the economy has sought to cast light upon the relationship between education and economic growth by carrying out new analyses of rates of return in education. This has led researchers to replace *years of schooling* as a principal variable for analysis with other variables that better reflect the skills and attitudes of the individuals that enter the labor force.

These studies reveal that while education has an impact, for example, on economic growth – i.e, lower levels of illiteracy are associated with higher levels of GDP per capita – this relation is neither linear nor constant. Moreover, education has effects on private and social returns, as well as on the distribution of income. Some studies have demonstrated that schooling plays a key role in the determining changes in the Gini coefficient of inequality. Furthermore, expansion of the school system generates a more equitable distribution of schooling, which in turn contributes to improving the distribution of income. Studies that analyze investments directed at expanding the supply of education find that the return on these investments depends on the levels of development of countries, with efforts to expand basic education benefiting most the lowest income countries.

Moreover, other research has concluded that education influences the kinds of occupations workers have, their potential capacity to get a job and unemployment levels. It appears that schooling is the variable that has the most influence on position in the occupational hierarchy, the complexity of workers' activities, and the number of activities carried out by worker. All of this aids job mobility. Studies carried out by the OECD show that skills are directly related to employability rates and salaries, and are inversely related to unemployment rates.

Finally, schooling has an impact on the modernization of economic systems and on the economic behavior of individuals. It has been observed that schooling is positively associated with the adoption and use of new productive inputs, especially in the agricultural sector. Changes in the quantity of education of the economically active population have positive impacts on savings in some regions, although this is not the case in Latin America. This difference has been attributed to the deterioration of the quality of education that has afflicted the region.

16 The studies mentioned in this section refer to those cited by Carlos Muñoz Izquierdo, *Marco Teórico-Conceptual de la Categoría de Impacto Social de la Educación, Informe presentado a la OREALC de la UNESCO y al Ministerio de Educación de Chile,* Santiago, 2001.

Social and Cultural Aspect

Besides the economic impact, the UI study also includes the social impacts of education, which are based on the theories of human and sustainable development. This approach considers the impacts that education has on various dimensions of the quality of life of the population. Among these dimensions are democratization, respect for human rights, political stability, the reduction of poverty and inequality, appropriate utilization of natural resources, quality of the environment, as well as reductions in homicide rates and other indicators of criminality.

Research carried out on social and cultural impacts of education has detected that schooling can influence – in some cases directly, but in indirect forms as well – variables such as inter-generational education mobility. The schooling of parents (as well as their incomes) strongly influence the probability of students completing secondary school. And this, according to various studies, is indispensable for people to be able to obtain incomes superior to those that divide poor families from those with more adequate incomes.

For reasons similar to those that explain the impact of women's education on infant mortality, schooling also influences personal and family health, as well as the nutritional levels of children.

For other reasons, some studies have found that there is a relationship between schooling and low levels of criminality, since young people enrolled in the education system (as well as others who have stable occupations) are less likely to be on the streets and in contact with age-mates involved in illegal behavior.

Although protection of human rights is, in the first instance, a result of democratization and of the rule of law, these rights also depend on education. For example, some studies have found that higher education contributes to proper functioning of the judicial system, to the advancement of science, and to the development of the humanities; and that primary education, for its part, contributes to the development of political culture.

Studies carried out in Mexico show that there is a relationship between schooling and political values. In effect, primary education is related to authoritarian values, while having secondary education is related to the ability of individuals to reflect and to reason critically.

These social aspects also have an economic value – the so-called "satisfiers" of the theory of domestic production, and theories of the value of free time and leisure. These theories assume that families produce "satisfiers" during the hours not dedicated to economically productive activities. Some of these are essentially private (such as the conservation of personal health); others may be externalities or public benefits (the contribution of education to improving democracy has an impact on all of the population and on future generations). Other impacts are partially private and partially public (such as the reduction of fertility, which, besides benefiting families, contributes to reducing demographic growth, which in turn facilitates a more rational use of natural resources and improvements in the quality of the environment). In the developed countries, interesting research has been carried out that demonstrate that most of the contribution of education to economic development may be attributed to social effects of this kind.

Finally, economic studies that relate schooling to employment and income conclude that schooling has positive effects in such socio-economic areas as delaying the participation of minors in work activities, lower probabilities of being employed in informal sector activity, and being in poverty, and the association between schooling and having greater access to public services.

Demographic Aspect

Research shows that education can also have an impact on some demographic variables, such as life expectancy, health and infant mortality, fertility rates, and net demographic growth rates.

Studies carried out in developing countries show that life expectancy increases as infant mortality decreases and as the level of schooling increases; mainly in secondary education. This is because marriage between couples with higher levels of schooling has a favorable impact on health and makes it possible for individuals to adopt more healthy life styles. Thus, higher levels of schooling among women increases their ability to obtain the knowledge necessary to improve the health of their children, which in turn has a positive impact on infant mortality rates.

Moreover, increases in schooling of women are associated with decreases in fertility rates. This is because higher levels of schooling lead people to want to have fewer children and to provide children with a better quality of life. It is also because more schooling increase the probability that women will enter the labor market under favorable conditions. Schooling also tends to delay the time when women begin to have children, thus having a direct impact on fertility rates. More education for women, thus, produces a net impact on demographic growth. In less-developed countries, schooling for women produces an immediate impact on health, reduces infant mortality, and increases life expectancy.

Based on the theoretical framework presented here, the study will advance pertinent and comparable social impact indicators for the region.

CONCLUSIONS 6

6.1 OVERVIEW OF THE STATE OF EDUCATION

The analysis of indicators carried out in this report allows us to identify three aspects that may contribute to government decision-making and help in fulfilling the goals of the Summit of the Americas. These aspects have to do with educational coverage and educational attainment by 25-year-old and older population, the great inequalities both between and within countries, and the fact that, despite adverse conditions, there are opportunities and possibilities for further improvement of educational performance.

Educational Outcomes

In general, levels of schooling achieved in Latin America are low; below the minimum of 12 years that ECLAC finds are necessary for people to overcome poverty. This condition persists, even in countries with higher levels of education such as Argentina and Chile, where only about one-fourth of the 25-59 year-old population has 12 years of schooling. In countries such as Brazil, Honduras, and El Salvador, less than 10% of the adult population possesses this level of education, which means there is scant probability that a large portion of the population can break the cycle of poverty.

There are, nonetheless, signs of improvement in the education profiles of the younger generation. Fewer members of the 15 to 24 year-old population have low levels of schooling - 5 years or less - than among the next older generation. The rate at which this indicator – years of schooling completed – has changed differs between countries; a fact that is explained at least partially by differences in countries' educational policies and in the socio-economic contexts within which those policies have been implemented.

Absolute illiteracy still persists, reaching more than 10% in 10 countries. This amounts to a total of approximately 41 million people who cannot read or write. The differences in rates of absolute illiteracy between countries are quite considerable. For example, in Haiti, approximately half the adult population is illiterate, while in Guyana only 1 of every 50 are. An important point is that, even in countries with low levels of illiteracy, women comprise the majority of illiterates. However, illiteracy is lower among young people reflecting the positive effects of actions carried out by governments and other agents in recent decades that have been designed to increase access to education.

There is a gap between what countries desire – reflected in the years of compulsory schooling established by them- and what has been achieved in educational attainment. No country has been able to achieve universal schooling for the years that their own laws define as compulsory. There has been progress in this direction, although it has taken place at different speeds in different countries.

While most countries have overcome serious problems of access to the first grade of primary school, there continue to be problems of repetition, principally for the early years of primary education. This reduce the chance that children will finish primary schooling and reveals weaknesses in education systems. Although practically universal access to primary education has been achieved, additional efforts are needed in order to assure that both access to and retention in primary school reach the target levels agreed upon at the Summit of the Americas for the year 2010.

Lack of timely progress through school ("school lag") and high rates of dropping out at the primary level, together with limited supply of secondary education places and their concentration in urban centers, mean that only 54% of young people in the secondary school age range in Latin America attend school at this level. This will make it difficult to fulfill the commitment of the Second Summit of the Americas, which established the goal of at least 75% of young people receiving quality secondary schooling, with increasing rates of completion of these studies. Achieving these goals will, therefore, require intense and prolonged efforts on the part of governments.

These findings have serious implications for social and economic development of the region, especially in the case of countries that have reduced economic capabilities and high levels of demographic dependence. Countries will have to make great efforts in order to reach the goal of broadening access to and completion of secondary education, especially in countries with a high proportion of secondary school-age population located in rural areas.

Finally, the goal of offering the population in general life-long educational opportunities will be an even more difficult goal for all countries in the region to achieve.

Inequality

It is important to emphasize that progress achieved in education has been very uneven around the region. This inequality is linked to both differences in the relative levels of development of countries and to the profound domestic inequalities that characterize the Americas, and particularly Latin America.

There are countries with relatively high levels of income per-inhabitant that show improved indicators of coverage (especially for secondary education) and higher levels of attainment, that co-exist with others that are poor and have high levels of demographic dependence. GDP per capita is as much as 21 times higher in wealthy countries than in the poorest ones. And within some countries, such as Brazil, Chile, Colombia, Guatemala, and Paraguay, practically half of the national income is concentrated in the hands of the wealthiest 10% of the population. These two factors - inequalities between countries and inequalities within countries – have an influence on education progress and achievement, since countries with higher GDP per-capita have a greater capacity to invest in education; and greater equity in the distribution of income results in greater equity in the years of study that people possess.

Income inequality between countries also influences per-student spending on education. For example, Argentina spends about US$1,300 PPP annually, while Bolivia spends only one-fifth as much (US$247 PPP). This is the result of differences in levels of wealth, since these countries invest equal proportions of their GDP per-capita per-student in primary education. In the United States, public spending per-student reaches nearly US$ 5,500 PPP - nearly 4 times that of Argentina and nearly 22 times that of Bolivia. Such proportions tend to reflect the differences in average per-capita income of these countries (U.S. per capita income is 2.5 times that of Argentina and 13 times that of Bolivia).

The largest single item of expenditure in education is teacher salaries, which are also unequal between countries in the region. The starting annual salary for public primary school teachers -with minimal training- varies from 0.6 times to 1.2 times GDP per-capita. Moreover, the salary levels of teachers also depend on the level of wealth of the country in question. Although teachers' starting salaries are 80% of GDP per capita in the United States and 110% of GDP per capita in Chile, the U.S. salary is greater since the per-capita GDP in the United States is more than 4 times that of Chile.

A final challenge in terms of equity is that in the poorer countries school-age children constitute a greater proportion of the population. But these countries have more limited resources to carry out and sustain improvements in education that can guarantee greater levels of coverage and better quality education.

Opportunities and challenges

The analysis performed shows that even if some countries face structural limitations, there is room for the development of effective educational policies. In fact, some countries have shown an important capacity to reach some degree of development in their education system, thus demonstrating that those limitations are not straitjackets.

Structural constraints are related to various factors including the level of wealth, demographic pressures and inequities. In fact, the level of wealth determines to a great extent a country's ability to invest, in absolute terms, in the education of their people. In particular, we see that expenditure per-pupil in US$ PPP are associated with GDP per-capita figures. Moreover, the poorest countries in the Americas face a greater challenge concerning the supply of educational services to the extent that their school-age population represents a larger fraction of their total number of inhabitants. In the same manner, equity issues related to income distribution are also associated with inequality in the distribution of education benefits. In fact, education systems' performance has tended to reflect social and economic differences.

Countries with similar levels of wealth show different degrees of economic effort in terms of the amount of their public expenditure on education as percentage of GDP, expenditure per pupil in US$ PPP, and in the budgetary priority they give to education. This shows that a country's level of wealth is not the unique determinant of the allocation of public resources to education, indicating that there is a window of opportunity for policy making.

Additionally, repetition is also a constraint on enhancing expenditure on education, because it imposes the need to allocate extra resources. In this sense an eventual reduction of repetition in primary might free resources without further fiscal pressure.[1] The resources released would make it possible either to improve primary education or increase the supply of pre-school or secondary services. Improving primary education efficiency would lead us closer to universal completion of this level, with better quality, and would improve access and completion in secondary; which are both Summit of the Americas goals.

Moreover, it is possible to see that some countries that have less favorable contexts have achieved important progress in aspects such as coverage of secondary education, improvement if their educational profiles between generations, and reduction of illiteracy rates among adults. In these cases, it is possible to observe that these successes surpassed those of countries with more favorable conditions.

Thus, investment in education systems is not only valid means of promoting equal opportunities, but it is also of major importance for narrowing the mentioned gaps between countries and taking advantage of existing opportunities through well-informed educational policies.

1 Repetition not only leads to additional spending but also, by producing school lag, it increases the probabilities of students to drop-out without completing their studies. This, in turn, affects significantly and directly the levels of educational attainment and the disparities related to this problem, because school lag does not affect all social sectors in a similar manner.

6.2 NEXT STEPS FOR PRIE

An initial line of action followed during the first year of PRIE is the further improvement of the 25 indicators initially considered in the project.

There have been difficulties in the construction of these indicators due to lack of basic information, unsystematic collection of information, lack of understanding regarding definitions and concepts, and general difficulties in gathering data that limit international comparability.

Examples of the problems are found in the category of "Resources", including both teaching and financial resources. Data on teachers' formal qualifications are also lacking, which prevents construction of comparable indicators. With regard to expenditures, we lack information on private and capital spending for education.

Although the Latin American Laboratory for Evaluation of Quality of Education, as well as countries individually, have made major advances in the area of comparable information on educational performance, data on the quality of education are still limited. This is an area that requires special attention.

Indicators of educational equity constitute another area that calls for improvement. Capacities to produce education data desegregated by levels of income, linguistic, ethnic, racial, or other cultural characteristics of the population, as well as data by geographic region and by income strata, need to be strengthened at the country level. Problems arise both because countries do not collect the data and because differences in concepts and definitions make it impossible to construct comparable indicators. This subject is considered by one of the working groups organized within the framework of PRIE.

Still another area of difficulty is demographic information. UIS uses data from the United Nations Population Division. The UN Division does not desegregate data by single year age groups for many Caribbean countries because of their small size. This prevents the UIS from calculating indicators for access, participation, and coverage. On the other hand, in many cases, there are inconsistencies between enrollment and population data, which leads to distortions in these indicators.

With regard to constructing new indicators, PRIE plans to coordinate and cooperate with the Working Groups composed of country representatives, with particular priority going to indicators of social impact and equity. In addition to more traditional indicators such as labor market impact, these will seek to treat demographic, social and cultural factors such as democratization, participation, health, and, in general, the quality of life of the population as well. Additionally, we wish to identify new indictors in different categories that treat, with more precision, processes and results of education, such as progress in education and the fulfillment of the commitments of the Summit of the Americas. Examples include indicators of remaining in and finishing studies, material resources, teacher performance, among others.

To accomplish this, PRIE will strengthen its efforts, in coordination with UIS, in order to specifically identify problems and seek possible solutions. Therefore, we must strengthen technical cooperation among countries. This should be aimed at those countries that have the greatest weaknesses in terms of collecting information, and should be based on demand and respond to their specific and needs. Thus technical cooperation activities to countries must be prioritized, paying attention to their impact on the production of statistical information. The less information a country has available, the greater the priority of offering it technical cooperation.

Finally, but not least important, a great challenge for PRIE is the promotion and greater use of information and indicators by countries for policy-making, and for the assessment of education sector performance, both in terms of the international commitments assumed at the Summit of the Americas and other international agreements. Dissemination and awareness-raising strategies will aim to encourage experts and decision-makers to use statistics and data to guide analyses and policy formulation.

Additionally, there are challenges related to monitoring the achievement of the goals and implementing the strategies established in the Plans of Action of the Summit of the Americas, as well as deepening the analysis of the state of education in general.

Currently, PRIE has indicators in the category of access that reflect coverage attained at different levels of education systems. Comparable indicators are yet to be developed in the areas of permanence in school and of education quality.

These will allow the project to foster knowledge, and to contribute to policy-design through the use of indicators pertinent to and agreed-upon by the countries involved, in order to observe the development of education in its various dimensions.

ANNEX 1

COUNTRY PROFILES

ANGUILLA

- Territory (sq. Km. -thousands-): 0,1
- Total Population (thousands): 11
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 13
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

3C 3C

0 0 1 1 1 1 1 1 1 2A 2A 2A 3A 3A 4A 4A

- 0 Pre-school / pre-primary
- 1 Primary
- 2A Lower secondary
- 3A Upper secondary
- 3C Upper secondary, pre-vocational
- 4A Lower tertiary, post-secondary advanced level

In order to make this report 12 out of 60 foreseen figures were used. Anguilla has a distinctive behavior in the following matters:

- In the context category, it shows a percentage of urbanization lower than the regional mean.
- In the access, participation and progress category, it shows a value higher than the regional mean in the number of compulsory school years; moreover, reports less hours in a school year (Pre-primary) than the regional mean.
- In the resources category, it reports a lower than the mean percentage of public expenditure allocated to Pre-primary and Primary.

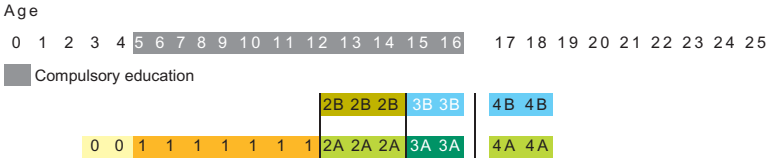
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

ANTIGUA AND BARBUDA

- Territory (sq. Km. -thousands-): 0,4
- Total Population (thousands): 64
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): 9.277

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997



- 0 Pre-school
- 1 Primary
- 2A Lower secondary
- 2B Senior primary programme
- 3A Upper secondary
- 3B Upper secondary
- 4A 'A' level
- 4B Labour market training

In order to make this report 8 out of 60 foreseen figures were used. Antigua and Barbuda has a distinctive behavior in the following matters:

- In the context category it shows an urbanization level lower than the regional mean.
- In the access, participation and progress category, it shows a number of compulsory school years larger than the mean.

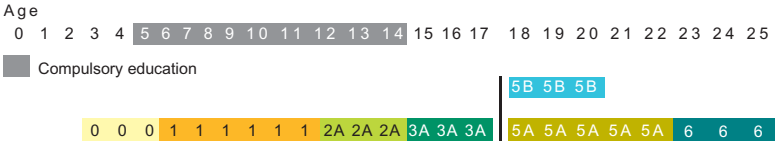
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

ARGENTINA

- Territory (sq. Km. -thousands-): 2.780
- Total Population (thousands): 36.125
- Population 5-14 years (percentage): 18,6
- Population 15-19 years (percentage): 9,2
- Per capita GDP (USD PPP): 12.013

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 106,8
- Net enrollment ratio in Secondary education: 73,7
- Adult illiteracy rate (15 years and over): 3,4

Country programmes classified according to ISCED 1997



- 0 Pre-primary
- 1 Primary
- 2A Secondary, 1st cycle Gral basic ed., 3rd cycle
- 3A Secondary, 2nd cycle "Polimodal"
- 5B Tertiary, non-university
- 5A Tertiary, university "Licenciatura", Master
- 6 Doctoral

In order to make this report 56 out of 60 foreseen figures were used. Argentina has a distinctive behavior in the following matters:

- In the context category, it shows an urbanization level higher than the mean.
- In the access, participation and progress category, it shows values higher than the regional mean for la net intake rate and for the net enrollment ratio in Primary; Moreover, it shows lower values than the regional mean in the number of hours in a school year (Primary and Secondary).
- In the resources category, it reports values higher than the regional mean for the public expenditure per pupil in USD PPP (Pre-primary, Primary and Secondary), and for the evolution of teachers' salary (Public sector, with minimal training) (Upper Secondary). Moreover, it shows values lower than the mean for the total expenditure on education as percentage of GDP.
- In the social impact of education category, it shows values higher than the regional mean for the percentage of 25-59 year-old population with at least 10 school years attained; moreover, it shows a smaller difference between school years attained by 25 years and older population by income level.

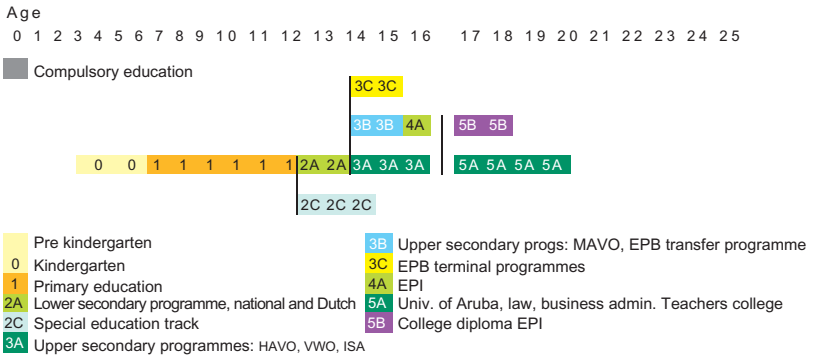
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)			ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

- Territory (sq. Km. -thousands-): 0,19
- Total Population (thousands): 94
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: N.A.
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997



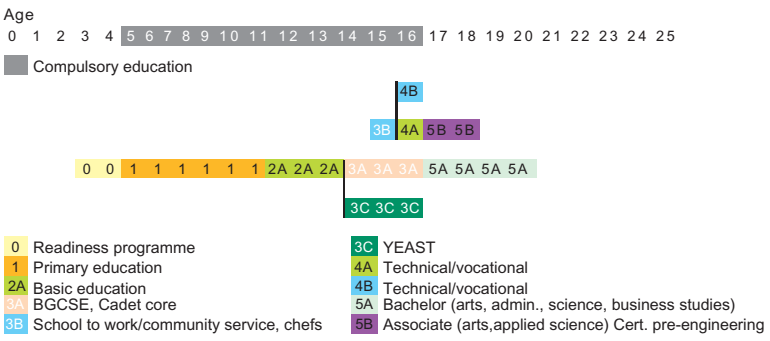
In order to make this report 12 out of 60 foreseen figures were used. For the categories with data Aruba does not show a behavior different from the Americas mean.

BAHAMAS

- Territory (sq. Km. -thousands-): 13,9
- Total Population (thousands): 296
- Population 5-14 years (percentage): 19,9
- Population 15-19 years (percentage): 9,5
- Per capita GDP (USD PPP): 14.614

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: 87,3
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): 3,4

Country programmes classified according to ISCED 1997

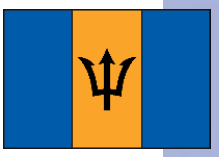


In order to make this report 31 out of 60 foreseen figures were used. Bahamas has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for its urbanization level and wealth per inhabitant (Per capita GDP).
- In the access, participation and progress category, it shows values higher than the regional mean in the number of compulsory school years; and it shows a higher gross enrollment ratio in Secondary. Moreover, the gross and net enrollment ratios in Pre-primary show higher values for girls. Additionally, gross and net enrollment ratios in Pre-primary and the gross ratio in Primary tend to be lower than the regional mean. Lastly, the apparent intake rate also shows gender disparity with higher values for boys.
- In the resources category, it reports a student-teacher ratio (Pre-primary and Primary) lower than the mean.
- In the social impact of education category, it shows less gender disparity, against women, for the adult illiteracy rates (15 years and older).

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

BARBADOS



- Territory (sq. Km. -thousands-): 0,4
- Total Population (thousands): 266
- Population 5-14 years (percentage): 15,0
- Population 15-19 years (percentage): 7,9
- Per capita GDP (USD PPP): 12.001

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: 105,0
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

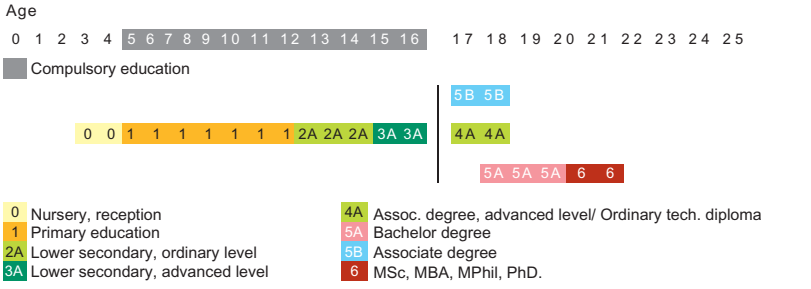


TABLE	DATA	Nº OF CASES	CATEGORY
1.2	Demographic growth 2000-2005	(29)	CONTEXT
1.3	% Urban population	(39)	CONTEXT
1.4	Demographic dependence index.	(28)	CONTEXT
1.5	School-age population (primary)	(30)	CONTEXT
1.5	School-age population (secondary)	(30)	CONTEXT
1.6	GDP per capita (USD PPP)	(34)	CONTEXT
1.7	Gini coefficient	(20)	CONTEXT
2.1	Compulsory education (number of years)	(40)	ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)	ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)	ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)	ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)	ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)	ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)	ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)	ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)	ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)	ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)	ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)	ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)	ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)	ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)	ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)	ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)	ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)	ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)	ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)	ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)	ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)	RESOURCES
3.1	Student-teacher ratio (primary)	(34)	RESOURCES
3.1	Student-teacher ratio (secondary)	(30)	RESOURCES
3.2	Public expenditure on education / GDP	(23)	RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)	RESOURCES
3.3	Public expend on pre-primary (%)	(14)	RESOURCES
3.3	Public expend on primary (%)	(19)	RESOURCES
3.3	Public expend on secondary (%)	(19)	RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)	RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)	RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)	RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)	RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)	RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)	RESOURCES
3.5	Private exp on education / GDP	(6)	RESOURCES
3.2 3.5	Total exp on education / GDP	(6)	RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)	RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)	RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)	RESOURCES
3.6	Starting salary USD PPP (primary)	(7)	RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)	RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)	RESOURCES
3.7	Max salary / starting salary (primary)	(7)	RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)	RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)	RESOURCES
4.1	Illiterate population (15 years +)	(24)	SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)	SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)	SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)	SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)	SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)	SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)	SOCIAL IMPACT

In order to make this report 25 out of 60 foreseen figures were used. Barbados has a distinctive behavior in the following matters:

- In the context category, it shows values lower than the regional mean for the demographic growth rate, the demographic dependence index and, therefore, for the school age population for Primary and Secondary.

- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years, and for the gross and net enrollment ratios in Secondary. Moreover, it shows values lower than the regional mean for the gross enrollment ratio in Primary and less gender parity (with values higher for males) in the gross enrollment ratio in Pre-primary.

- In the resources category, it reports a lower relative allocation of public resources to Primary education.

BELIZE

- Territory (sq. Km. -thousands-): 23,0
- Total Population (thousands): 217
- Population 5-14 years (percentage): 26,1
- Population 15-19 years (percentage): 11,5
- Per capita GDP (USD PPP): 4.566

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 99,4
- Net enrollment ratio in Secondary education: 39,0
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

3B 3B | 5B 5B

0 0 1 1 1 1 1 1 1 1 2A 2A 3A 3A | 5A 5A 5A 5A 5A

- 0 Pre-school
- 1 Primary
- 2A Lower secondary
- 3A Upper secondary, general
- 3B Upper secondary, Tec/Voc
- 5A Bachelor«s and Master«s degrees
- 5B Sixth form diploma, Associate degree

In order to make this report 28 out of 60 foreseen figures were used. Belize has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the demographic growth rate; the demographic dependence index; and the school age population for Primary and Secondary.

- In the access, participation and progress category, it shows values lower than the regional mean for the hours in a school year (Pre-primary, Primary and Secondary) and for the gross enrollment ratio in Pre-primary. Its net enrollment ratio in Secondary shows gender disparity in favor of females.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

BERMUDA

- Territory (sq. Km. -thousands-): 0,1
- Total Population (thousands): 62
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

0 1 1 1 1 1 1 2A 2A 2A 3A 3A 3A 3A | 5B 5B

0 Pre-primary
1 Primary
2A Lower secondary, general
3A Upper secondaria, general
5B Certificate, Associate

In order to make this report 10 out of 60 foreseen figures were used. Bermuda has a distinctive behavior in the following matters:

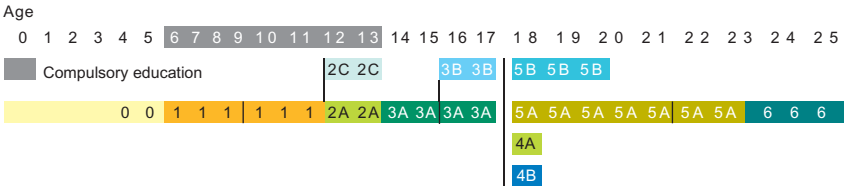
- In the context category, it has a higher percentage of urban population.
- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years.
- In the resources category, it reports a relative allocation of public expenditure to Secondary education higher than the regional mean. Moreover, it shows values lower than the regional mean for the student-teacher ratio (Pre-primary, Primary and Secondary), and for the public expenditure on education as percentage of GDP.

BOLIVIA

- Territory (sq. Km. -thousands-): 1.099
- Total Population (thousands): 7.957
- Population 5-14 years (percentage): 25,1
- Population 15-19 years (percentage): 10,4
- Per capita GDP (USD PPP): 2.269

- Number of compulsory school years: 8
- Net enrollment ratio in Primary education: 101,5
- Net enrollment ratio in Secondary education: 68,1
- Adult illiteracy rate (15 years and over): 16,3

Country programmes classified according to ISCED 1997



- Pre-school (First learning cycle)
- 0 Pre-school (school readyness)
- 1 Primary (First learning cycle) Primary (essentials cycle)
- 2A Primary (applied learning cycle)
- 2C Vocational training
- 3A Secondary (differentiate learning cycle) (arts)
- 3B Secondary (differentiate learning cycle) (tech.)
- 4A Pre-university courses
- 4B Technical, non-university
- 5A "Licenciatura", Master
- 5B Technical
- 6 Doctoral

In order to make this report 48 out of 60 foreseen figures were used.Bolivia has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the demographic growth rate, and for the demographic dependence index.
- In the access, participation and progress category, it shows values higher than the regional mean for the number of hours in a school year (Pre-primary, Primary and Secondary) and for the net enrollment ratio in Primary. Moreover, it shows values lower than the regional mean for the percentage of repeaters and for gender parity of gross and net enrollment ratios in Secondary in favor of boys.
- In the resources category, it reports values higher than the regional mean for the student-teacher ratio (Pre-primary), and for the percentage of public expenditure allocated to Primary. Moreover, it shows values lower than the regional mean for the percentage of public expenditure allocated to Pre-primary and Secondary; the public expenditure per pupil as percentage of per capita GDP in Pre-primary; and for the public expenditure per pupil levels as expressed in USD PPP in Pre-primary, Primary and Secondary.
- In the social impact of education category, it shows values higher than the regional mean for gender parity concerning adult illiteracy in the case of 15 years and more age group as well as for the 15-24 age group. That is to say, there are a higher number of illiterates among women than in the regional mean, which, in turn, is already unequal against women.

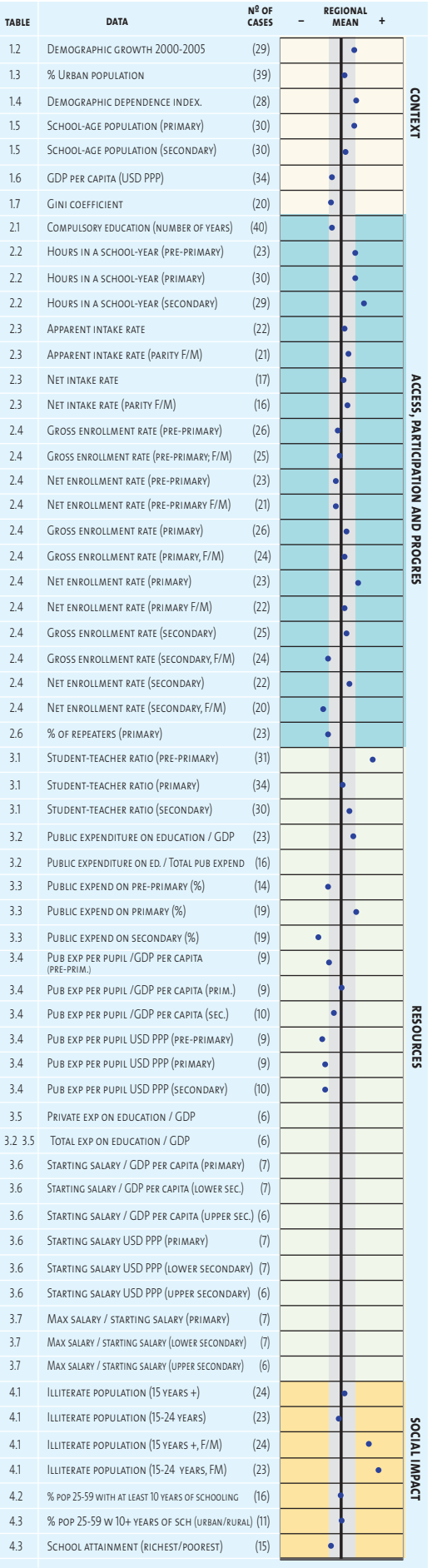
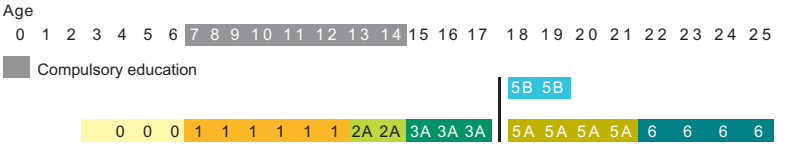


TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)			
3.7	Max salary / starting salary (upper secondary)			
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

- Territory (sq. Km. -thousands-): 8.547
- Total Population (thousands): 166.296
- Population 5-14 years (percentage): 20,3
- Population 15-19 years (percentage): 10,4
- Per capita GDP (USD PPP): 6.625

- Number of compulsory school years: 8
- Net enrollment ratio in Primary education: 98,5
- Net enrollment ratio in Secondary education: 50,3
- Adult illiteracy rate (15 years and over): 15,9

Country programmes classified according to ISCED 1997



Pre-school (nursery)
0 Pre-school
1 Primary
2A Secondary (first cycle)
3A Secondary (second cycle)
5B Non-university programmes
5A Short "Licenciatura"/technical programme
"Licenciatura"/Bachelor degree
6 Doctoral/Master

In order to make this report 57 out of 60 foreseen figures were used. Brazil has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the income concentration indicator (Gini coefficient). Moreover, it shows a demographic dependence index lower than the regional average.

- In the access, participation and progress category, it shows values higher than the regional mean for the gross enrollment ratio in Primary, and for the percentage of repeaters in that level. Moreover, it shows values lower than the regional mean for the number of hours in a school year (Primary and Secondary); and a lower value in gender parity for the gross and net intake ratios, and for the net enrollment ratio in Pre-primary and Primary.

- In the resources category, it reports values higher than the regional mean for the student-teacher ratio in Secondary education, and for the percentage of public expenditure allocated to Pre-primary. Moreover, it shows a higher public expenditure per pupil as percentage of Per capita GDP in Pre-primary; and a starting teacher salary (Public sector, with minimal training) in Secondary (lower and upper). The ratio between the maximum salary and the minimum for those teachers is higher than the regional mean. Additionally, Brazil shows values lower than the regional mean for the allocation of public expenditure to education as percentage of total public expenditure, and for the ration between the maximum and starting teachers' salary (Public sector, with minimal training) in Lower Secondary.

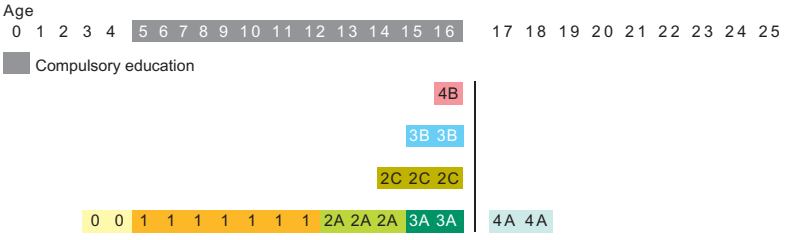
- In the social impact of education category, it shows a higher area-related (urban/rural) disparity for the percentage of 25-59 people with at least 10 school years attained, and a greater income-related disparity (10% richest / 10% poorest) for the average of school years attained by population 25 years and older.

BRITISH VIRGIN ISLANDS

- Territory (sq. Km. -thousands-): 0,2
- Total Population (thousands): 22
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997



- 0 Pre-school education
- 1 Primary education
- 2A Junior programme secondary education
- 2C Basic literacy and pre-voc/tech
- 3A Senior programme secondary ed. general
- 3B Senior programme secondary ed. tech/voc.
- 4A Higher cert. associate degree
- 4B Certificate of achievement

In order to make this report 7 out of 60 foreseen figures were used. British Virgin Islands has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years, and for the number of hours in a school year in Primary education.

- In the resources category, it reports values lower than the regional mean for the student-teacher ratio in Pre-primary and Secondary.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

TABLE	DATA	Nº OF CASES	–	REGIONAL MEAN	+	
1.2	Demographic growth 2000-2005	(29)		•		CONTEXT
1.3	% Urban population	(39)				CONTEXT
1.4	Demographic dependence index.	(28)				CONTEXT
1.5	School-age population (primary)	(30)	•			CONTEXT
1.5	School-age population (secondary)	(30)	•			CONTEXT
1.6	GDP per capita (USD PPP)	(34)			•	CONTEXT
1.7	Gini coefficient	(20)	•			CONTEXT
2.1	Compulsory education (number of years)	(40)		•		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)				ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)				ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)				ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)				ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)				ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)				ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)				RESOURCES
3.1	Student-teacher ratio (primary)	(34)				RESOURCES
3.1	Student-teacher ratio (secondary)	(30)				RESOURCES
3.2	Public expenditure on education / GDP	(23)		•		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)	•			RESOURCES
3.3	Public expend on pre-primary (%)	(14)				RESOURCES
3.3	Public expend on primary (%)	(19)				RESOURCES
3.3	Public expend on secondary (%)	(19)				RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)				RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)				RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)				RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)				RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)				RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)				RESOURCES
3.5	Private exp on education / GDP	(6)		•		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		•		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)				RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)				RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)				RESOURCES
3.6	Starting salary USD PPP (primary)	(7)				RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)				RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)				RESOURCES
3.7	Max salary / starting salary (primary)	(7)				RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)				RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)				RESOURCES
4.1	Illiterate population (15 years +)	(24)				SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)				SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)				SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)				SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)				SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)				SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)				SOCIAL IMPACT

- Territory (sq. Km. -thousands-): 9.971
- Total Population (thousands): 30.221
- Population 5-14 years (percentage): 14,0
- Population 15-19 years (percentage): 7,0
- Per capita GDP (USD PPP): 23.582

- Number of compulsory school years: 11
- Net enrollment ratio in Primary education: n.a.
- Net enrollment ratio in Secondary education: n.a.
- Adult illiteracy rate (15 years and over): n.a.

In order to make this report 10 out of 60 foreseen figures were used. Canada has a distinctive behavior in the following matters:

- In the context category, it shows a Per capita GDP higher than the regional mean and, at the same time, a more equitable income distribution as measured by the Gini coefficient. The percentage of school age population for Primary and Secondary is lower than the regional mean.

CAYMAN ISLANDS

- Territory (sq. Km. -thousands-): 0,3
- Total Population (thousands): 36
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

0 0 1 1 1 1 1 1 2A 2A 2A 3A 3A 3A | 5B 5B 5B 5B 5B 5B

- Early intervention
- 0 Pre-school, Reception programme
- 1 Primary school education
- 2A Middle school education, alternative ed. prog.
- 3A High school education
- 5B Associate degree, AAS, AA, AS

In order to make this report 2 out of 60 foreseen figures were used. Cayman Islands has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for its level of urbanization.
- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years.

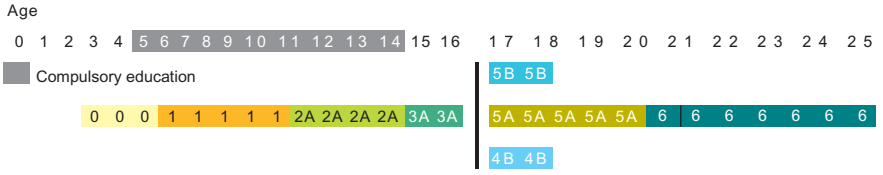
TABLE	DATA	Nº OF CASES	–	REGIONAL MEAN	+	
1.2	Demographic growth 2000-2005	(29)				CONTEXT
1.3	% Urban population	(39)			•	CONTEXT
1.4	Demographic dependence index.	(28)				CONTEXT
1.5	School-age population (primary)	(30)				CONTEXT
1.5	School-age population (secondary)	(30)				CONTEXT
1.6	GDP per capita (USD PPP)	(34)				CONTEXT
1.7	Gini coefficient	(20)				CONTEXT
2.1	Compulsory education (number of years)	(40)			•	ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)				ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)				ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)				ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)				ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)				ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)				ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)				ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)				ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)				ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)				RESOURCES
3.1	Student-teacher ratio (primary)	(34)				RESOURCES
3.1	Student-teacher ratio (secondary)	(30)				RESOURCES
3.2	Public expenditure on education / GDP	(23)				RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)				RESOURCES
3.3	Public expend on pre-primary (%)	(14)				RESOURCES
3.3	Public expend on primary (%)	(19)				RESOURCES
3.3	Public expend on secondary (%)	(19)				RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)				RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)				RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)				RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)				RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)				RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)				RESOURCES
3.5	Private exp on education / GDP	(6)				RESOURCES
3.2 3.5	Total exp on education / GDP	(6)				RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)				RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)				RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)				RESOURCES
3.6	Starting salary USD PPP (primary)	(7)				RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)				RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)				RESOURCES
3.7	Max salary / starting salary (primary)	(7)				RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)				RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)				RESOURCES
4.1	Illiterate population (15 years +)	(24)				SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)				SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)				SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)				SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)				SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)				SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)				SOCIAL IMPACT

COLOMBIA

- Territory (sq. Km. -thousands-): 1.139
- Total Population (thousands): 40.804
- Population 5-14 years (percentage): 21,7
- Population 15-19 years (percentage): 10,0
- Per capita GDP (USD PPP): 6.006

- Number of compulsory school years: 9
- Net enrollment ratio in Primary education: 86,7
- Net enrollment ratio in Secondary education: 57,0
- Adult illiteracy rate (15 years and over): 9,1

Country programmes classified according to ISCED 1997



- 0 Pre-school
- 1 Basic education - primary
- 2A Basic education - secondary
- 3A Middle education
- 4B Post-secondary no-tertiary
- 5B Post-secondary; tertiary Technological
- 5A Post-secondary; tertiary "Licenciatura"
- 6 Graduate studies

In order to make this report 30 out of 60 foreseen figures were used. Colombia has a distinctive behavior in the following matters:

- In the context category it shows and income distribution (as measured by the Gini coefficient) more unequal than the regional mean.

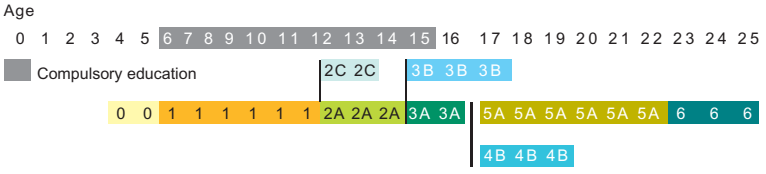
TABLE	DATA	Nº OF CASES	REGIONAL MEAN (– / +)	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary, F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

COSTA RICA

- Territory (sq. Km. -thousands-): 51,0
- Total Population (thousands): 3.840
- Population 5-14 years (percentage): 22,0
- Population 15-19 years (percentage): 10,1
- Per capita GDP (USD PPP): 5.987

- Number of compulsory school years: 9
- Net enrollment ratio in Primary education: 91,8
- Net enrollment ratio in Secondary education: 44,2
- Adult illiteracy rate (15 years and over): 4,8

Country programmes classified according to ISCED 1997



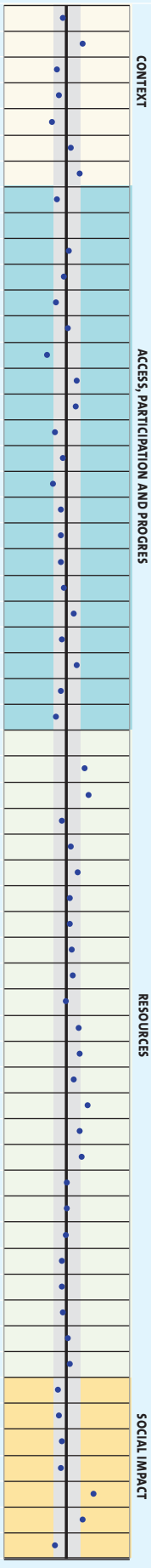
- 0 Pre-school
- 1 Primary, I and II cycle
- 2A III Cycle, acad. and tech.
- 2C Labour market training
- 3A Diversified education - acad.
- 3B Diversified education - tech.
- 4B Parauniversitaria
- 5A University "Licenciatura"
- 6 University Master and Doctoral

In order to make this report 48 out of 60 foreseen figures were used. Costa Rica has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the demographic growth rate 2000-2005.
- In the resources category, it shows many indicators with values higher than the regional mean: public expenditure in education as percentage of GDP, public expenditure per pupil as percentage of Per capita GDP and in USD PPP in Pre-primary, Primary and Secondary.
- In the social impact of education category, it shows a smaller difference between urban and rural areas with relation to the percentage of the 25-59 age-group population with at least 10 school years Aattained.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary, F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

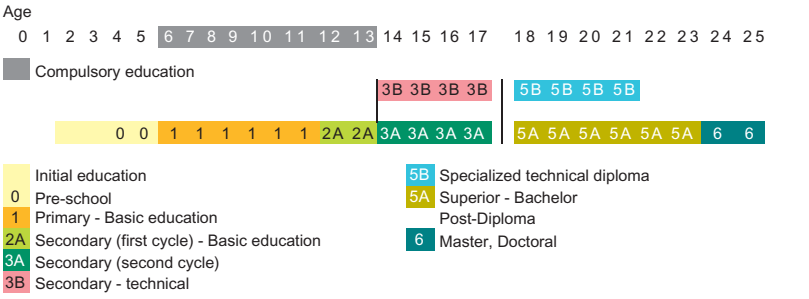
TABLE	DATA	Nº OF CASES
1.2	Demographic growth 2000-2005	(29)
1.3	% Urban population	(39)
1.4	Demographic dependence index.	(28)
1.5	School-age population (primary)	(30)
1.5	School-age population (secondary)	(30)
1.6	GDP per capita (USD PPP)	(34)
1.7	Gini coefficient	(20)
2.1	Compulsory education (number of years)	(40)
2.2	Hours in a school-year (pre-primary)	(23)
2.2	Hours in a school-year (primary)	(30)
2.2	Hours in a school-year (secondary)	(29)
2.3	Apparent intake rate	(22)
2.3	Apparent intake rate (parity F/M)	(21)
2.3	Net intake rate	(17)
2.3	Net intake rate (parity F/M)	(16)
2.4	Gross enrollment rate (pre-primary)	(26)
2.4	Gross enrollment rate (pre-primary; F/M)	(25)
2.4	Net enrollment rate (pre-primary)	(23)
2.4	Net enrollment rate (pre-primary F/M)	(21)
2.4	Gross enrollment rate (primary)	(26)
2.4	Gross enrollment rate (primary, F/M)	(24)
2.4	Net enrollment rate (primary)	(23)
2.4	Net enrollment rate (primary F/M)	(22)
2.4	Gross enrollment rate (secondary)	(25)
2.4	Gross enrollment rate (secondary, F/M)	(24)
2.4	Net enrollment rate (secondary)	(22)
2.4	Net enrollment rate (secondary, F/M)	(20)
2.6	% of repeaters (primary)	(23)
3.1	Student-teacher ratio (pre-primary)	(31)
3.1	Student-teacher ratio (primary)	(34)
3.1	Student-teacher ratio (secondary)	(30)
3.2	Public expenditure on education / GDP	(23)
3.2	Public expenditure on ed. / Total pub expend	(16)
3.3	Public expend on pre-primary (%)	(14)
3.3	Public expend on primary (%)	(19)
3.3	Public expend on secondary (%)	(19)
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)
3.4	Pub exp per pupil USD PPP (primary)	(9)
3.4	Pub exp per pupil USD PPP (secondary)	(10)
3.5	Private exp on education / GDP	(6)
3.2 3.5	Total exp on education / GDP	(6)
3.6	Starting salary / GDP per capita (primary)	(7)
3.6	Starting salary / GDP per capita (lower sec.)	(7)
3.6	Starting salary / GDP per capita (upper sec.)	(6)
3.6	Starting salary USD PPP (primary)	(7)
3.6	Starting salary USD PPP (lower secondary)	(7)
3.6	Starting salary USD PPP (upper secondary)	(6)
3.7	Max salary / starting salary (primary)	(7)
3.7	Max salary / starting salary (lower secondary)	(7)
3.7	Max salary / starting salary (upper secondary)	(6)
4.1	Illiterate population (15 years +)	(24)
4.1	Illiterate population (15-24 years)	(23)
4.1	Illiterate population (15 years +, F/M)	(24)
4.1	Illiterate population (15-24 years, FM)	(23)
4.2	% pop 25-59 with at least 10 years of schooling	(16)
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)
4.3	School attainment (richest/poorest)	(15)



- Territory (sq. Km. -thousands-): 757
- Total Population (thousands): 14.822
- Population 5-14 years (percentage): 19,1
- Population 15-19 years (percentage): 8,4
- Per capita GDP (USD PPP): 8.787

- Number of compulsory school years: 8
- Net enrollment ratio in Primary education: 87,9
- Net enrollment ratio in Secondary education: 70,3
- Adult illiteracy rate (15 years and over): 4,7

Country programmes classified according to ISCED 1997



In order to make this report 58 out of 60 foreseen figures were used. Chile has a distinctive behavior in the following matters:

- In the context category, it shows an urbanization level higher than the regional mean, and a smaller proportion of school age population (Secondary) given its demographic transition.
- In the access, participation and progress category, it shows a net intake rate to Primary lower than the regional mean (what is explained by the way that enacted regulations are applied).
- In the resources category, it reports values higher than the regional mean for the student-teacher ratio (Primary and Secondary), and for the public expenditure per pupil in USD PPP in Primary education. Besides that, its private expenditure on education (as percentage of GDP) is higher than the mean, as it is the case for its total expenditure as percentage of GDP, and the starting teacher salary (Public sector, minimal training) in Primary.
- In the social impact of education category, it shows values higher than the regional mean for the percentage of 25-59 age-group population with at least 10 school years attained. But, for this variable, Chile shows a higher disparity between urban and rural areas, and a lower income-related disparity for the average of school years attained by 25 years population.

DOMINICA

- Territory (sq. Km. -thousands-): 0,8
- Total Population (thousands): 71
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): 5.102

- Number of compulsory school years: 13
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

0 0 1 1 1 1 1 1 1 2A 2A 2A 3A 3A | 4A 4A

2B 2B 2B | 4B 4B

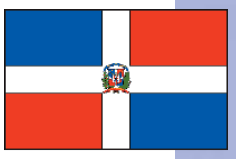
- 0 Pre-primary (pre-school)
- 1 Primary education
- 2A Lower secondary
- 2B Junior secondary programme (JSP)
- 3A Upper secondary
- 4A Community college (academic and tech. divisions)
- 4B Teachers College

In order to make this report 10 out of 60 foreseen figures were used. Dominica has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years.
- In the resources category it shows a public expenditure on education as percentage of GDP higher than the regional mean.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

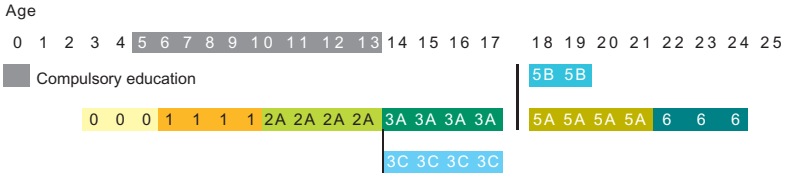
DOMINICAN REPUBLIC



- Territory (sq. Km. -thousands-): 49
- Total Population (thousands): 8.232
- Population 5-14 years (percentage): 22,4
- Population 15-19 years (percentage): 10,0
- Per capita GDP (USD PPP): 4.598

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 87,4
- Net enrollment ratio in Secondary education: 52,7
- Adult illiteracy rate (15 years and over): 17,6

Country programmes classified according to ISCED 1997

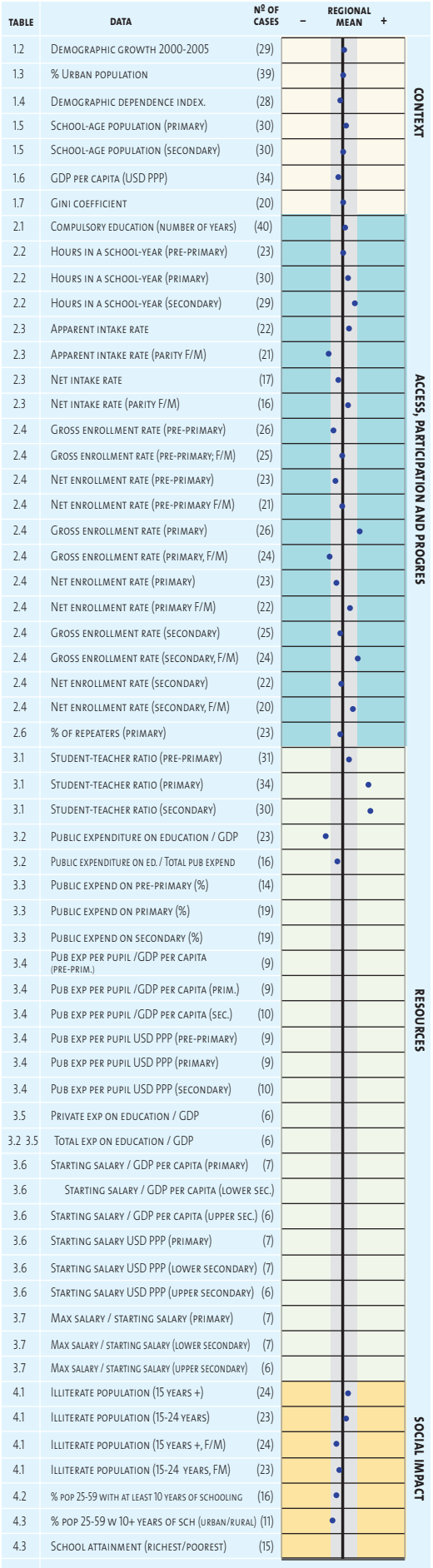


- 0 Pre-school
- 1 Basic education: first cycle
- 2A Basic education: second cycle
- 3A Middle education - general
- 3C Middle education - tech/vocational
- 5B University Higher certificate, tech.
- 5A University "Licenciatura"
- 6 Master, Doctoral

In order to make this report 39 out of 60 foreseen figures were used. Dominican Republic has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean for the gross enrollment ratio in Primary. Moreover, it shows gender disparity for the gross enrollment ratio in Secondary with higher values for girls. Additionally, the apparent intake rate shows values that tend to be lower for girls.

- In the resources category, it reports values higher than the regional mean for the student-teacher ratio in Primary and Secondary. Moreover, it shows a lower public expenditure on education as percentage of GDP.

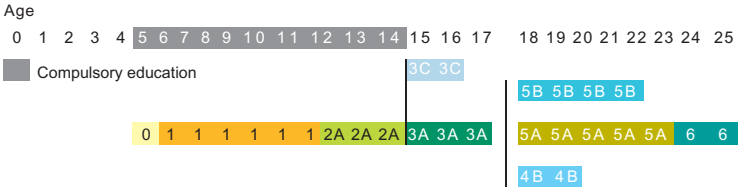


ECUADOR

- Territory (sq. Km. -thousands-): 284
- Total Population (thousands): 12.175
- Population 5-14 years (percentage): 22,8
- Population 15-19 years (percentage): 10,7
- Per capita GDP (USD PPP): 3.003

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 96,7
- Net enrollment ratio in Secondary education: 45,9
- Adult illiteracy rate (15 years and over): 9,7

Country programmes classified according to ISCED 1997



- 0 Pre-primary
- 1 Primary
- 2A Secondary - first cycle
- 3A Secondary - second cycle
- 4B Post-secondary no tertiary Technician
- 5B Secondary - second cycle "Licenciatura" / technologist
- 5A Secondary - second cycle

In order to make this report 39 out of 60 foreseen figures were used. Ecuador has a distinctive behavior in the following matters:

- In the resources category, it reports a higher proportional allocation of public expenditure to Secondary education.
- In the social impact of education category, it shows values higher than the regional mean for the percentage of 25-59 year-old population with at least 10 school years attained (note that this figure corresponds only to urban population).

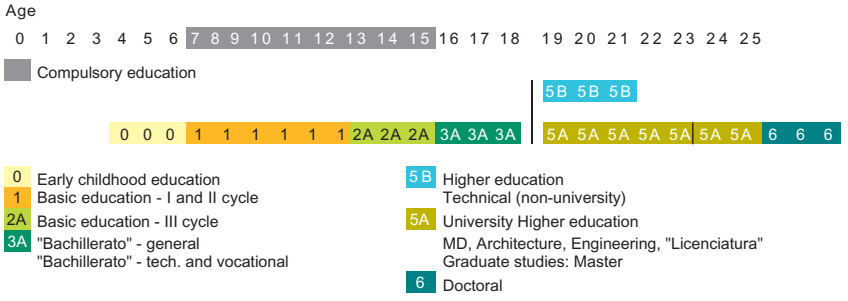
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)			
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

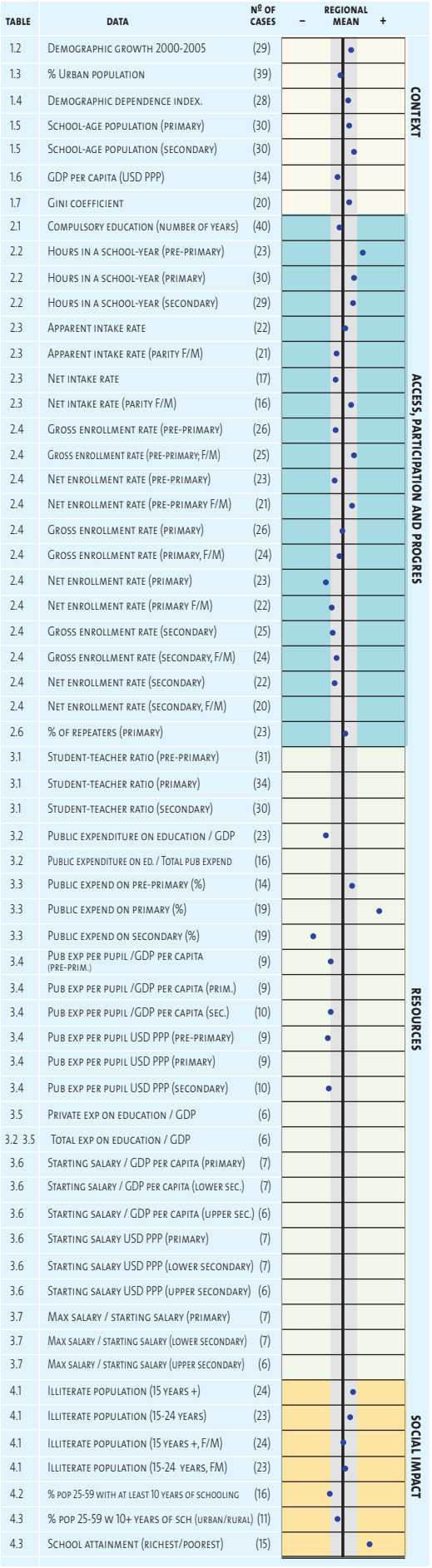
EL SALVADOR

- Territory (sq. Km. -thousands-): 21
- Total Population (thousands): 6.031
- Population 5-14 years (percentage): 23,2
- Population 15-19 years (percentage): 11,2
- Per capita GDP (USD PPP): 4.036

- Number of compulsory school years: 9
- Net enrollment ratio in Primary education: 80,8
- Net enrollment ratio in Secondary education: 42,7
- Adult illiteracy rate (15 years and over): 22,7

Country programmes classified according to ISCED 1997





In order to make this report 42 out of 60 foreseen figures were used. El Salvador has a distinctive behavior in the following matters:

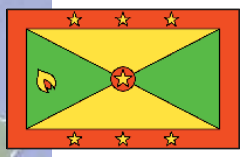
- In the context category, it shows values higher than the regional mean for the demographic growth rate.

- In the access, participation and progress category, it shows a higher number of hours in a school year (Pre-primary). Moreover, it shows a lower net enrollment ratio in Primary.

- In the resources category, it reports a percentage of public expenditure allocated to Primary higher than the regional mean. Moreover, it shows values lower than the regional mean for the public expenditure on education as percentage of GDP; the percentage of public expenditure allocated to Secondary, and the public expenditure per pupil as percentage of Per capita GDP and expressed in USD PPP (Pre-primary and Secondary).

- In the social impact of education category, it shows a lower percentage of 25-59 age-group population with at least 10 school years attained, and a higher income-related disparity in educational attainment of population 25 years and older.

GRENADA



- Territory (sq. Km. -thousands-): 0,3
- Total Population (thousands): 93
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): 5.838

- Number of compulsory school years: 11
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

In order to make this report 3 out of 60 foreseen figures were used. Grenada has a distinctive behavior in the following matters:

- In the context category, it shows an urbanization lower level than the regional mean.

TABLE	DATA	Nº OF CASES	–	REGIONAL MEAN	+	
1.2	Demographic growth 2000-2005	(29)				CONTEXT
1.3	% Urban population	(39)		•		
1.4	Demographic dependence index.	(28)				
1.5	School-age population (primary)	(30)				
1.5	School-age population (secondary)	(30)				
1.6	GDP per capita (USD PPP)	(34)		•		
1.7	Gini coefficient	(20)				
2.1	Compulsory education (number of years)	(40)		•		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)				
2.2	Hours in a school-year (primary)	(30)				
2.2	Hours in a school-year (secondary)	(29)				
2.3	Apparent intake rate	(22)				
2.3	Apparent intake rate (parity F/M)	(21)				
2.3	Net intake rate	(17)				
2.3	Net intake rate (parity F/M)	(16)				
2.4	Gross enrollment rate (pre-primary)	(26)				
2.4	Gross enrollment rate (pre-primary; F/M)	(25)				
2.4	Net enrollment rate (pre-primary)	(23)				
2.4	Net enrollment rate (pre-primary F/M)	(21)				
2.4	Gross enrollment rate (primary)	(26)				
2.4	Gross enrollment rate (primary, F/M)	(24)				
2.4	Net enrollment rate (primary)	(23)				
2.4	Net enrollment rate (primary F/M)	(22)				
2.4	Gross enrollment rate (secondary)	(25)				
2.4	Gross enrollment rate (secondary, F/M)	(24)				
2.4	Net enrollment rate (secondary)	(22)				
2.4	Net enrollment rate (secondary, F/M)	(20)				
2.6	% of repeaters (primary)	(23)				
3.1	Student-teacher ratio (pre-primary)	(31)				RESOURCES
3.1	Student-teacher ratio (primary)	(34)				
3.1	Student-teacher ratio (secondary)	(30)				
3.2	Public expenditure on education / GDP	(23)				
3.2	Public expenditure on ed. / Total pub expend					
3.3	Public expend on pre-primary (%)	(14)				
3.3	Public expend on primary (%)	(19)				
3.3	Public expend on secondary (%)	(19)				
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)				
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)				
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)				
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)				
3.4	Pub exp per pupil USD PPP (primary)	(9)				
3.4	Pub exp per pupil USD PPP (secondary)	(10)				
3.5	Private exp on education / GDP	(6)				
3.2 3.5	Total exp on education / GDP	(6)				
3.6	Starting salary / GDP per capita (primary)	(7)				
3.6	Starting salary / GDP per capita (lower sec.)	(7)				
3.6	Starting salary / GDP per capita (upper sec.)	(6)				
3.6	Starting salary USD PPP (primary)	(7)				
3.6	Starting salary USD PPP (lower secondary)	(7)				
3.6	Starting salary USD PPP (upper secondary)	(6)				
3.7	Max salary / starting salary (primary)	(7)				
3.7	Max salary / starting salary (lower secondary)	(7)				
3.7	Max salary / starting salary (upper secondary)	(6)				
4.1	Illiterate population (15 years +)	(24)				SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)				
4.1	Illiterate population (15 years +, F/M)	(24)				
4.1	Illiterate population (15-24 years, FM)	(23)				
4.2	% pop 25-59 with at least 10 years of schooling	(16)				
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)				
4.3	School attainment (richest/poorest)	(15)				

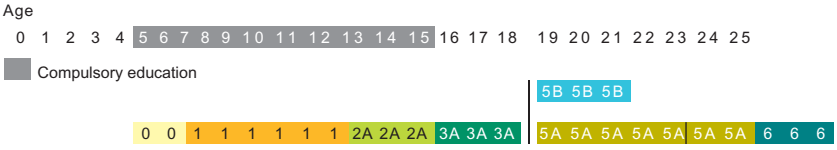
TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

GUATEMALA

- Territory (sq. Km. -thousands-): 109
- Total Population (thousands): 10.802
- Population 5-14 years (percentage): 27,7
- Population 15-19 years (percentage): 11,3
- Per capita GDP (USD PPP): 3.505

- Number of compulsory school years: 9
- Net enrollment ratio in Primary education: 82,7
- Net enrollment ratio in Secondary education: 28,0
- Adult illiteracy rate (15 years and over): 33,4

Country programmes classified according to ISCED 1997



- 0 Pre-primary
- 1 Primary
- 2A Middle education - basic cycle
- 3A Middle education - diversified cycle "Bachillerato" gral., comercial, tech. and pedagogical
- 5B Intermediate university Pedagogical studies (for middle educ.), Tech.
- 5A Higher education "Licenciatura", Master
- 6 Doctoral

In order to make this report 37 out of 60 foreseen figures were used. Guatemala has a distinctive behavior in the following matters:

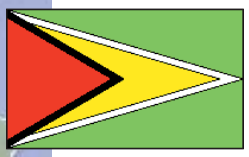
- In the context category, it shows a demographic growth rate higher than the regional mean, as well as a higher demographic dependence index, and school age population for Primary. Moreover, it shows a higher income-distribution inequity (Gini coefficient). Lastly, it reports a lower urbanization level.

- In the access, participation and progress category, it shows values higher than the regional mean for the percentage of repeaters in Primary. Moreover, it reports values lower than the regional mean for the number of hours in a school year (Pre-primary and Secondary), and for the net enrollment ratio in Primary and gross and net enrollment ratios in Secondary (they are only 33 and 28% respectively). In the same fashion, the are difficulties concerning gender parity (lower values for girls) for the net intake rate, and gross and net enrollment ratios in Primary and Secondary.

- In the resources category, it reports a higher student-teacher ratio in Pre-primary, and a lower public expenditure on education as percentage of GDP.

- In the social impact of education category, it shows values higher than the regional mean for adult illiteracy (15 years and older and 15-24 age-groups). Moreover, it reports a higher proportion of illiterates women among the 15-24 age-group what is also higher than the proportion for the adult population in genral.

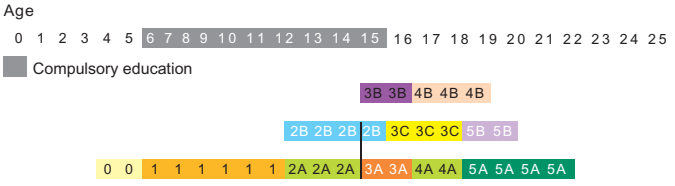
GUYANA



- Territory (sq. Km. -thousands-): 215
- Total Population (thousands): 754
- Population 5-14 years (percentage): 20,7
- Population 15-19 years (percentage): 11,3
- Per capita GDP (USD PPP): 3.403

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 85,4
- Net enrollment ratio in Secondary education: 60,1
- Adult illiteracy rate (15 years and over): 1,9

Country programmes classified according to ISCED 1997



- 0 Nursery school
- 1 Primary school
- 2A General secondary school
- 2B Community high school, Primary Top
- 3A General secondary school
- 3B NATI, GTI, LTI
- 3C Guysuco Training centre
- 4A General sec.school (form vi)
- 4B C.Potter Coll.of ed, Guyana sch.of agriculture, REPAHA
- 5A First degree prog, Post grad.dipl., Second degree prog.
- 5B Prof. teacher training prog., Diploma progs.

In order to make this report 32 out of 60 foreseen figures were used. Guyana has a distinctive behavior in the following matters:

- In the context category, it shows lower demographic growth rate, as well as a lower percentage of urban population.

- In the access, participation and progress category, it shows values higher than the regional mean for the gross and net enrollment ratios in Pre-primary.

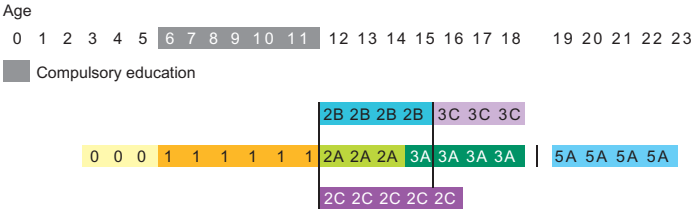
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

- Territory (sq. Km. -thousands-): 28
- Total Population (thousands): 8.056
- Population 5-14 years (percentage): 27,3
- Population 15-19 years (percentage): 11,5
- Per capita GDP (USD PPP): 1.383

- Number of compulsory school years: 6
- Net enrollment ratio in Primary education: 79,7
- Net enrollment ratio in Secondary education: 19,9
- Adult illiteracy rate (15 years and over): 53,2

Country programmes classified according to ISCED 1997



- 0 Pre-primary
- 1 Basic education, 1st and 2nd cycles
- 2A Basic education, 3rd cycle
- 2B Vocational schools
- 2C Professional training school and centre
- 3A Secondary general education
- 3C Technical education institute
- 5A University, Ist cycle

In order to make this report 28 out of 60 foreseen figures were used. Haiti has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the demographic dependence index, and for the school age population corresponding to Primary and Secondary; Moreover, it shows values lower than the mean for its urbanization level and Per capita GDP.
- In the access, participation and progress category, it shows values higher than the regional mean for the apparent intake rate and gross enrollment ratio in Primary. Moreover, it shows a different behavior from the mean concerning gender parity in the apparent intake rate, and net enrollment ratio in Pre-primary and Primary; in all these cases, boys report lower values. Additionally, it has a lower number of compulsory school years, a lower net enrollment ratio in Primary, and lower gross and net enrollment ratios in Secondary. Gross enrollment ratio in Secondary for boys has lower values than for girls.
- In the resources category, it reports higher values for the student-teacher ratio in Pre-primary and Primary.
- In the social impact of education category, it shows values higher than the regional mean in adult illiteracy rates for 15 years and older population as well as for the 15-24 age group.

HONDURAS

- Territory (sq. Km. -thousands-): 112
- Total Population (thousands): 6.148
- Population 5-14 years (percentage): 27,0
- Population 15-19 years (percentage): 11,1
- Per capita GDP (USD PPP): 2.433

- Number of compulsory school years: 6
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): 27,1

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

0 0 0 1 1 1 1 1 1 2A 2A 2A 3A 3A | 5A 5A 5A 5A 5A 6 6 6

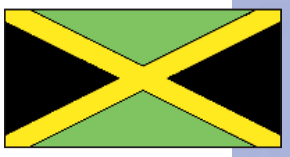
- 0 Pre-primary
- 1 Primary
- 2A Secondary - first cycle
- 3A Secondary - second cycle
- 5A Tertiary
- 6 Master, Doctoral

In order to make this report 20 out of 60 foreseen figures were used. Honduras has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the demographic growth rate, the demographic dependence index and the school age population corresponding to Primary.
- In the access, participation and progress category, it shows values lower than the regional mean for the number of compulsory school years and the gross enrollment ratio in Pre-primary.
- In the resources category, it reports a higher student-teacher ratio in Primary.
- In the social impact of education category, it shows values higher than the regional mean for the adult illiteracy rates (15 years and older population, and population 15-24 years). Moreover, it shows a lower percentage of 25-59 year-old population with at least 10 school years attained.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

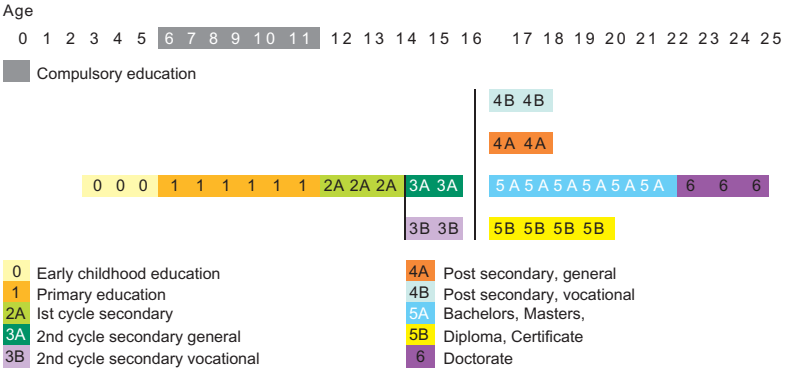
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		



- Territory (sq. Km. -thousands-): 11
- Total Population (thousands): 2.534
- Population 5-14 years (percentage): 21,8
- Population 15-19 years (percentage): 10,6
- Per capita GDP (USD PPP): 3.389

- Number of compulsory school years: 6
- Net enrollment ratio in Primary education: 92,4
- Net enrollment ratio in Secondary education: 79,0
- Adult illiteracy rate (15 years and over): 14,4

Country programmes classified according to ISCED 1997



In order to make this report 38 out of 60 foreseen figures were used. Jamaica has a distinctive behavior in the following matters:

- In the context category, it shows values lower than the regional mean for the demographic growth rate, and a more equitable income distribution as measured by the Gini coefficient.

- In the access, participation and progress category, it shows values higher than the regional mean for the gross and net enrollment ratios in Pre-primary and net in Secondary. Moreover, it shows higher values for girls in the gross and net enrollment ratios in Pre-primary. Additionally, it shows values lower than the regional mean for the number of compulsory school years, the gross enrollment ratio in Primary, and the percentage of repeaters.

- In the resources category, it reports values higher than the regional mean for the student-teacher ratio in Primary, and for the public expenditure on education as percentage of GDP.

- In the social impact of education category, it shows higher adult illiteracy rates for men in the 15 years and older groups as well as in the 15-24 age group.

MEXICO

- Territory (sq. Km. -thousands-): 1.958
- Total Population (thousands): 95.830
- Population 5-14 years (percentage): 22,3
- Population 15-19 years (percentage): 10,6
- Per capita GDP (USD PPP): 7.704

- Number of compulsory school years: 9
- Net enrollment ratio in Primary education: 102,4
- Net enrollment ratio in Secondary education: n.a.
- Adult illiteracy rate (15 years and over): 9,6

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

0 0 1 1 1 1 1 1 2A 2A 2A 3A 3A 3A | 5A 5A 5A 5A 5A 6 6 6

- 0 Pre-primary
- 1 Primary
- 2A Secondary - first cycle
- 3A Secondary - second cycle: gral. And tech.
- 5A Higher education
- 6 Master, Doctoral

In order to make this report 53 out of 60 foreseen figures were used. Mexico has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean for the number of hours in a school year in Secondary and a lower number of haours in Primary. The net intake rate and the net enrollment ratios in Pre-primary and Primary are higher than the mean.

- In the resources category, it reports values higher than the regional mean for the starting teachers' salary (Public sector, with minimal training) in Primary, as for the evolution of those salaries in Primary and Lower Secondary. Additionally, its private expenditure level is education as well as its total expenditure in education as percentage of GDP is lower than the regional mean.

- In the social impact of education category, it shows a higher income-related disparity in the level of education attainment of 25-year-old population.

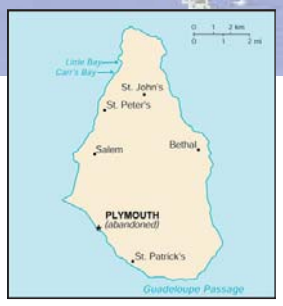
TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

MONTSERRAT

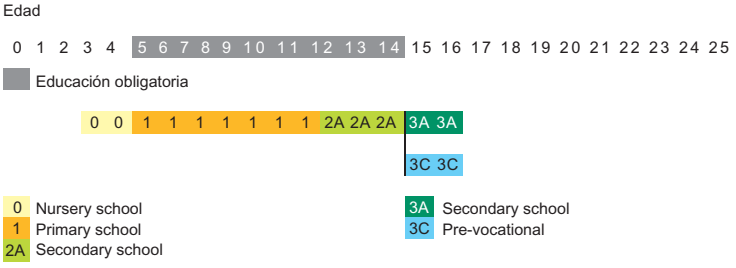
TABLE	DATA	Nº OF CASES	REGIONAL MEAN –	+	
1.2	Demographic growth 2000-2005	(29)			CONTEXT
1.3	% Urban population	(39)			
1.4	Demographic dependence index.	(28)			
1.5	School-age population (primary)	(30)			
1.5	School-age population (secondary)	(30)			
1.6	GDP per capita (USD PPP)	(34)			
1.7	Gini coefficient	(20)			
2.1	Compulsory education (number of years)	(40)			ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)			
2.2	Hours in a school-year (primary)	(30)			
2.2	Hours in a school-year (secondary)	(29)			
2.3	Apparent intake rate	(22)			
2.3	Apparent intake rate (parity F/M)	(21)			
2.3	Net intake rate	(17)			
2.3	Net intake rate (parity F/M)	(16)			
2.4	Gross enrollment rate (pre-primary)	(26)			
2.4	Gross enrollment rate (pre-primary, F/M)	(25)			
2.4	Net enrollment rate (pre-primary)	(23)			
2.4	Net enrollment rate (pre-primary F/M)	(21)			
2.4	Gross enrollment rate (primary)	(26)			
2.4	Gross enrollment rate (primary, F/M)	(24)			
2.4	Net enrollment rate (primary)	(23)			
2.4	Net enrollment rate (primary F/M)	(22)			
2.4	Gross enrollment rate (secondary)	(25)			
2.4	Gross enrollment rate (secondary, F/M)	(24)			
2.4	Net enrollment rate (secondary)	(22)			
2.4	Net enrollment rate (secondary, F/M)	(20)			
2.6	% of repeaters (primary)	(23)			
3.1	Student-teacher ratio (pre-primary)	(31)			RESOURCES
3.1	Student-teacher ratio (primary)	(34)			
3.1	Student-teacher ratio (secondary)	(30)			
3.2	Public expenditure on education / GDP	(23)			
3.2	Public expenditure on ed. / Total pub expend	(16)			
3.3	Public expend on pre-primary (%)	(14)			
3.3	Public expend on primary (%)	(19)			
3.3	Public expend on secondary (%)	(19)			
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)			
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)			
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)			
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)			
3.4	Pub exp per pupil USD PPP (primary)	(9)			
3.4	Pub exp per pupil USD PPP (secondary)	(10)			
3.5	Private exp on education / GDP	(6)			
3.2 3.5	Total exp on education / GDP	(6)			
3.6	Starting salary / GDP per capita (primary)	(7)			
3.6	Starting salary / GDP per capita (lower sec.)	(7)			
3.6	Starting salary / GDP per capita (upper sec.)	(6)			
3.6	Starting salary USD PPP (primary)	(7)			
3.6	Starting salary USD PPP (lower secondary)	(7)			
3.6	Starting salary USD PPP (upper secondary)	(6)			
3.7	Max salary / starting salary (primary)	(7)			
3.7	Max salary / starting salary (lower secondary)	(7)			
3.7	Max salary / starting salary (upper secondary)	(6)			
4.1	Illiterate population (15 years +)	(24)			SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)			
4.1	Illiterate population (15 years +, F/M)	(24)			
4.1	Illiterate population (15-24 years, FM)	(23)			
4.2	% pop 25-59 with at least 10 years of schooling	(16)			
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)			
4.3	School attainment (richest/poorest)	(15)			

- Territory (sq. Km. -thousands-): 0,1
- Total Population (thousands): 6
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.



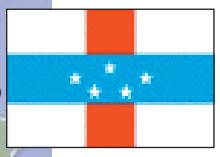
Country programmes classified according to ISCED 1997



In order to make this report 5 out of 60 foreseen figures were used. Montserrat has a distinctive behavior in the following matters:

- In the context category, it shows a lower urbanization level.
- In the resources category, it reports a lower student-teacher ratio in Secondary.

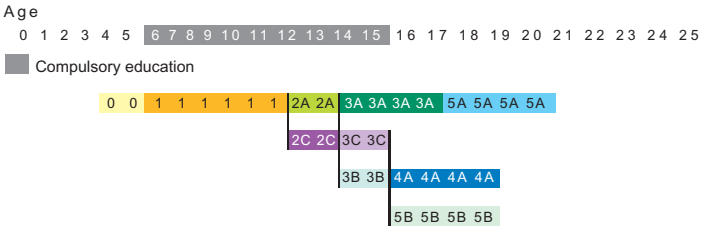
NETHERLANDS ANTILLES



- Territory (sq. Km. -thousands-): 0,8
- Total Population (thousands): 212
- Population 5-14 years (percentage): 17,1
- Population 15-19 years (percentage): 7,9
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 97,1
- Net enrollment ratio in Secondary education: 79,6
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997



- 0 Kindergarten
- 1 Primary education
- 2A Basic sec. ed. (MAVO) (HAVO) (VWO) (BVO) (LTS)
- 2C A- Track Preparatory Voc.ed (BVO),
- 3A Gen.sec.ed.(HAVO), Adv.sec.ed.(VWO), 'O' 'A' levels
- 3B Junior sec.ed. (MAVO), Preparatory voc ed.(BVO-D+B)
- 3C Preparatory voc ed. (BVO-A-track)
- 4A Sec. vocational, business, technical ed.
- 5A Bachelors, Masters
- 5B Associate degree

In order to make this report 24 out of 60 foreseen figures were used. Netherlands Antilles has a distinctive behavior in the following matters:

- In the context category, it shows a demographic dependence index and a school age population for Primary and Secondary lower than the regional mean.

- In the access, participation and progress category it shows higher values than the regional mean for the gross and net enrollment ratios in Pre-primary and net enrollment ratio in Secondary; moreover, it reports gender disparity, in favor of males, for the gross enrollment ratio in Primary.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

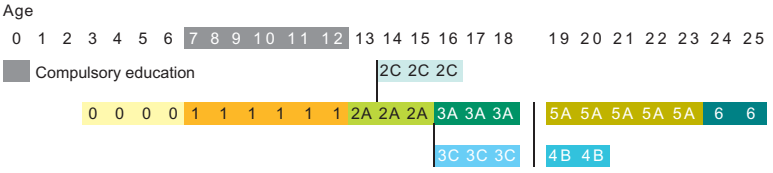
TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

NICARAGUA

- Territory (sq. Km. -thousands-): 130
- Total Population (thousands): 4.807
- Population 5-14 years (percentage): 27,1
- Population 15-19 years (percentage): 11,6
- Per capita GDP (USD PPP): 2.142

- Number of compulsory school years: 6
- Net enrollment ratio in Primary education: 80,1
- Net enrollment ratio in Secondary education: 38,9
- Adult illiteracy rate (15 years and over): 32,5

Country programmes classified according to ISCED 1997



- 0 Pre-school
- 1 Primary
- 2A Basic cycle
- 2C Technical - basic
- 3A Pre-university
- 3C Vocational education
- 4B Post-secondary Tech. Diploma
- 5A Univesitary "Licenciatura", Higher tech.
- 6 Univesity Master

In order to make this report 38 out of 60 foreseen figures were used. Nicaragua has a distinctive behavior in the following matters:

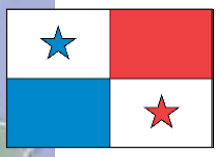
- In the context category, it shows values higher than the regional mean for the demographic growth rate, the demographic dependence index, and the relative size of school age population corresponding to Primary and Secondary.

- In the access, participation and progress category, it shows a lower number of compulsory schooling years and a higher number of hours in a school year in Primary. Additionally, it shows a lower net intake rate and a lower net enrollment ratio for Primary, and higher values for girls in the apparent intake rate, and gross enrollment ratio in Secondary. Lastly, the net enrollment ratio in Primary shows lower values for girls.

- In the resources category, it reports values higher than the regional mean for the student-teacher ratio en Primary and Secondary.

- In the social impact of education category, it shows values higher than the regional mean for the adult illiteracy rates of 15-years and older population as well as for the 15-24 age group.

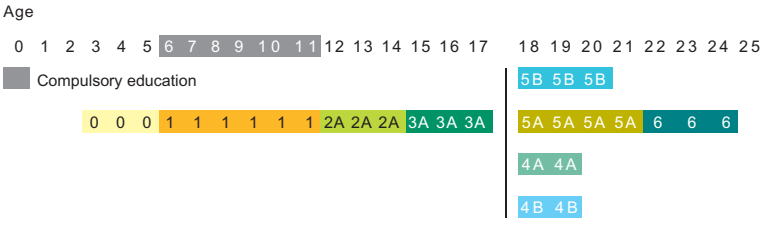
PANAMA



- Territory (sq. Km. -thousands-): 76
- Total Population (thousands): 2.767
- Population 5-14 years (percentage): 21,2
- Population 15-19 years (percentage): 9,6
- Per capita GDP (USD PPP): 5.249

- Number of compulsory school years: 6
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): 8,8

Country programmes classified according to ISCED 1997



- 0 Initial education
- 0 Pre-primary
- 1 Basic education - primary
- 2A Basic education - pre-middle
- 3A Middle education - second level
- 4A Third level. Higher non-university education
- 4B Third level (post-middle); Scientific tech.
- 5A University
- 5B University: tech. studies Tech. Certificate
- 6 Graduate studie: master, Doctoral

In order to make this report 22 out of 60 foreseen figures were used. Panama has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean en the number of hours in a school year in Primary and Secondary, and a lower number of compulsory school years.
- In the resources category, it reports values lower than the regional mean for the percentage of public expenditure allocated to Secondary.
- In the social impact of education category, it shows a lower urban-rural disparity for the percentage of 25-59 age-group population with at least 10 school years attained.

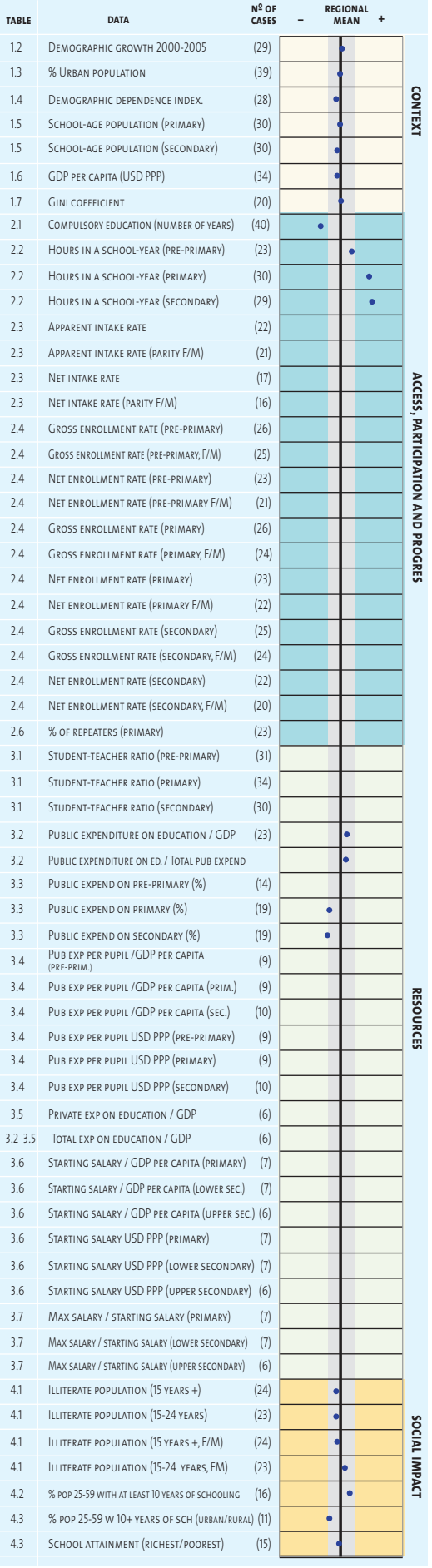


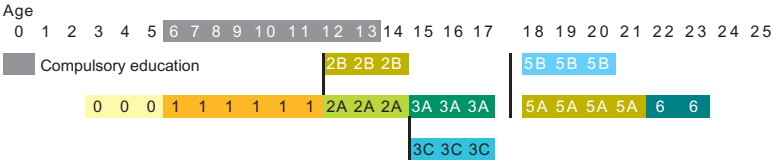
TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

PARAGUAY

- Territory (sq. Km. -thousands-): 407
- Total Population (thousands): 5.223
- Population 5-14 years (percentage): 25,9
- Population 15-19 years (percentage): 10,6
- Per capita GDP (USD PPP): 4.228

- Number of compulsory school years: 8
- Net enrollment ratio in Primary education: 91,7
- Net enrollment ratio in Secondary education: 42,0
- Adult illiteracy rate (15 years and over): 7,5

Country programmes classified according to ISCED 1997



- 0 Pre-primary
- 1 Primary
- 2A Secondary - basic
- 2B Tech. Secondary - basic
- 3A "Bachillerato" - arts
- 3C "Bachillerato" - vocational
- 5A University "Licenciatura"
- 5B Higher, non-university
- 6 Graduate studies Doctorado, Maestría

In order to make this report 43 out of 60 foreseen figures were used. Paraguay has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the demographic growth rate, the demographic dependence index, the school age population in Primary and the inequity in income distribution (Gini coefficient).

- In the access, participation and progress category, it shows a higher net intake rate for girls.

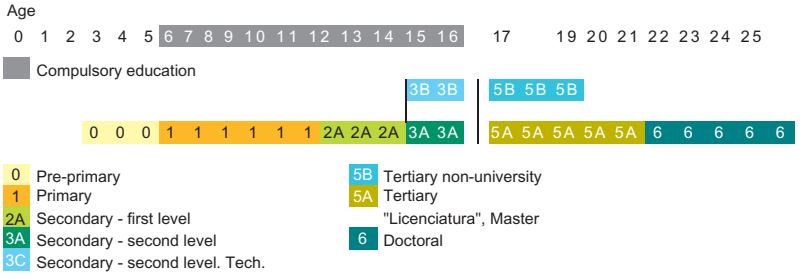
- In the resources category, it reports values higher than the regional mean for the public expenditure on education as percentage of total public expenditure, and for the percentage of public expenditure allocated to Primary. Moreover, it shows a lower student-teacher ratio in Secondary.

PERU

- Territory (sq. Km. -thousands-): 1.285
- Total Population (thousands): 24.801
- Population 5-14 years (percentage): 22,7
- Population 15-19 years (percentage): 10,7
- Per capita GDP (USD PPP): 4.282

- Number of compulsory school years: 11
- Net enrollment ratio in Primary education: 103,1
- Net enrollment ratio in Secondary education: 61,5
- Adult illiteracy rate (15 years and over): 11,2

Country programmes classified according to ISCED 1997



In order to make this report 58 out of 60 foreseen figures were used. Peru has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean for the net intake rate and net enrollment ratio in Primary. Moreover, it shows values lower than the regional mean for the hours in a school year in Secondary. Additionally, the gender gap in gross enrollment ratio in Secondary shows lower values for girls than the regional mean.

- In the resources category, it reports values higher than the regional mean for the student-teacher ratio in Pre-primary, for the public expenditure on education as percentage of total public expenditure, and for the percentage of public expenditure allocated to Pre-primary. Additionally, it shows values lower than the regional mean for the public expenditure per pupil as percentage of Per capita GDP (Primary) and in USD PPP (Pre-primary and Primary). The same applies to starting teachers' salary in USD PPP (Public sector, with minimal training, Lower and Upper Secondary), and for the evolution of teachers' salary (Public sector, with minimal training, Pre-primary, Primary and Secondary).

- In the social impact of education category, it shows higher gender disparity for adult illiteracy rates of population 15-year and older, and for the 15-24 age group.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)			ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

SAINT KITTS AND NEVIS

- Territory (sq. Km. -thousands-): 0,3
- Total Population (thousands): 39
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): 10.672

- Number of compulsory school years: 13
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

Age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Compulsory education

0 0 1 1 1 1 1 1 1 2A 2A 2A 3A 3A 4A 4A

2B 2B 2B 3C 4B 4B

0	Pre-school	3A	Upper secondary general/ vocational
1	Primary school	3C	Advance vocational education certificate
2A	Lower secondary	4A	Sixth form, Technical college
2B	Lower secondary	4B	Technical college

In order to make this report 9 out of 60 foreseen figures were used. Saint Kitts and Nevis has a distinctive behavior in the following matters:

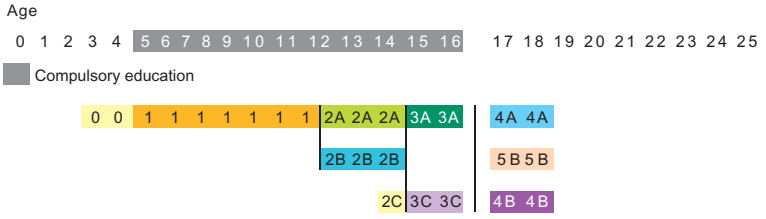
- In the context category, it shows a lower urbanization level.
- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years, and for the number of hours in a school year in Pre-primary, Primary and Secondary.
- In the resources category, it reports values lower than the regional mean for the student-teacher ratio in Pre-primary.

SAINT LUCIA

- Territory (sq. Km. -thousands-): 0,6
- Total Population (thousands): 144
- Population 5-14 years (percentage): 21,3
- Population 15-19 years (percentage): 11,1
- Per capita GDP (USD PPP): 5.183

- Number of compulsory school years: 12
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997



- 0 Pre-primary
- 1 Infant school, primary
- 2A Basic education, 2nd stage
- 2B Lower secondary (senior prim., junior sec.)
- 2C Pre-vocational schools
- 3A Upper secondary, general
- 3C Upper secondary,pre-vocational
- 4A Post secondary, 'A' levels
- 4B Labour market training
- 5B Tertiary

In order to make this report 9 out of 60 foreseen figures were used. Saint Lucia has a distinctive behavior in the following matters:

- In the context category, it shows a lower urbanization level.
- In the access, participation and progress category, it shows a higher number of compulsory school years.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
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2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
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3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
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3.5	Private exp on education / GDP	(6)		
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3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

SAINT VINCENT AND THE GRENADINES

- Territory (sq. Km. -thousands-): 0,4
- Total Population (thousands): 112
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): 4.692

- Number of compulsory school years: 11
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997

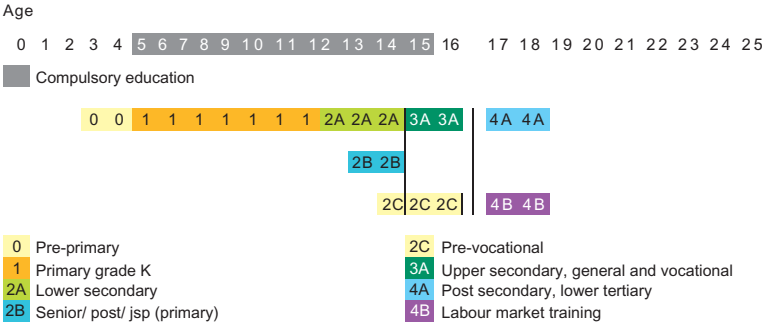


TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

In order to make this report 5 out of 60 foreseen figures were used. For the categories with data, Saint Vincent and the Grenadines does not show a behavior different from the Americas mean.

SURINAME

- Territory (sq. Km. -thousands-): 163
- Total Population (thousands): 414
- Population 5-14 years (percentage): 22,2
- Population 15-19 years (percentage): 11,5
- Per capita GDP (USD PPP): 5.161

- Number of compulsory school years: 6
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): 6,5

In order to make this report 18 out of 60 foreseen figures were used. Suriname has a distinctive behavior in the following matters:

- In the context category, it shows a higher school age population corresponding to Secondary, and a lower demographic growth rate.
- In the access, participation and progress category, it shows a higher gross enrollment ratio in Pre-primary and a lower number of compulsory school years.
- In the resources category, it reports a lower student-teacher ratio in Primary.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

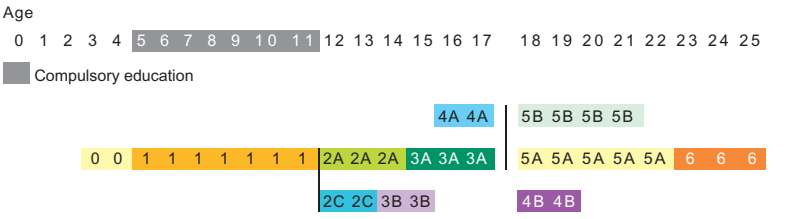
TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

TRINIDAD AND TOBAGO

- Territory (sq. Km. -thousands-): 5,1
- Total Population (thousands): 1.283
- Population 5-14 years (percentage): 19,9
- Population 15-19 years (percentage): 10,9
- Per capita GDP (USD PPP): 7.485

- Number of compulsory school years: 7
- Net enrollment ratio in Primary education: 92,9
- Net enrollment ratio in Secondary education: 71,1
- Adult illiteracy rate (15 years and over): 2,1

Country programmes classified according to ISCED 1997



- 0 Early childhood care and education
- 1 Primary education
- 2A Forms I - III, secondary schools
- 2C Standards VI and VII, post primary programme
- 3A Forms IV & V, senior comprehensive, continuation
- 3B National examination council prog.
- 4A Advanced level programme
- 4B Technical institutes programmes
- 5A BSc., B.A., B.Ed., MSc., M.Ed., MBA, M.D.
- 5B Certificates, Associate Degrees
- 6 PhD

In order to make this report 36 out of 60 foreseen figures were used. Trinidad and Tobago has a distinctive behavior in the following matters:

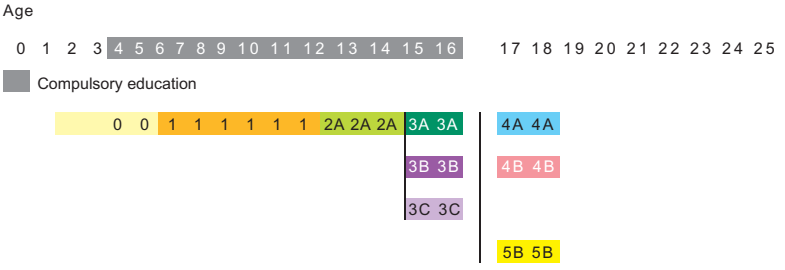
- In the context category, it shows values lower than the regional mean for the demographic growth rate, and for the demographic dependence index.
- In the access, participation and progress category, it shows values lower than the regional mean for the number of compulsory school years, and for the gross and net enrollment ratios in Pre-primary.
- In the resources category, it reports a lower percentage of public expenditure allocated to Pre-primary.
- In the social impact of education category, it shows a higher gender disparity against women for the illiteracy rate of adult population (15 years and older).

TURKS AND CAICOS

- Territory (sq. Km. -thousands-): 0,4
- Total Population (thousands): 16
- Population 5-14 years (percentage): N.A.
- Population 15-19 years (percentage): N.A.
- Per capita GDP (USD PPP): N.A.

- Number of compulsory school years: 13
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

Country programmes classified according to ISCED 1997



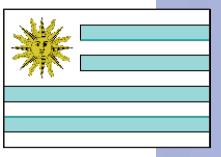
	Day care services, pre-schooling	3B	Pre voc. ed. with academic
0	Early childhood education	3C	Pre voc. ed. without academic
1	General education	4A	Post sec., lower tertiary, 'A' levels, CAPE
2A	Lower secondary, gen. combined with tech. subjects	4B	Lower tertiary tech.cert. and LM
3A	Academic subjects leading to CXC, GCE	5B	Certificate, diploma

In order to make this report 11 out of 60 foreseen figures were used. Turks and Caicos has a distinctive behavior in the following matters:

- In the access, participation and progress category, it shows values higher than the regional mean for the number of compulsory school years.
- In the resources category, it reports a lower student-teacher ratio in Secondary.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

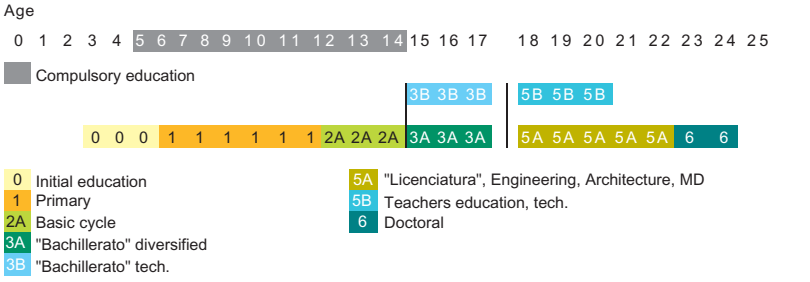
TABLE	DATA	Nº OF CASES	REGIONAL MEAN – +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		



- Territory (sq. Km. -thousands-): 175
- Total Population (thousands): 3.289
- Population 5-14 years (percentage): 16,3
- Population 15-19 years (percentage): 8,0
- Per capita GDP (USD PPP): 8.623

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 92,3
- Net enrollment ratio in Secondary education: 65,6
- Adult illiteracy rate (15 years and over): 2,5

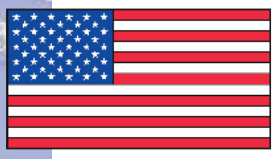
Country programmes classified according to ISCED 1997



In order to make this report 54 out of 60 foreseen figures were used. Uruguay has a distinctive behavior in the following matters:

- In the context category, it shows a higher urbanization level, a lower demographic growth rate, and a lower school age population corresponding to Primary and Secondary.
- In the access, participation and progress category, girls show figures relative higher in the gross and net enrollment ratios in Secondary.
- In the resources category, it reports a higher student-teacher ratio in Pre-primary. Moreover, it shows a lower public expenditure on education as percentage of GDP as well as percentage of total public expenditure. Additionally, its public expenditure per pupil (as percentage of Per capita GDP) in Primary is lower than the regional mean for the. It also shows lower values for starting teachers' salary (Public sector, with minimal training) as percentage of Per capita GDP (Primary, Lower and Upper Secondary), and the starting teachers' salary (Public sector, with minimal training) in USD PPP (Lower Secondary).
- In the social impact of education category, it shows values lower gender parity for adult illiteracy (population de 15 years and older), and a lower urban/rural related disparity for the average of school years attained by 25-year-old population.

USA



- Territory (sq. Km. -thousands-): 9.629
- Total Population (thousands): 277.552
- Population 5-14 years (percentage): 15,0
- Population 15-19 years (percentage): 7,0
- Per capita GDP (USD PPP): 29.605

- Number of compulsory school years: variable
- Net enrollment ratio in Primary education: N.A.
- Net enrollment ratio in Secondary education: N.A.
- Adult illiteracy rate (15 years and over): N.A.

In order to make this report 17 out of 60 foreseen figures were used. USA has a distinctive behavior in the following matters:

- In the context category, it shows values higher than the regional mean for the Per capita GDP. Moreover, it shows values lower than the regional mean or the population proportion at school age (Primary and Secondary), and for the income-distribution equity measure (Gini coefficient).

- In the resources category, it reports values higher than the regional mean for the total expenditure on education as percentage of GDP, the starting teachers' salary (Public sector, with minimal training) in USD PPP (Primary and Lower and Upper Secondary), and for teachers' salary evolution (Public sector, with minimal training). Moreover, it shows values lower than the regional mean for the starting teachers' salary (Public sector, with minimal training, Lower Secondary) as percentage of Per capita GDP.

TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		CONTEXT
1.4	Demographic dependence index.	(28)		CONTEXT
1.5	School-age population (primary)	(30)		CONTEXT
1.5	School-age population (secondary)	(30)		CONTEXT
1.6	GDP per capita (USD PPP)	(34)		CONTEXT
1.7	Gini coefficient	(20)		CONTEXT
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (primary)	(30)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (secondary)	(29)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate	(22)		ACCESS, PARTICIPATION AND PROGRES
2.3	Apparent intake rate (parity F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate	(17)		ACCESS, PARTICIPATION AND PROGRES
2.3	Net intake rate (parity F/M)	(16)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (pre-primary F/M)	(21)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary)	(26)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (primary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (primary F/M)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary)	(25)		ACCESS, PARTICIPATION AND PROGRES
2.4	Gross enrollment rate (secondary, F/M)	(24)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary)	(22)		ACCESS, PARTICIPATION AND PROGRES
2.4	Net enrollment rate (secondary, F/M)	(20)		ACCESS, PARTICIPATION AND PROGRES
2.6	% of repeaters (primary)	(23)		ACCESS, PARTICIPATION AND PROGRES
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		RESOURCES
3.1	Student-teacher ratio (secondary)	(30)		RESOURCES
3.2	Public expenditure on education / GDP	(23)		RESOURCES
3.2	Public expenditure on ed. / Total pub expend	(16)		RESOURCES
3.3	Public expend on pre-primary (%)	(14)		RESOURCES
3.3	Public expend on primary (%)	(19)		RESOURCES
3.3	Public expend on secondary (%)	(19)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		RESOURCES
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		RESOURCES
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (primary)	(9)		RESOURCES
3.4	Pub exp per pupil USD PPP (secondary)	(10)		RESOURCES
3.5	Private exp on education / GDP	(6)		RESOURCES
3.2 3.5	Total exp on education / GDP	(6)		RESOURCES
3.6	Starting salary / GDP per capita (primary)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (lower sec.)	(7)		RESOURCES
3.6	Starting salary / GDP per capita (upper sec.)	(6)		RESOURCES
3.6	Starting salary USD PPP (primary)	(7)		RESOURCES
3.6	Starting salary USD PPP (lower secondary)	(7)		RESOURCES
3.6	Starting salary USD PPP (upper secondary)	(6)		RESOURCES
3.7	Max salary / starting salary (primary)	(7)		RESOURCES
3.7	Max salary / starting salary (lower secondary)	(7)		RESOURCES
3.7	Max salary / starting salary (upper secondary)	(6)		RESOURCES
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		SOCIAL IMPACT
4.1	Illiterate population (15 years +, F/M)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years, FM)	(23)		SOCIAL IMPACT
4.2	% pop 25-59 with at least 10 years of schooling	(16)		SOCIAL IMPACT
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		SOCIAL IMPACT
4.3	School attainment (richest/poorest)	(15)		SOCIAL IMPACT

VENEZUELA

- Territory (sq. Km. -thousands-): 912
- Total Population (thousands): 23.242
- Population 5-14 years (percentage): 23,0
- Population 15-19 years (percentage): 10,3
- Per capita GDP (USD PPP): 5.808

- Number of compulsory school years: 10
- Net enrollment ratio in Primary education: 88,0
- Net enrollment ratio in Secondary education: 50,4
- Adult illiteracy rate (15 years and over): 8,3

Country programmes classified according to ISCED 1997

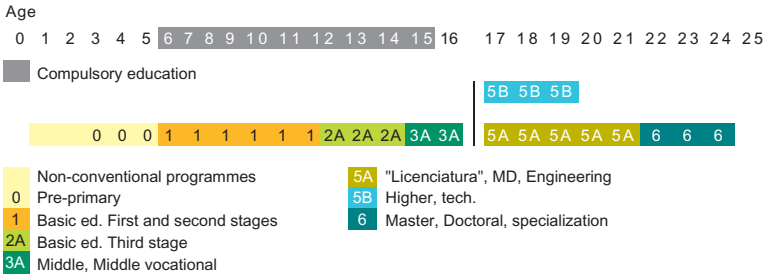


TABLE	DATA	Nº OF CASES	– REGIONAL MEAN +	
1.2	Demographic growth 2000-2005	(29)		CONTEXT
1.3	% Urban population	(39)		
1.4	Demographic dependence index.	(28)		
1.5	School-age population (primary)	(30)		
1.5	School-age population (secondary)	(30)		
1.6	GDP per capita (USD PPP)	(34)		
1.7	Gini coefficient	(20)		
2.1	Compulsory education (number of years)	(40)		ACCESS, PARTICIPATION AND PROGRES
2.2	Hours in a school-year (pre-primary)	(23)		
2.2	Hours in a school-year (primary)	(30)		
2.2	Hours in a school-year (secondary)	(29)		
2.3	Apparent intake rate	(22)		
2.3	Apparent intake rate (parity F/M)	(21)		
2.3	Net intake rate	(17)		
2.3	Net intake rate (parity F/M)	(16)		
2.4	Gross enrollment rate (pre-primary)	(26)		
2.4	Gross enrollment rate (pre-primary; F/M)	(25)		
2.4	Net enrollment rate (pre-primary)	(23)		
2.4	Net enrollment rate (pre-primary F/M)	(21)		
2.4	Gross enrollment rate (primary)	(26)		
2.4	Gross enrollment rate (primary, F/M)	(24)		
2.4	Net enrollment rate (primary)	(23)		
2.4	Net enrollment rate (primary F/M)	(22)		
2.4	Gross enrollment rate (secondary)	(25)		
2.4	Gross enrollment rate (secondary, F/M)	(24)		
2.4	Net enrollment rate (secondary)	(22)		
2.4	Net enrollment rate (secondary, F/M)	(20)		
2.6	% of repeaters (primary)	(23)		
3.1	Student-teacher ratio (pre-primary)	(31)		RESOURCES
3.1	Student-teacher ratio (primary)	(34)		
3.1	Student-teacher ratio (secondary)	(30)		
3.2	Public expenditure on education / GDP	(23)		
3.2	Public expenditure on ed. / Total pub expend	(16)		
3.3	Public expend on pre-primary (%)	(14)		
3.3	Public expend on primary (%)	(19)		
3.3	Public expend on secondary (%)	(19)		
3.4	Pub exp per pupil /GDP per capita (pre-prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (prim.)	(9)		
3.4	Pub exp per pupil /GDP per capita (sec.)	(10)		
3.4	Pub exp per pupil USD PPP (pre-primary)	(9)		
3.4	Pub exp per pupil USD PPP (primary)	(9)		
3.4	Pub exp per pupil USD PPP (secondary)	(10)		
3.5	Private exp on education / GDP	(6)		
3.2 3.5	Total exp on education / GDP	(6)		
3.6	Starting salary / GDP per capita (primary)	(7)		
3.6	Starting salary / GDP per capita (lower sec.)	(7)		
3.6	Starting salary / GDP per capita (upper sec.)	(6)		
3.6	Starting salary USD PPP (primary)	(7)		
3.6	Starting salary USD PPP (lower secondary)	(7)		
3.6	Starting salary USD PPP (upper secondary)	(6)		
3.7	Max salary / starting salary (primary)	(7)		
3.7	Max salary / starting salary (lower secondary)	(7)		
3.7	Max salary / starting salary (upper secondary)	(6)		
4.1	Illiterate population (15 years +)	(24)		SOCIAL IMPACT
4.1	Illiterate population (15-24 years)	(23)		
4.1	Illiterate population (15 years +, F/M)	(24)		
4.1	Illiterate population (15-24 years, FM)	(23)		
4.2	% pop 25-59 with at least 10 years of schooling	(16)		
4.3	% pop 25-59 w 10+ years of sch (urban/rural)	(11)		
4.3	School attainment (richest/poorest)	(15)		

In order to make this report 30 out of 60 foreseen figures were used. Venezuela has a distinctive behavior in the following matters:

- *In the context category, it shows a higher urbanization level.*
- *In the access, participation and progress category, girls show higher relative values for the gross enrollment ratio in Secondary.*

ANNEX 2

TECHNICAL NOTES AND REFERENCES

- The age composition of the population presents **distribution of the total population by age** using aggregations corresponding to age groups from 5-14 and 15-19 years.

  The population estimates used are from annual projections to 1998 developed by the Latin American and Caribbean Demographic Center (CELADE) for Latin American countries (*Demographic Bulletin 66*), and by the Population Division of the United Nations for the United States, Canada, and countries in the Caribbean (*World Population Prospects. The 2000 revision*).

- **Population growth rates** for the years 1990-1995; 1995-2000, & 2000-2005.

  These were elaborated by the Latin American and Caribbean Demographic Center (CELADE) for Latin American countries (*Demographic Bulletin 66*), and by the Population Division of the United Nations for the United States, Canada, and countries in the Caribbean (*World Population Prospects. The 2000 revision*).

- Urbanization levels computed as the **percentage of the population that inhabits urban areas**, according to the definition of each country.

  Taken from Latin American and Caribbean Demographic Center (CELADE, *Demographic Bulletin 63*) for Latin American countries, and for Caribbean countries from the Population Division of the United Nations (*World Population Prospects. The 2000 revision*).

- The **dependency index**, determined by dividing the number of dependents (under 15 and over 65 years of age) by the population that is theoretically active (those between 15 and 65 years of age). This ratio is expressed as for each 10 people.

  Data used correspond to annual projections to 1998 developed by the Latin American and Caribbean Demographic Center (CELADE) for Latin American countries (*Demographic Bulletin 66*), and by the Population Division of the United Nations for the United States, Canada, and countries in the Caribbean (*World Population Prospects. The 2000 revision*).

- **School-age population** has been estimated as the relative proportion of each age group (5-13 and 15-19 years) of the total population.

  Data used correspond to annual projections to 1998 developed by the Latin American and Caribbean Demographic Center (CELADE) for Latin American countries (*Demographic Bulletin 66*), and by the Population Division of the United Nations for the United States, Canada, and countries in the Caribbean (*World Population Prospects. The 2000 revision)*.

- **GDP per-capita** is computed by dividing the value of GDP by the total population, whether for the hemisphere or for each individual country. It is expressed in PPP dollars (Purchasing Power Parity) in order to make possible a standardized comparison in terms of actual purchasing power in each country.

  Data were computed by the World Bank and were taken from the *Human Development Report, 2000* of the United Nations Development Program. The per-capita GDP for the hemisphere has been calculated by PRIE.

- Equity in the distribution of wealth (taken as income or consumption) is computed using a Lorenz curve. This is a graphical device to show the accumulated distribution of participation in total individual (or family) wealth, arranged from smaller to larger incomes (or consumption). The **Gini coefficient** is derived by dividing the area described by the line of "perfect equality" (that unites the lower extreme with 0% participation in wealth with the upper extreme with 100% accumulated participation in wealth) and the Lorenz curve, between the total possible area under the mentioned straight line.

  This index has been taken from the *World Development Report 2000/2001* published by the World Bank.

- The **number of years of compulsory schooling** indicates the number of years of minimum schooling that a country establishes for its citizens.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- The **duration in hours of a school week and of a school year** indicate the formal time requirement established for the development of school activities.

  This information has been provided by the UNESCO Institute for Statistics (UIS) and, in some cases, through consultations with ministries of education.

- The **net intake rate** is derived by dividing the number of those entering the first grade who are of the official entry age by the total population of that age. This is a direct indicator of the level of timely entry into the education system.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- The **gross or apparent intake rate** is derived from dividing the total number of those entering the first grade (without consideration of age) by the total population of the official entry age. This is an indicator of the capacity of the education system to offer services of the corresponding grade, since it shows the relative magnitude of the entering population in terms of the population that should enter.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- The **net enrollment rate** is calculated as the quotient between the enrolled population within a level, and which is within the age ranges established by that level, among the total population of such an age range. This is an indicator of services provided to the population at the level to which it theoretically belongs. Note that it does not necessarily reveals a deficit of services, since a part of said complement may be being served at another level. Moreover, the ratio does not express whether enrollees are or are not within the grade that corresponds to their ages. This is particularly important within the region, since we have high net enrollment rates for primary school that are accompanied, however, by significantly high rates of above-age attendance.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- The **gross enrollment rate** is calculated as the quotient between total enrollment at a level of school, without considering student ages, between the total population of the age-group officially established for said level. This is an indicator of the capacity of an education system to offer services for the corresponding level, since it shows the relative magnitude of the population actually enrolled compared to the population that should be enrolled.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- **Age-specific enrollment ratios** indicate the total coverage or service that an education system offers to the population at every age observed. It takes into account neither the level nor the grade at which such services are offered.

  This indicator has been computed by PRIE using data from the UNESCO Institute for Statistics (UIS). For Canada and the US, data have been taken from OECD (*Education at a Glance 2001*).

- **Percentage of repeaters** is calculated as the quotient between the number of repeaters in a given grade or at a given level, between total enrollment at said level or grade in the same school year. It thus shows how many enrollees are repeating a grade. It must be taken into account that: this is not the repetition inter-annual indicator commonly used and which refers to the school flow between two consecutive school periods; and also that there are non-equivalent national regulations concerning promotion and/or grade failure. Thus, those countries that have implemented automatic grade promotion in one or more grades tend to show a necessarily lower value for this indicator.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- The **student/teacher ratio** is taken as the total number of students at a given level divided by the number of teachers who provide services at that level.

  In order to compute this indicator, the actual number of teachers is transformed into a number of full-time equivalent teachers. The classification of educational personnel as "full-time" is based upon a concept of statutory working time. Full-time equivalents are usually calculated in person years. The unit for the measurement of full-time equivalents is full-time employment, i.e. a full-time teacher equals to one full-time equivalent. The full-time equivalence of part-time educational staff is then determined by calculating the ratio of hours worked over the statutory hours worked by a full-time employee during the school year.

  This information has been provided by the UNESCO Institute for Statistics (UIS) or has been taken from UNESCO/OECD WEI–*World Education Indicators- (Teachers for Tomorrow's Schools)* for the corresponding countries.

- **Public expenditure on education as a percentage of GDP** is the relation between total public spending for education and the total value of goods and services produced in a country for a given year – both expressed in the same monetary unit.

  This information has been provided by the UNESCO Institute for Statistics (UIS) or has been taken from UNESCO/OECD WEI–*World Education Indicators- (Teachers for Tomorrow's Schools)* for the corresponding countries.

- **Public expenditure on education as a percentage of total public spending** is obtained by dividing the total that the State spends on education by total public spending.

  This information has been provided by the UNESCO Institute for Statistics (UIS) or has been taken from UNESCO/OECD WEI–*World Education Indicators- (Teachers for Tomorrow's Schools)* for the corresponding countries.

- **Public expenditure on education by level of education** is obtained by dividing the amount of public spending for a given education level by the total public expenditure on education.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- **Public expenditure by pupil** is derived by dividing the value of public spending for a particular level by the total enrollment at that level. Note that this procedure includes all enrollments at the level, including those that do not receive State financing due to the fact that they are private establishments. Thus the values thus obtained will necessarily be smaller than those estimated by the WEI Project, which takes this into account. This value is expressed in PPP dollars, and as a proportion of per-capita GDP.

  The UNESCO Institute for Statistics (UIS) has provided this information.

- **Private expenditure on education** is considered to be the fraction that such spending represents in the GDP of each country.

  This information has been taken from UNESCO/OECD WEI–*World Education Indicators- (Teachers for Tomorrow's Schools)*.

- **Starting teacher salary (public sector) for those with minimal training** is expressed as a fraction of per-capita GDP or in dollars PPP. The former is the quotient between the beginning teacher salary and per-capita GDP of the country in question. The resulting figure is a ratio that expresses how close starting teacher salaries are to the average level of per-capita wealth of a country. For example, a value of 1.2 would indicate that the starting teacher salary is 20% higher that the per-capita GDP of the country in question.

  This information has been taken from UNESCO/OECD WEI–*World Education Indicators- (Teachers for Tomorrow's Schools)*.

- **Growth of teacher salaries** shows the variations between starting teacher salaries, those obtained after 15 years of service, and the maximum teacher salary paid in a country. In each case, it is expressed for public school teachers with minimal training.

  This information has been taken from UNESCO/OECD WEI–*World Education Indicators- (Teachers for Tomorrow's Schools)*.

CHAPTER 4

- The Latin American Laboratory for Assessment of the Quality of Education provided the information about national systems for the assessment and measurement of quality.
- Data corresponding to TIMSS and TIMSS-R results have been taken from IEA and Boston College publications (*School contexts for learning and instruction, TIMSS 1999 International Mathematics Report, TIMSS 1999 International Science Report).*
- IALS results were taken from OECD *(Literacy in the information age)*.
- Brazilian proposal, corresponding to the II Summit of the Americas agreements, to create a Forum on educational quality assessment is included as an annex and was provided by the Brazilian Ministry of Education.

CHAPTER 5

- Considers the fraction that the **illiterate adult population** represents as a total of the adult population. Note that the source is usually census data, and only considers as illiterates those who declare to census-takers that they neither know how to read nor write. This is, therefore, an indicator of absolute, rather than functional illiteracy.

  Taken from UNESCO *World Education Report* (1997).
- **Education profile of the adult population** is derived by calculating two kinds of indicators. One is the percentage of people of a particular condition (age, age range, sex, income, etc.) who receive a given value in terms of years of schooling. The other is the calculation of average years of schooling for a particular population according to different criteria (age, age range, sex, income, etc.).

  This information has been taken from the *Social Panorama of Latin America, 1999-2000* of the United Nations Economic Commission for Latin America and the Caribbean (ECLAC) and the Inter-American Development Bank's *(Facing up to Inequality in Latin America. Economic and Social Progress in Latin America, 1998-1999 Report)*. The ECLAC information is desegregated into urban and rural areas, and has been added by PRIE.

The notation "n.a." means that information was not available for the development of this report, either because it does not exist, or because the sources used do not include it.

Finally, for cases in which it has been necessary to use either additional information or complementary calculation or estimate procedures, such sources and procedures are referenced in footnotes.

ANNEX 3

INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED) 1997

INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED) 1997[1]

0	Pre-primary level of education	Main criteria
	Initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment.	Should be centre or school-based, be designed to meet the educational and developmental needs of children of at least 3 years of age, and have staff that are adequately trained (i.e., qualified) to provide an educational programme for children.
1	**Primary level of education**	**Main criteria**
	Normally designed to give pupils a sound basic education in reading, writing and mathematics.	Beginning of systematic studies characteristic of primary education, e.g. reading, writing and mathematics. Entry into the nationally designated primary institutions or programmes. The commencement of reading activities alone is not a sufficient criteria for classification of an Educational programmes at ISCED level 1.
2	**Lower secondary level of education**	**Main criteria**
	The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation.	Programmes at the start of level 2 correspond to the point where programmes are beginning to be organised in a more subject-oriented pattern, using more specialised teachers conducting classes in their field of specialisation. If this organisational transition point does not correspond to a natural split in the boundaries between national educational programmes, then programmes should be split at the point where national programmes begin to reflect this organisational change.
3	**Upper secondary level of education**	**Main criteria**
	The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2.	National boundaries between lower secondary and upper secondary education should be the dominant factor for splitting levels 2 and 3. Admission into programmes at this level usually require the completion of ISCED 2 for admission, or a combination of basic education and life experience that demonstrates the ability to handle ISCED 3 subject matter.
4	**Post secondary non-tertiary**	**Main criteria**
	These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. ISCED 4 programmes typically have a duration of between 6 months and 2 years.	Students entering ISCED 4 programmes will typically have completed ISCED 3.
5	**First stage of tertiary education**	**Classification criteria for level and sub-categories (5A and 5B)**
	ISCED 5 programmes have an educational content more advanced than those offered at levels 3 and 4.	Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.
5A	ISCED 5A programmes are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.	1. have a minimum cumulative theoretical duration (at tertiary level) of three years; 2. ypically require that the faculty have advanced research credentials; 3. may involve completion of a research project or thesis; 4. provide the level of education required for entry into a profession with high skills requirements or an advanced research programme.
5B	ISCED 5B programmes are generally more practical/technical/ occupationally specific than ISCED 5A programmes.	1. are more practically oriented and occupationally specific than programmes at ISCED 5A and do not prepare students for direct access to advanced research programmes; 2. have a minimum of two years' duration; 3. the programme content is typically designed to prepare students to enter a particular occupation.
6	**Second stage of tertiary education (leading to an advanced research qualification)**	**Second stage of tertiary education (leading to an advanced research qualification)**
	This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.	1. require the submission of a thesis or dissertation of publishable quality that is the product of original research and represents a significant contribution to knowledge; 2. are not solely based on course-work; 3. prepare participants for faculty posts in institutions offering ISCED 5A programmes as well as research posts in government and industry.

[1] Taken from the 2001 Caribbean regional report included in the UIS *Regional Reports* series.

Auxiliary criteria	Sub-categories		
Pedagogical qualifications for the teaching staff; implementation of a curriculum with educational elements.			
Auxiliary criteria			
In countries where the age of compulsory attendance (or at least the age at which virtually all students begin their education) comes after the beginning of systematic study in the subjects noted, the first year of compulsory attendance should be used to determine the boundary between ISCED 0 and ISCED 1.			
Auxiliary criteria	**Destination for which the programme have been designed to prepare students:**		**Programme Orientation**
If there is no clear break-point for this organisational change, however, then countries should artificially split national programmes into ISCED 1 and 2 at the end of 6 years of primary education. In countries with no system break between lower secondary and upper secondary education, and where lower secondary education lasts for more than 3 years, only the first 3 years following primary education should be counted as lower secondary education.	A Programmes designed to prepare students for direct access to level 3 in a sequence which would ultimately lead to tertiary education, that is, entrance to ISCED 3A or 3B;	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B Programmes designed to prepare students for direct access to programmes at level 3C;	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
	C Programmes primarily designed for direct access to the labour market at the end of this level (sometimes referred to as 'terminal' programmes).		
Modular programmes	**Destination for which the programme have been designed to prepare students:**		**Programme Orientation**
An educational qualification is earned in a modular programme by combining blocks of courses, or modules, into a programme meeting specific curricular requirements. A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	A Programmes designed to provide direct access to ISCED 5;	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B Programmes designed to provide direct access to ISCED 5B;	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification
	C I Programmes not designed to lead directly to SCED 5A or 5B. Therefore, these programmes lead directly to the labour market, ISCED 4 or other ISCED 3 programmes.		
Types of programmes which can fit into level 4	**Destination for which the programme have been designed to prepare students:**		**Programme Orientation**
The first type are short vocational programmes where either the content is not considered "tertiary" in many countries or the programmes do not meet the duration requirement for ISCED 5B-at least 2 years. These programmes are often designed for students who have completed level 3, although a formal ISCED level 3 qualification may not be required for entry. The second type of programmes are nationally considered as upper secondary programmes, even though entrants to these programmes will have typically already completed another upper secondary programme (i.e., second-cycle programmes).	A Programmes designed to provide direct access to ISCED 5A or 5B;	General	Education which is not designed explicitly to prepare participants for a specific class of occupations or trades or for entry into further vocational/technical education programmes.
	B Programmes not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to the labour market or other ISCED 4 programmes.	Vocational	Education which prepares participants for direct entry, without further training, into specific occupations. Successful completion of such programmes leads to a labour-market relevant vocational qualification.
Criterios subsidiarios	**Cumulative theoretical duration at tertiary**		**Position in the national degree and qualifications structure**
	A Duration categories: less than 5 years; 5 years or more.		A Categories: First; Second or further.
	B Duration categories: None.		B Categories: None.

ANNEX 4

PROJECT HEMISPHERIC EDUCATION ASSESSMENT FORUM*

MINISTRY OF EDUCATION OF BRAZIL
NATIONAL INSTITUTE FOR EDUCATIONAL STUDIES AND RESEARCH - INEP

* Text added with the suggestions placed in the I Meeting for the Regional Education Indicators Project PRIE-, in Washington DC, in the IX Meeting for the National Coordinators of the Latin American Laboratory for Education Quality Assessment of the Regional Education Office for Latin America and the Caribbean - OREALC, in Cartagena, and the Meeting of the Education Initiative Follow-up Group of the Summit of the Americas, in Mexico.

BACKGROUND

In April 1998, the II Summit of the Americas was held in Santiago de Chile. On that occasion, the Heads of State and Government of the American countries signed the Plan of Action which stresses the role of education as key for progress, defining priority lines of action in this field. The Plan expresses the hemispheric commitment to Education, emphasizing equity, quality, pertinence and efficiency as the guidelines of education policies in order to offer better living conditions to all the inhabitants of the hemisphere. The Plan also reaffirms the commitment to promote horizontal and multilateral cooperation in matters of education.

On the same opportunity, the Ministers of Education of the countries of the hemisphere set up a group of ten countries to follow up on the activities of the Education Chapter of the II Summit of the Americas.

In July 1998, during the Meeting of Ministers of Education of the Inter-American Council for Integral Development of the Organization of American States (CIDI/OAS), in Brasilia-Brazil, a mechanism was defined to follow-up on the education commitments taken under the Plan of Action. Thus, it was established that the coordination committee would be made up of the original coordinating countries - Mexico, Argentina, Chile and the United States, joined by Brazil and Canada as permanent members; it also obtained the participation of five rotating members, according to geographic distribution: one country from the Andean community, one Central American country, one MERCOSUR country and two Caribbean countries.

The follow-up group met for the first time in Mexico, in March 1999.

In addition to the coordination group, another group set up was the Inter-Agency Follow-up Committee for the Education Chapter of the Summit, made up of the countries from the follow-up group and representatives of the Inter-American Development Bank (IDB), the Organization of American States (OAS), the World Bank, Economic Commission for Latin America and the Caribbean (ECLAC) and the United Nations Education, Science and Culture Organization (UNESCO).

To carry out the commitments of the Santiago Summit, the cooperation areas established in the Plan of action were grouped into the following lines:

- Line 1. Compensation Policies and Programs;
- Line 2. Education Assessment and Indicators;
- Line 3 and 9. Academic Training and Apprenticeships;
- Line 4. Education Management and Decentralization;
- Line 5. Training for Work;
- Line 6 and 7. Native Education, Bilingual Education and Creating Values;
- Line 8. Information and Communication Technologies applicable to Education.

Brazil received the responsibility of coordinating work in Line 2 - Education Assessment and Indicators and Line 8 - Information and Communication Technologies applicable to Education.

Based on the suggestions made by the cooperation and financing agencies, Line 2 - Education Assessment and Indicators was conducted on two aspects: a project of education indicators, coordinated by Chile, with the collaboration of the Regional Education Office for Latin America and the Caribbean of UNESCO (OREALC) and another of Education Assessment, under the responsibility of Brazil.

For the performance of the work, Brazil directly contacted 34 countries which participate in the Summit, asking for information on the activities carried out by each country in the assessment area, and to find out their interest in participating in the activities organized by Line 2.

As a result of the inquiry, which was answered by 19 countries (Argentina, Barbados, Brazil, Bolivia, Canada, Chile, Colombia, Costa Rica, Dominica, Ecuador, United States, Haiti, Honduras, Jamaica, Peru, Saint Lucia, Trinidad Tobago, Uruguay and Venezuela), below are the most relevant aspects of the topic:

- **In connection with National Assessment Systems and other experiences in the area.**
  In most countries (15), there are National Assessment Systems that cover various education levels and modalities (Preschool, Basic, Medium, Higher, Adult and Special Education).

  In addition to experiences in the assessment of the education systems, certain countries use academic aptitude tests for admission to higher education, and assessments of the impact of the programs and projects implemented by the public sector.

- **Participation in international comparative studies**
  11 countries participate in international studies (LLECE/OREALC, TIMSS, PISA, PIRLS, WEI, SITES, CIVICA, ETP 2000).

- **Establishment of education patterns**
  Of the 19 countries, 9 have carried out related studies, 8 have organized seminars on the topic, and 8 are developing specific projects.

- **Installed technical capacity**
  The 19 countries indicated that, at the respective ministries of education there are technically trained human resources, albeit scarce, to carry out surveys for the assessment of their own education systems.

- **International support**
  To develop assessment activities, 15 countries have the technical and financial support of international agencies (IDB, BIRD, IEA, OECD, BDN, UNESCO, USAID, EU).

- **Interest in participating in Line 2 work**
  Of the 19 countries, 18 answered positively, and another chose to decide in this respect in the future (Canada).

In addition to the survey carried out, last April a workshop was organized in Brasilia to collect suggestions for the definition of a Line 2 program of action. According to the agenda proposed, on that opportunity possibilities were examined for cooperation in the education assessment area, especially concerning the comparability of the information and strategies to integrate ongoing initiatives within the scope of the Summit of the Americas.

The participants included specialists in education assessment and representatives of Bolivia, Brazil, Canada, Chile, Colombia, United States and Mexico. Also present were representatives of international projects working in the assessment area: Programme for International Student Assessment - PISA, Third International Mathematics and Science Study - TIMMS, Laboratory for Education Quality Assessment of UNESCO/OREALC, Program for Promotion of Education Reform in Latin America and the Caribbean - PREAL, Program for Education Quality Assessment of the Organization of Ibero-American States - OEI and the International Adult Literacy Survey - IALS. Also present were the representatives of the Inter-American Development Bank - IDB, UNESCO International Statistics Institute, the Organization of American States - OAS, and the Regional Education Office for Latin America and the Caribbean - OREALC of UNESCO.

As a result of the survey and workshop, three main areas were identified to develop hemispheric cooperation in education assessment: Reinforcement of National Assessment Systems; Technical Assistance; Participation in International Comparative Studies.

MOTIVATION

Although it is now part of daily life in schools and in debates between specialists, education assessment has recently become a relevant topic for governments and society, especially because of the economic crisis and the acceleration of the globalization process, which made investments in education a strategic point, while the resources available for the sector have shrunk. Thus, education assessment started being perceived as a public policy instrument capable to answer certain questions on the efficiency and effectiveness of education systems and results.

This is why, in recent years, most countries of the hemisphere have developed experiences in the assessment area, either by developing a National Education Assessment System or by participating in international studies and assessments.

It is appropriate to stress that almost all the countries which do national assessments and participate in international studies depend on resources originating from loans extended by external financing agencies such as the Inter-American Development Bank and the World Bank.

From the viewpoint of the National Assessment Systems, in spite of the effort made by the countries, difficulties or limitations persist, which must be taken into consideration. Among them one can cite: limited human resources qualified in the area; small number of countries with training and qualification programs for their human resources; precarious institutionalization of assessment systems in certain countries; lack of continuity in national technical teams, as a result of changes in the political spectrum; reduced participation of the universities and research centers; national technical teams with limited appropriation of new technologies; insufficient utilization of the information produced by assessment systems to formulate education policies; insufficient financial resources, and dependency on external resources.

International cooperation initiatives have been conducted by many institutions, with some outstanding projects that have a significant participation from the countries of the hemisphere, such as the Program for Education Quality Assessment of the Organization of Ibero-American States for Education, Science and Culture (OEI) and the Latin American Laboratory for Education Quality Assessment of the Regional Education Office for Latin America and the Caribbean - OREALC, and the work done by the Program for Promotion of Education Reform in Latin America and the Caribbean - PREAL.

The OEI Program for Education Quality Assessment, with the participation of Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Dominican Republic, Ecuador, El Salvador, Spain, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela, is designed to develop and consolidate the assessment systems of Ibero-American countries, stressing the training of technical teams. Given the inter-governmental character, the Program has ample representation from the assessment systems of the ministries of education of the countries cited.

The Latin American Laboratory for Education Quality Assessment of OREALC, originally designed as a network of measurement and assessment systems for the quality of education, also has inter-governmental character and has the participation of 15 countries (Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, El Salvador, Ecuador, Honduras, Mexico, Paraguay, Peru, Dominican Republic and Venezuela). The actions of the Laboratory were focused on the assessment of education yield, through a comparative study. Over time, it also directed its activities towards technical support to the human resources of the countries, becoming a technical-political forum on learning and associated factors.

With the passing of time, programs for cooperation and technical assistance, specifically those of OEI and OREALC, although originally their field of action was limited and they became important agencies supporting national assessment systems, they started developing plans of action which sometimes led to duplication in their activities.

The two initiatives mentioned above were expanded by the work done by the Program for Promotion of Education Reform in Latin America and the Caribbean (PREAL), in which 12 countries participate. The Program operates as a hemisphere network related to associate research centers in eight countries of Latin America and the Caribbean, interested in revitalizing education in this region, supporting dialogue on education policy and reform. It has as its member civil organizations, government agencies, international bodies and representatives from the business sector and universities.

The same as with national systems, international cooperation is varied in terms of objectives, approach, implementation, available resources, development level and activities conducted. At the same time, the countries' requests for technical cooperation are similar. Consequently, to increase the effectiveness of international cooperation, it is necessary to avoid duplication in activities, and obtain better coordination between the various initiatives taken on by multilateral bodies.

Another way used by the countries to participate in multilateral projects has been through joining international comparative studies. In this sense, the First International Comparative Study on Language, Mathematics and Associated Factors in the Third and Fourth Grades, organized by OREALC, may be considered the most important in the region of Latin America and the Caribbean, being a pioneer by its coverage and by the interest and degree of adhesion of the countries.

In parallel, certain countries of the hemisphere have participated in other projects of comparative assessment, such as the Third International Mathematics and Science Study - TIMSS coordinated by the International Education Association - IEA and the Programme for International Student Assessment - PISA, coordinated by the Organization for Economic Cooperation and Development - OECD.

Given the absence of coordination and communication channels, the same countries (around 20) are often asked to participate in programs and activities promoted by multilateral bodies, whose agendas sometimes overlap, are disconnected and dispersed. Thus, the countries have difficulties participating in all activities, miss opportunities and inefficiently use the meager resources existing in the hemisphere.

The above reasons may also be factors that limit the participation of the countries in international comparative studies. In the group of American countries, the adhesion to this type of project is still very limited and unequal.

Considering that there is a trend to step up multilateral cooperation in the next years, based on the increasingly general perception of the players concerning the benefit of the results of assessments, which constitute a powerful instrument to formulate education policies, international cooperation must be planned carefully in order to avoid duplication of intentions, objectives and activities.

In general terms, it is possible to affirm that currently initiatives in assessment in the hemisphere are characterized by:

- Limited availability of qualified financial and human resources inside the countries;
- Inefficient use of human and financial resources;
- Theoretical-methodological fragility in carrying out studies in the area;
- Limited utilization of the results of assessments in order to foster the formulation of education policies;
- Limited participation of the countries in some type of international comparative study;
- Absence of strategies and coordination instruments between the actions carried out in the hemisphere;
- Duplication of activities between the various multilateral programs.

Faced with this situation, it is fundamental to have a body coordinating the initiatives carried out; to be a forum for interchange capable of analyzing the technical skills and capacities of the countries and to enhance the financial and human resources existing in the hemisphere.

When international bodies already have an organizational infrastructure and, depending on their own institutional nature, adopt a multilateral perspective, it is suggested that, within the scope of this project, they use their experience, networks of specialists and communication channels in an articulated manner in order to focus and meet in an articulated way the requests of the countries with a hemispheric perspective.

By associating the limits of national assessments with the possibilities offered by the programs developed by international bodies acting in the hemisphere, it is confirmed that the conditions favor more the reinforcement of strategies and multilateral and inter-institutional coordination mechanisms than the creation of a hemispheric assessment system, which was initially proposed for the development of this segment.

Thus, Brazil, as Line 2 coordinating country - Education Assessment and Indicators, presents the following proposal, whose main characteristic is that it generates coordination mechanisms: it is a project that intends to systematize actions and standardize procedures, in order to merge the potentials of national systems, of the programs of international bodies and financing agencies operating in the hemisphere, in order to participate in meeting the needs indicated by the countries.

Thus, international bodies would not only assure the continuity of the development of their ongoing programs/projects/activities, but they would also include on their agendas the task of articulating initiatives in order to optimize the resources existing in the countries, targeting their action under the Summit of the Americas on three main areas.

Reinforcement of National Assessment Systems

Development of programs, projects or activities for training of human resources and spreading and utilization of the information resulting from assessments.

For this purpose, efforts are centered on:

- establishing a regular consultation mechanism in order to: (i) identify technical and methodological needs of the countries; (ii) identify possibilities for response; (iii) implement solutions; (iv) arrange the participation of the countries in programs and projects, both as beneficiaries and promoters of the activities.

- train the human resources of National Systems: (i) by identifying the needs of the countries; (ii) by identifying ongoing initiatives; (iii) by organizing events; (iv) by communicating the activities scheduled to all countries and international bodies operating in the hemisphere.

Technical Assistance

Support to National Assessment Systems in the areas with the greatest shortages and stimulation to bilateral exchange between countries.

For this purpose, the efforts are centered on:

- organizing/structuring a communication network that would allow: (i) having access to specialists in the assessment area; (ii) disclosing information on unexplored aspects in order to expand the focus of the debates; (iii) using the human resources existing in national systems; (iv) using the information produced by the exchange of opinions quickly, in a timely fashion.

Participation in international comparative studies
Expansion of opportunities and improvement in the conditions for participation of the countries in studies of this nature.

For this purpose, the efforts will be focused on:

- collecting information about the advantages and disadvantages of each international comparative study;
- analyzing and debating the various alternatives proposed, so that the countries may decide whether or not it is appropriate to participate in them;
- mediating the participation of the countries from a technical and operational viewpoint;
- promoting debates about the technical aspects involved in such participation;
- guiding the countries to use the results in order to improve the quality of education;
- identifying initiatives existing in the hemisphere for the production of qualitative education indicators;
- organizing events to exchange information in the area of education indicators;
- disclosing the activities carried out in the area of education indicators;
- guiding the debates about the indicators of interest for the countries of the hemisphere.

OBJECTIVE

To create a Hemispheric Education Assessment Forum to be at the service of the participating countries of the Summit of the Americas to plan, articulate and disseminate the initiatives and to ensure cost and resource efficiency in the field of education assessment.

CHARACTERISTICS OF THE FORUM

- It is an eminently articulating, negotiating and coordinating entity, with the participation of the countries interested and multilateral organizations which engage in activities in the area of assessment, at hemispheric level;
- It is an entity serving the countries which participate in the Summit of the Americas, which will structure its activities according to the needs expressed by the countries;
- It is an annual plenary where issues which could be of interest for the participating countries in the field of education assessment will be considered;
- It will have the following areas of action: Reinforcement of National Systems; Technical Assistance to participating countries; Participation in international comparative studies;
- It does not have a formal or physical structure;
- It does not represent a direct cost for the countries, except for the expenses arising from participation in specific activities, such as traveling to the country hosting the meetings.

COMPOSITION

- The Hemispheric Forum for Education Assessment may include all countries which participate in the Summit of the Americas interested in the activities developed, as well as multilateral organizations operating in the hemisphere.

ORGANISATION AND OPERATION

- Considering the suggestions and comments received in different occasions, Brazil could become the coordinating country of the Forum;

- In order to hold the meetings, the coordinating country will need to:
  - Articulate the actions of the multilateral organizations that are engaged in activities in the three areas that are dealt with;
  - Represent the Forum both in meetings related to Line 2 – Education Assessment and Indicators and any other meeting to which the Forum is invited;
  - Monitor the activities carried out;
  - Prepare and present reports in the Forum annual meetings about the activities carried out;
  - Organize the annual meetings of the Forum;
  - Receive from the countries and multilateral organizations the projects or proposals in the three areas of action and distribute them to the participants of the Forum before the annual meeting, in order to allow all the countries to learn about the subject to be discussed in these occasions;
  - Raise and manage funding for the execution of the annual meetings and for implementing the projects and activities proposed by the Forum, when deliberated;

- The meetings of the Forum will be held annually;

- The representatives from the participating countries of the Forum, multilateral organizations that are engaged in activities in the three areas of actions and financing agencies that support activities of the Forum, as well as experts that can contribute to the issues discussed will be participating in the meetings;

- In order to hold the meetings, the coordinating country will need to:
  - Organize the meeting agenda;
  - Call all the participant countries;
  - Call the multilateral organizations that run activities in the three areas of action;
  - Call the financing agencies that support the Forum activities;
  - Call the experts on the issues to be discussed in the meetings;
  - Host the meetings;
  - Disclose the results of the meeting for all participating countries of the Forum, for the multilateral organizations that run activities in the three areas of actions, and for the participant countries of Line 2 – Education Assessment and Indicators;

- The projects or proposals:
  - Can be presented by any participant country of the Forum or multilateral organization that execute activities in the three areas of action, as long as it is of interest for the Forum;
  - Should be sent in advance to the coordinating country in order to be distributed to the participant countries before the annual meeting. They will, then, be submitted to the Forum to be considered and approved;

- In the case of the proposals that arise in the annual meeting of the Forum, the means to put them into operation and the responsibility for the preparation of the projects should be defined; subsequently they should be sent to the coordinating country, which will distribute them to the countries and multilateral organizations.

PRELIMINARY ACTIVITIES FOR THE ESTABLISHMENT OF THE FORUM

- The proposal to constitute the Hemispheric Education Assessment Forum was sent to all participating countries of the Summit of the Americas, in July 2000;;

- The proposal to constitute the Forum was presented in the I Meeting of the Regional Project of Education Indicators, held in Washington DC, on August 3rd and 4th 2000;

- The proposal to constitute the Forum was presented in the IX Meeting of National Coordinators of the Latin-American Laboratory for Education Quality Assessment, held in Cartagena de Indias, Colombia, on August 7th, 8th and 9th 2000;

- The proposal to constitute the Forum was presented in the meeting of the Follow-up Group of the Education Chapter of the Summit of the Americas, held in Mexico, on September 6th, 7th and 8th 2000;

- The final version of the proposal, as well as the proposed dates and agenda for the I Meeting of the Forum were sent to all the countries of the Summit of the Americas during the first semester of 2001, and distributed at the Minister of Education Meeting held in September 2001 in Punta del Este (Uruguay).

- As the responsible for the education assessment project, Brazil will organize, early 2002, the I Meeting of the Hemispheric Education Assessment Forum, open for the participation of all countries that have expressed interest in the activities of Line 2 – Educational Evaluation and Indicators.

ANNEX 5

DATA AVAILABILITY BY COUNTRIES

Country	1.2 Demog.growth 2000 - 2005	1.3 % Urban pop.	1.4 Demog. Dependence index	1.5 Pop School-age (primary)	1.5 Pop School-age (secondary)	1.6 GDP per capita (USD PPP)	1.7 Gini Coefficient	2.1 Compulsory-schooling	2.2 Hours in a school-year (pre-primary)	2.2 Hours in a school-year (primary)	2.2 Hours in a school-year (secondary)	2.3 Apparent intake ratio	2.3 Apparent intake ratio (gender parity F/M)	2.3 Net intake ratio	2.3 Net intake ratio gender parity F/M	2.4 Gross enrolment rate (pre-primary)	2.4 Gross enrolment rate (pre-primary; F/M)	2.4 Net enrolment rate (pre-primary)	2.4 Net enrolment rate (pre-primary; F/M)	2.4 Gross enrolment rate (primary)	2.4 Gross enrolment rate (primary; F/M)	2.4 Net enrolment rate (primary)	2.4 Net enrolment rate (primary; F/M)	2.4 Gross enrolment rate (secondary)	2.4 Gross enrolment rate (secondary; F/M)	2.4 Net enrolment rate (secondary)
Anguilla		Ok						Ok	Ok	Ok	Ok															
Antigua and Barbuda		Ok				Ok		Ok	Ok	Ok	Ok															
Argentina	Ok	Ok	Ok	Ok	Ok	Ok		Ok		Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Aruba									Ok	Ok	Ok															
Bahamas	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	
Barbados	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok					Ok	Ok			Ok	Ok			Ok	Ok	Ok
Belize	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok			Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Bermuda		Ok						Ok																		
Bolivia	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Brazil	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
British Virgin Islands		Ok						Ok		Ok	Ok															
Canada	Ok			Ok	Ok	Ok	Ok	Ok																		
Cayman Islands		Ok						Ok																		
Colombia	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok		Ok		Ok	Ok	Ok		Ok	Ok	Ok		Ok	Ok	Ok
Costa Rica	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Chile	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Dominica		Ok				Ok		Ok		Ok	Ok															
Dominican Republic	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Ecuador	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
El Salvador	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Grenada		Ok				Ok		Ok																		
Guatemala	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Guyana	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok			Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Haiti	Ok	Ok	Ok	Ok	Ok	Ok		Ok				Ok	Ok			Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Honduras	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok								Ok	Ok			Ok						
Jamaica	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok			Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Mexico	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	
Montserrat		Ok						Ok																		
Netherlands Antilles	Ok	Ok	Ok	Ok	Ok			Ok	Ok	Ok	Ok					Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Nicaragua	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Panama	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok															
Paraguay	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok				Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Peru	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Saint Kitts and Nevis		Ok				Ok		Ok	Ok	Ok	Ok															
Saint Lucia		Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok															
Saint Vincent and Grenadines		Ok				Ok		Ok																		
Suriname	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok					Ok				Ok				Ok		
Trinidad and Tobago	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok		Ok	Ok			Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
Turks and Caicos Islands		Ok						Ok	Ok	Ok	Ok															
Uruguay	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok				Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok
USA	Ok			Ok	Ok	Ok	Ok																			
Venezuela	Ok	Ok	Ok	Ok	Ok	Ok	Ok	Ok				Ok	Ok	Ok	Ok	Ok	Ok	Ok		Ok	Ok	Ok	Ok	Ok	Ok	Ok

2.4 Net enrolment rate (secondary; F/M)	2.6 % de repeaters (primary)	3.1 Student-teacher ratio (pre-primary)	3.1 Student-teacher ratio (primary)	3.1 Student-teacher ratio (secondary)	3.2 Public expenditure on educ./ GDP	3.2 Pub. Expend. on educ./total public Expenditure	3.3 Pub. Expend. on educ. for pre-primary (%)	3.3 Pub. Expenditure on educ. for primary (%)	3.3 Pub. Expenditure on educ. for secondary (%)	3.4 Pub. Expenditure per pupil/GDP per capita (pre-prim)	3.4 Pub. Expenditure per pupil/GDP per capita (prim)	3.4 Pub. Expenditure per pupil/GDP per capita (sec)	3.4 Pub. Expenditure per pupil USD PPP (pre-prim)	3.4 Pub. Expenditure per pupil USD PPP (primary)	3.4 Pub. Expenditure per pupil USD PPP (secondary)	3.5 Private expenditure on educ./GDP	32,5 Total expenditure on educ./GDP	3.6 Teacher salary (starting)/ GDP per cap.(prim)	3.6 Teacher salary (starting)/ GDP per cap.(Low sec)	3.6 Teacher salary (starting)/ GDP per cap.(Upper sec)	3.6 Teacher salary (starting) USD PPP (prim)	3.6 Teacher salary (starting) USD PPP (Low sec)	3.6 Teacher salary (starting) USD PPP (Upp sec)	3.7 Max. salary/ startingsalary(prim.)	3.7 Max. salary/ startingsalary(Low sec)	3.7 Max. salary/ startingsalary(Upp sec)	4.1 Iliteracy (15 + year-old)	4.1 Iliteracy(15-24 year-old)	4.1 Iliteracy (15 + year-old, F/M)	4.1 Iliteracy(15-24 year-old, F/M)	4.2 Pop. 25-59 with 10+ years of schooling attained	4.3 Pop. 25-59 with 10+ years of schooling attained (urban/rural)	4.4 Average of school years attained pob. 25+ (+richer/+poorer)
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The information corresponds to 1998 unless otherwise stated. "n.a." stands for "not available" for the making of this document, because the information does not exist or was not reported by the sources used.

1.1
TOTAL POPULATION BY AGE-GROUPS (1998) THOUSANDS

Country	TOTAL	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	65 and over
Anguilla[1]	11	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda[1]	64	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina[2]	36,125	3,469	3,388	3,313	3,339	3,176	2,654	2,396	2,269	2,140	1,973	1,723	1,491	1,325	3,468
Aruba[1]	94	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas[1]	296	31	30	29	28	27	27	26	23	18	13	11	10	7	15
Barbados[1]	266	17	19	21	21	22	24	24	24	21	16	12	8	8	28
Belize[1]	217	30	29	27	25	21	18	15	12	10	7	5	4	4	9
Bermuda[1]	62	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia[2]	7,957	1,187	1,067	933	828	738	634	512	430	371	313	254	205	171	313
Brazil[2]	166,296	16,039	16,442	17,235	17,245	15,896	14,245	13,567	12,450	10,383	8,481	6,549	5,202	4,253	8,308
British Virgin Islands[1]	22	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada[1]	30,221	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands[1]	36	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia[2]	40,804	4,788	4,588	4,259	4,075	3,773	3,507	3,364	2,889	2,384	1,924	1,441	1,075	851	1,886
Costa Rica[2]	3,840	432	426	419	386	342	309	309	281	231	181	139	108	89	189
Chile[2]	14,822	1,455	1,459	1,375	1,243	1,203	1,220	1,229	1,164	980	802	673	550	439	1,029
Dominica[1]	71	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic[2]	8,232	948	944	900	821	768	726	678	582	461	361	284	224	181	354
Ecuador[2]	12,175	1,462	1,415	1,365	1,304	1,188	1,048	909	770	651	524	394	324	265	555
El Salvador[2]	6,031	785	727	673	673	648	522	397	318	276	234	195	157	135	292
Grenada[1]	93	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala[2]	10,802	1,787	1,588	1,402	1,225	1,005	797	635	514	424	350	275	228	194	377
Guyana[1]	754	82	76	79	85	80	72	61	52	41	32	24	18	15	37
Haiti[2]	8,056	1,131	1,099	1,098	923	732	588	511	435	356	294	239	196	157	297
Honduras[2]	6,148	958	879	780	683	577	484	406	327	261	202	153	128	106	204
Jamaica[1]	2,534	270	276	275	270	242	213	189	168	133	101	84	71	59	184
Mexico[2]	95,830	11,219	10,915	10,502	10,166	9,849	8,850	7,172	5,957	5,000	4,018	3,208	2,583	2,042	4,346
Montserrat[1]	6	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles[1]	212	17	19	18	17	16	15	15	18	17	15	12	10	7	16
Nicaragua[2]	4,807	794	694	610	560	451	371	300	245	200	156	115	91	74	147
Panama[2]	2,767	303	300	286	266	254	245	221	191	158	131	107	87	67	150
Paraguay[2]	5,223	757	708	646	554	452	404	363	318	277	212	138	119	92	181
Peru[2]	24,801	2,900	2,851	2,782	2,655	2,447	2,120	1,831	1,555	1,289	1,065	859	708	589	1,149
Saint Kitts and Nevis[1]	39	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia[1]	144	17	16	15	16	15	13	11	9	7	6	5	4	3	8
Saint Vincent and the Grenadines[1]	112	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname[1]	414	41	43	49	48	40	40	37	30	18	13	11	11	11	22
Trinidad and Tobago[1]	1,283	93	116	140	140	116	102	100	102	85	70	57	45	35	83
Turks and Caicos[1]	16	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay[2]	3,289	283	274	261	263	269	241	220	217	200	180	166	152	145	417
USA[1]	277,552	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela[2]	23,242	2,785	2,733	2,604	2,385	2,125	1,883	1,783	1,570	1,302	1,100	857	631	486	998

1 Source: UN Population Division, World Population Prospects The 1998 revision
2 Source: CELADE, Demographic Bulletin 66

1.2 DEMOGRAPHIC GROWTH RATES 1990-2005

1.3 POPULATION BY AREA (2000). PERCENTAGE

1.4 DEMOGRAPHIC DEPENDENCE INDEX* (1998)

Country	1990 - 1995	1995 - 2000	2000 - 2005	URBAN	RURAL	INDEX	Dependents for each 10 people in the working force
Anguilla	n.a.	n.a.	n.a.	12.0	88.0	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	36.8	63.2	n.a.	n.a.
Argentina[1]	1.33	1.26	1.19	89.6	10.4	0.61	6.1
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas[2]	1.89	1.78	1.56	88.5	11.5	0.55	5.5
Barbados[2]	0.55	0.46	0.43	50.0	50.0	0.47	4.7
Belize[2]	2.59	2.42	2.09	54.2	45.8	0.78	7.8
Bermuda	n.a.	n.a.	n.a.	100.0	0.0	n.a.	n.a.
Bolivia[1]	2.41	2.33	2.15	64.6	35.4	0.79	7.9
Brazil[1]	1.51	1.34	1.24	79.9	20.1	0.54	5.4
British Virgin Islands	n.a.	n.a.	n.a.	61.1	38.9	n.a.	n.a.
Canada[2]	1.27	1.01	0.88	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	100.0	0.0	n.a.	n.a.
Colombia[1]	1.95	1.87	1.68	74.5	25.5	0.61	6.1
Costa Rica[1]	3.05	2.48	2.03	50.4	49.6	0.62	6.2
Chile[1]	1.63	1.36	1.18	85.7	14.3	0.56	5.6
Dominica	n.a.	n.a.	n.a.	71.0	29.0	n.a.	n.a.
Dominican Republic[1]	1.91	1.65	1.43	60.2	39.8	0.62	6.2
Ecuador[1]	2.20	1.97	1.74	62.7	37.3	0.65	6.5
El Salvador[1]	2.07	2.04	1.82	55.2	44.8	0.70	7.0
Grenada	n.a.	n.a.	n.a.	37.9	62.1	n.a.	n.a.
Guatemala[1]	2.63	2.64	2.58	39.4	60.6	0.91	9.1
Guyana	0.85	0.75	0.64	38.2	61.8	0.57	5.7
Haiti[1]	1.87	1.84	1.82	38.1	61.9	0.82	8.2
Honduras[1]	2.94	2.74	2.49	48.2	51.8	0.85	8.5
Jamaica[2]	0.86	0.87	0.87	56.1	43.9	0.66	6.6
Mexico[1]	1.82	1.63	1.42	75.4	24.6	0.63	6.3
Montserrat	n.a.	n.a.	n.a.	18.4	81.6	n.a.	n.a.
Netherlands Antilles[2]	1.78	1.10	0.92	70.4	29.6	0.49	4.9
Nicaragua[1]	2.90	2.73	2.67	55.3	44.7	0.88	8.8
Panama[1]	1.86	1.64	1.43	57.6	42.4	0.60	6.0
Paraguay[1]	2.70	2.59	2.46	56.1	43.9	0.78	7.8
Peru[1]	1.74	1.73	1.60	72.3	27.7	0.64	6.4
Saint Kitts and Nevis	n.a.	n.a.	n.a.	34.1	65.9	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	37.8	62.2	0.63	6.3
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	54.8	45.2	n.a.	n.a.
Suriname[2]	0.37	0.39	0.48	74.2	25.8	0.60	6.0
Trinidad and Tobago[2]	0.76	0.51	0.53	74.1	25.9	0.51	5.1
Turks and Caicos	n.a.	n.a.	n.a.	45.2	54.8	n.a.	n.a.
Uruguay[1]	0.71	0.73	0.70	92.6	7.4	0.60	6.0
USA[2]	0.99	0.83	0.71	n.a.	n.a.	n.a.	n.a.
Venezuela[1]	2.27	2.02	1.82	87.4	12.6	0.65	6.5

1 Source: CELADE, Demographic Bulletin 66
2 Source: UN Population Division, World Population Prospects The 1998 revision

Sources: For the Caribbean: *UN Population Division, World Population Prospects The 1998 revision;*

For Latin America: *CELADE, Demographic Bulletin 63.*

Computed by PRIE with table 1.1 data on this annex.

* The index results from dividing the, in theory, inactive population (under 15 and above 64 years of age) by the, in theory, active population (15 to 64 years of age)

1.5 SCHOOL-AGE POPULATION BY LEVEL (1998)

1.6 GROSS DOMESTIC PRODUCT PER CAPITA (1998)

1.7 INEQUITY COEFFICIENT

Country	Primary (population 5-14 years of age as percentage of total population)	Secondary (population 15-19 years of age as percentage of total population)	USD PPP	Gini coefficient
Anguilla	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	9,277	n.a.
Argentina	18.6	9.2	12,013	n.a.
Aruba	n.a.	n.a.	n.a.	n.a.
Bahamas[1]	19.9	9.5	14,614	n.a.
Barbados[1]	15.0	7.9	12,001	n.a.
Belize[1]	26.1	11.5	4,566	n.a.
Bermuda	n.a.	n.a.	n.a.	n.a.
Bolivia	25.1	10.4	2,269	42.0
Brazil	20.3	10.4	6,625	60.0
British Virgin Islands	n.a.	n.a.	n.a.	n.a.
Canada	14.0	7.0	23,582	31.5
Cayman Islands	n.a.	n.a.	n.a.	n.a.
Colombia	21.7	10.0	6,006	57.1
Costa Rica	22.0	10.1	5,987	47.0
Chile	19.1	8.4	8,787	56.5
Dominica	n.a.	n.a.	5,102	n.a.
Dominican Republic	22.4	10.0	4,598	48.7
Ecuador	22.8	10.7	3,003	43.7
El Salvador	23.2	11.2	4,036	52.3
Grenada	n.a.	n.a.	5,838	n.a.
Guatemala	27.7	11.3	3,505	59.6
Guyana[1]	20.7	11.3	3,403	n.a.
Haiti	27.3	11.5	1,383	n.a.
Honduras	27.0	11.1	2,433	53.7
Jamaica	21.8	10.6	3,389	36.4
Mexico	22.3	10.6	7,704	53.7
Montserrat	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles[1]	17.1	7.9	n.a.	n.a.
Nicaragua	27.1	11.6	2,142	50.3
Panama	21.2	9.6	5,249	48.5
Paraguay	25.9	10.6	4,228	59.1
Peru	22.7	10.7	4,282	46.2
Saint Kitts and Nevis	n.a.	n.a.	10,672	n.a.
Saint Lucia[1]	21.3	11.1	5,183	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	4,692	n.a.
Suriname[1]	22.2	11.5	5,161	n.a.
Trinidad and Tobago[1]	19.9	10.9	7,485	n.a.
Turks and Caicos	n.a.	n.a.	n.a.	n.a.
Uruguay	16.3	8.0	8,623	42.3
USA	15.0	7.0	29,605	40.8
Venezuela	23.0	10.3	5,808	48.8

Source: CELADE, Demographic Bulletin 66
1 Source: UN Population Division, *World Population Prospects The 1998 revision.*

Source: World Bank, quoted in UNDP *Human Development Report 2000*

Source:World Bank: *World Development Report 2000-2001*. The index was computed using the most recent available surveys.

2.1
COMPULSORY SCHOOLING -AGE GROUP- (1998)

Country	Age limits	Duration (years)
Anguilla	5-17	13
Antigua and Barbuda	5-16	12
Argentina	5-14	10
Aruba	n.a.	n.a.
Bahamas	5-16	12
Barbados	5-16	12
Belize	5-14	10
Bermuda	5-16	12
Bolivia	6-13	8
Brazil	7-14	8
British Virgin Islands	5-16	12
Canada	6-16	11
Cayman Islands	5-16	12
Colombia	5-14	9
Costa Rica	6-15	9
Chile	6-13	8
Dominica	5-17	13
Dominican Republic	5-13	10
Ecuador	5-14	10
El Salvador	7-15	9
Grenada	5-16	11
Guatemala	5-15	9
Guyana	6-15	10
Haiti	6-11	6
Honduras	7-12	6
Jamaica	6-11	6
Mexico	6-14	9
Montserrat	5-14	10
Netherlands Antilles	6-15	10
Nicaragua	7-12	6
Panama	6-11	6
Paraguay	6-13	8
Peru	6-16	11
Saint Kitts and Nevis	5-17	13
Saint Lucia	5-16	12
Saint Vincent and the Grenadines	5-15	11
Suriname	7-12	6
Trinidad and Tobago	5-11	7
Turks and Caicos	4-16	13
Uruguay	5-14	10
USA	variable	variable
Venezuela	6-15	10

Source: UNESCO Institute for Statistics

2.2
HOURS IN A SCHOOL-WEEK AND SCHOOL-YEAR BY LEVEL (1998)

Country	Hours in a school-week			Hours in a school-year		
	Pre-primary	Primary	Secondary	Pre-primary	Primary	Secondary
Anguilla	15	20	30	585	975	1,170
Antigua and Barbuda	25	25	27	975	975	1,065
Argentina[1]	n.a.	20	25	n.a.	720	900
Aruba[1]	23	23	27	920	920	1,080
Bahamas	25	25	25	950	950	950
Barbados	25	30	30	950	1,140	1,140
Belize	15	21	22	540	809	758
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia	25	28	34	1,100	1,245	1,509
Brazil[1]	n.a.	21	21	n.a.	800	800
British Virgin Islands	n.a.	33	33	n.a.	1,287	1,287
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia[1]	n.a.	25	30	n.a.	1,000	1,200
Costa Rica[1]	19	25	28	767	1,007	1,107
Chile[1]	n.a.	n.a.	n.a.	n.a.	1,060	1,061
Dominica[1]	n.a.	25	25	n.a.	930	975
Dominican Republic	20	25	30	880	1,100	1,320
Ecuador	20	30	30	800	1,200	1,212
El Salvador	30	30	32	1,200	1,200	1,292
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	17	26	25	623	947	900
Guyana	20	24	25	780	938	975
Haiti	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Honduras	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Jamaica	22	25	25	847	950	950
Mexico	n.a.	20	35	n.a.	800	1,400
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	23	23	25	920	920	1,012
Nicaragua	20	30	30	870	1,305	1,305
Panama	25	35	40	1,050	1,470	1,680
Paraguay	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Peru	20	25	25	720	900	900
Saint Kitts and Nevis	40	40	40	1,560	1,560	1,560
Saint Lucia	20	25	25	808	1,010	1,010
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	20	24	26	840	985	1,091
Trinidad and Tobago	22	27	n.a.	870	1,065	n.a.
Turks and Caicos	20	25	27	780	975	1,065
Uruguay	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Source: UNESCO Institute for Statistics, *Characteristics of the Educational System: The Duration of the School Year, Marzo 2001*
1 Source: Ministries of Education.

2.3
INTAKE RATIOS TO FIRST GRADE-PRIMARY (1998)

Country	Total		Male		Female	
	Apparent	Net	Apparent	Net	Apparent	Net
Anguilla	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina	116	100	116	100	117	100
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas	112	81	117	82	106	79
Barbados	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Belize	128	n.a.	130	n.a.	127	n.a.
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia	130	70	129	69	130	70
Brazil	129	69	136	73	121	65
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia	135	56	n.a.	n.a.	n.a.	n.a.
Costa Rica	102	59	102	58	102	60
Chile	98	38	98	37	97	38
Dominica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic	136	60	141	59	132	60
Ecuador	131	82	132	82	131	83
El Salvador	128	55	130	54	125	55
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	134	57	137	59	131	56
Guyana	104	n.a.	102	n.a.	107	n.a.
Haiti	246	n.a.	239	n.a.	253	n.a.
Honduras	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Jamaica	94	n.a.	95	n.a.	93	n.a.
Mexico	114	92	114	92	114	93
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nicaragua[1]	147	39	143	40	151	38
Panama	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Paraguay	120	71	122	70	119	72
Peru	127	97	127	97	127	96
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Trinidad and Tobago	97	n.a.	98	n.a.	96	n.a.
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay	105	49	103	49	107	49
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela[1]	103	63	104	63	102	64

Source: UNESCO Institute for Statistics
1 1999 data

2.4
ENROLLMENT RATES BY EDUCATIONAL LEVEL (1998)

	TOTAL						FEMALE						MALE					
	Pre-primary		Primary		Secondary		Pre-primary		Primary		Secondary		Pre-primary		Primary		Secondary	
Country	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net	Gross	Net
Anguilla	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina	57	57	120	107	89	74	58	57	114	107	93	76	56	56	120	107	86	71
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	120	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas	11	11	93	87	150	n.a.	12	12	n.d.	87	148	n.a.	11	11	95	87	152	n.a.
Barbados	77	n.a.	87	n.a.	105	105	74	n.a.	92	n.a.	108	108	80	n.a.	88	n.a.	102	102
Belize	27	26	113	99	54	39	28	27	87	99	58	43	27	26	115	100	50	35
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	111	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia	46	34	118	101	80	68	47	34	n.d.	101	77	66	46	34	119	101	83	70
Brazil	55	42	154	98	83	50	55	42	117	96	89	55	55	42	156	101	76	46
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	152	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	112	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia	35	31	112	87	71	57	35	n.a.	107	n.a.	56	n.a.	34	n.a.	112	n.a.	50	n.a.
Costa Rica	82	56	108	92	52	44	81	56	104	92	55	47	82	56	110	92	49	42
Chile	74	38	106	88	85	70	73	38	n.d.	87	86	72	74	38	108	88	85	69
Dominica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	113	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic	34	30	133	87	66	53	34	31	n.d.	88	72	57	34	30	136	87	61	48
Ecuador	63	52	113	97	56	46	64	53	109	97	57	47	62	52	113	96	56	45
El Salvador	40	28	111	81	50	43	41	29	n.d.	80	50	n.a.	39	28	113	82	50	n.a.
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	96	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	47	33	102	83	33	28	47	33	101	80	31	27	47	34	108	85	36	29
Guyana	105	86	102	85	78	60	104	85	153	83	79	62	106	86	103	88	78	58
Haiti	63	34	152	80	33	20	64	35	n.d.	82	29	21	62	33	150	77	36	19
Honduras[1]	16	n.a.	108	n.a.	n.a.	n.a.	16	n.a.	n.d.	n.a.	n.a.	n.a.	16	n.a.	n.a.	n.a.	n.a.	n.a.
Jamaica	83	83	98	92	90	79	86	86	n.d.	93	92	80	79	79	97	92	88	78
Mexico	76	68	114	102	71	n.a.	77	69	98	103	72	n.a.	75	68	114	102	70	n.a.
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	113	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	100	93	117	97	91	80	101	95	n.d.	97	98	86	98	92	120	97	84	73
Nicaragua[2]	26	26	105	80	61	39	27	27	105	80	66	42	26	26	105	80	56	35
Panama	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Paraguay	77	55	115	92	51	42	79	56	114	92	52	43	76	54	117	91	49	41
Peru	60	59	126	103	81	61	61	60	125	103	78	61	59	58	127	103	83	62
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	130	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	89	n.a.	119	n.a.	51	n.a.	n.a.	n.a.	n.d.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Trinidad and Tobago	12	10	102	93	80	71	12	10	n.d.	93	84	74	12	10	102	93	77	69
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	101	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay	56	40	113	92	88	66	56	40	n.d.	93	101	76	55	39	113	92	76	56
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	112	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela[2]	54	44	102	88	59	50	54	n.a.	101	88	65	55	54	n.a.	103	88	54	46

Source: UNESCO Institute for Statistics
1 1997 data
2 1999 data

2.5
AGE-SPECIFIC ENROLLMENT RATIOS (1998)

	AGE															
Country	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Anguilla	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina	103	110	111	105	106	105	106	105	95	91	80	72	64	51	n.a.	n.a.
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Barbados	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Belize	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Brazil	45	70	94	101	106	108	105	104	102	99	95	94	80	64	n.a.	n.a.
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada[1]	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	98	93	84	54	47	46
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Costa Rica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Chile	57	90	97	100	100	99	95	93	90	89	87	87	79	53	n.a.	n.a.
Dominica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Ecuador	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
El Salvador	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guyana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Haiti	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Honduras	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Jamaica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Mexico	90	106	107	107	104	104	102	96	87	77	57	44	35	27	n.a.	n.a.
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nicaragua	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Panama	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Paraguay	58	83	98	98	95	96	90	89	78	69	59	50	42	28	n.a.	n.a.
Peru	85	107	105	100	108	109	105	99	95	86	83	71	n.a.	n.a.	n.a.	n.a.
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Trinidad and Tobago	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay	72	96	97	102	101	105	109	n.a.	99	81	72	67	59	49	n.a.	n.a.
USA[1]	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	107	88	82	63	50	38
Venezuela	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Computed by PRIE using UIS data on enrolment and population data as presented in table 1.1 on this annex.
Ratios above 100% (originated in inconsistencies between enrolment and population data) have been cut to 100%

1 Source: UNESCO-OCDE WEI

2.6
PERCENTAGE OF REPEATERS IN PRIMARY EDUCATION (1998)

Country	Total	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade
Anguilla	n.a.	1	1	n.a.	0	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina	5	9	6	6	5	4	3
Aruba	8	13	10	8	6	6	3
Bahamas	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Barbados	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Belize	9	13	9	9	9	9	9
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia	2	3	2	2	2	2	3
Brazil	24	40	24	18	14	26	19
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia	5	9	5	3	2	2	nd
Costa Rica	9	16	10	9	10	8	1
Chile	3	2	4	3	3	4	4
Dominica	4	6	1	2	1	2	1
Dominican Republic	6	7	3	5	5	nd	nd
Ecuador	3	5	4	2	2	1	1
El Salvador	8	18	7	4	3	2	2
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	15	26	14	11	8	5	3
Guyana	3	5	3	3	2	2	3
Haiti	12	13	14	13	11	10	9
Honduras	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Jamaica	2	3	1	1	1	1	5
Mexico	7	11	9	7	6	4	1
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nicaragua[1]	5	7	4	4	4	3	3
Panama	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Paraguay	9	15	12	9	6	4	1
Peru	10	6	17	15	8	7	3
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Trinidad and Tobago	5	7	3	3	2	2	4
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay	8	17	10	8	6	5	3
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela[1]	7	9	8	9	7	4	2

Source: UNESCO Institute for Statistics.
1 1999 data

3.1
STUDENT:TEACHER RATIO BY EDUCATIONAL LEVEL (1998)

Country	Pre - primary	Primary	Secondary
Anguilla	18	21	16
Antigua and Barbuda[2]	18	19	n.a.
Argentina[1]	18	21	14
Aruba	26	19	16
Bahamas	9	17	23
Barbados	14	19	15
Belize	19	26	16
Bermuda[4]	7	9	7
Bolivia	42	25	21
Brazil[1]	21	29	36
British Virgin Islands	7	18	7
Canada	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.
Colombia	17	23	n.a.
Costa Rica	19	27	18
Chile[1]	n.a.	33	29
Dominica	18	22	18
Dominican Republic	24	37	32
Ecuador	18	27	17
El Salvador	n.a.	n.a.	n.a.
Grenada	n.a.	n.a.	n.a.
Guatemala	26	38	13
Guyana	18	27	19
Haiti	45	31	n.a.
Honduras[3]	n.a.	33	n.a.
Jamaica	25	31	22
Mexico	22	27	21
Montserrat	12	21	10
Netherlands Antilles	21	20	15
Nicaragua[2]	26	34	25
Panama	n.a.	n.a.	n.a.
Paraguay[1]	25	20	10
Peru[1]	29	25	17
Saint Kitts and Nevis[2]	9	19	14
Saint Lucia	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	26	15
Suriname	16	17	13
Trinidad and Tobago	13	21	23
Turks and Caicos	18	20	9
Uruguay[1]	31	21	15
USA	n.a.	n.a.	n.a.
Venezuela	n.a.	n.a.	n.a.

Source: UNESCO Institute for Statistics
1 Full-time equivalent (UNESCO-OCDE WEI). For the rest of the countries data corresponds to total figures for full and part-time teachers.
2 1999 data
3 1997 data
4 2000 data

3.2
PUBLIC EXPENDITURE ON EDUCATION (1998)

Country	As percentage of GDP	As percentage of total public expenditure
Anguilla	n.a.	14.4
Antigua and Barbuda	n.a.	n.a.
Argentina	4.1	n.a.
Aruba[4]	4.6	17.5
Bahamas	n.a.	n.a.
Barbados	5.2	15.4
Belize	n.a.	n.a.
Bermuda	2.7	17.0
Bolivia	5.6	n.a.
Brazil	4.5	12.0
British Virgin Islands	n.a.	n.a.
Canada[3]	5.5	12.6
Cayman Islands	n.a.	n.a.
Colombia	n.a.	n.a.
Costa Rica	6.2	n.a.
Chile	3.7	16.1
Dominica	7.1	n.a.
Dominican Republic[1]	2,2	13.8
Ecuador	n.a.	n.a.
El Salvador	2.3	n.a.
Grenada	n.a.	n.a.
Guatemala[2-5]	1.8	17,0
Guyana	n.a.	n.a.
Haiti	n.a.	n.a.
Honduras[5]	4,0	n.a.
Jamaica	6.6	13.4
Mexico	4,2	n.a.
Montserrat	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.
Nicaragua[2-5]	3.4	n.a.
Panama[1]	5.0	16.3
Paraguay	4.5	20.2
Peru	3.2	22.3
Saint Kitts and Nevis	n.a.	n.a.
Saint Lucia	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.
Suriname	n.a.	n.a.
Trinidad and Tobago	3.3	13.1
Turks and Caicos	n.a.	13.6
Uruguay	2.5	12.2
USA[3]	4.8	n.a.
Venezuela	n.a.	n.a.

Source: UNESCO Institute for Statistics
1 1997 data
2 1999 data
3 Source: UNESCO/OCDE WEI
4 GDP figure was obtained from the World Bank
5 UIS estimate

3.3
PUBLIC EXPENDITURE ON EDUCATION BY EDUCATIONAL LEVEL (1998)

Country	Pre-primary	Primary	Secondary
Anguilla[2]	1.7	28.1	35.9
Antigua and Barbuda	n.a.	n.a.	n.a.
Argentina	7.3	35.1	33.2
Aruba[2]	6.7	37.3	39.9
Bahamas	n.a.	n.a.	n.a.
Barbados[3]	n.a.	26.5	31.3
Belize	n.a.	n.a.	n.a.
Bermuda[2]	7.1	43.0	47.4
Bolivia	3.2	50.6	12.6
Brazil	9.6	44.2	21.9
British Virgin Islands	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.
Colombia	n.a.	n.a.	n.a.
Costa Rica	5.6	47.2	29.1
Chile	8.6	41.5	33.3
Dominica	n.a.	n.a.	n.a.
Dominican Republic	n.a.	n.a.	n.a.
Ecuador	n.a.	43.4	41.4
El Salvador	8.1	65.7	7.1
Grenada	n.a.	n.a.	n.a.
Guatemala[2]	n.a.	n.a.	n.a.
Guyana	n.a.	n.a.	n.a.
Haiti	n.a.	n.a.	n.a.
Honduras	n.a.	n.a.	n.a.
Jamaica	3.6	33.6	36.7
Mexico	7.6	35.4	36.8
Montserrat	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.
Nicaragua	n.a.	n.a.	n.a.
Panama[1]	n.a.	31.1	19.8
Paraguay	n.a.	49.2	28.8
Peru	9.8	40.3	29.6
Saint Kitts and Nevis	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.
Suriname	n.a.	n.a.	n.a.
Trinidad and Tobago	0.6	42.0	32.0
Turks and Caicos[3]	n.a.	32.5	37.9
Uruguay	8.8	33.1	36.4
USA	n.a.	n.a.	n.a.
Venezuela	n.a.	n.a.	n.a.

Source: UNESCO Institute for Statistics
1 1997 data
2 Secondary includes ISCED levels 2, 3 and 4
3 Primary includes ISCED levels 0 and 1

3.4
PUBLIC EXPENDITURE ON EDUCATION BY PUPIL BY EDUCATIONAL LEVEL (1998)

	As percentage of GDP per capita			USD PPP		
Country	Pre-primary	Primary	Secondary	Pre-primary	Primary	Secondary
Anguilla	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina	9.0	10.6	13.7	1,085	1,279	1,642
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Barbados	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Belize	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia[1-2]	5.9	10.9	10.0	135	247	227
Brazil	13.7	10.6	11.4	905	704	757
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Costa Rica[2]	17.0	20.1	31.7	1,019	1,204	1,898
Chile	11.0	12.6	13.8	970	1,106	1,216
Dominica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Ecuador	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
El Salvador[2]	6.1	n.a.	7.4	245	n.a.	300
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guyana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Haiti	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Honduras	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Jamaica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Mexico	9.2	9.7	17.0	707	749	1,310
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nicaragua	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Panama	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Paraguay	n.a.	10.9	18.5	n.a.	459	783
Peru	7.5	7.4	10.6	320	317	453
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Trinidad and Tobago	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay	7.7	7.5	11.0	666	651	951
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Source: UNESCO Institute for Statistics and table 1.6 on this annex.
1 Primary education data includes ISCED levels 1 and 2. Secondary includes ISCED level 3 only.
2 Only current expenditure

3.5
PRIVATE EXPENDITURE ON EDUCATION AS A PERCENTAGE OF GDP (1998)

Country	% GDP
Argentina	0.8
Canada	0.7
Chile	2.6
Mexico	0.6
Peru	2.1
USA	1.6

Source: UNESCO/OCDE WEI

3.6
STARTING TEACHERS SALARY, MINIMAL TRAINING, (PUBLIC SECTOR) BY EDUCATIONAL LEVEL (1999)

	Primary		Lowel secondary		Upper secondary	
Country	% GDP	USD PPP	% GDP	USD PPP	% GDP	USD PPP
Argentina	0.8	8,906	1.3	14,426	1.3	14,426
Brazil	0.7	4,818	1.8	11,970	1.9	12,598
Chile	1.1	9,067	1.1	9,067	1.1	9,067
Mexico	1.2	10,465	1.5	13,357	n.a.	n.a.
Peru	0.9	4,282	0.9	4,282	0.9	4,282
Uruguay	0.6	5,241	0.6	5,241	0.7	5,703
USA	0.8	25,707	0.7	25,155	0.8	25,405

Source: UNESCO/OCDE WEI

3.7
EVOLUTION OF TEACHERS SALARY, MINIMAL TRAINING, (PUBLIC SECTOR) BY EDUCATIONAL LEVEL (1999)

	Starting			After 15 years			Maximum scale		
Country	Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Argentina	8,906	14,426	14,426	12,377	20,903	20,903	14,697	25,396	25,396
Brazil	4,818	11,970	12,598	7,191	11,180	16,103	10,877	13,954	18,556
Chile	9,067	9,067	9,067	10,476	10,476	10,637	14,043	14,043	14,020
Mexico	10,465	13,357	n.a.	13,294	15,592	n.a.	22,345	27,643	n.a.
Peru	4,282	4,235	4,235	4,282	4,235	4,235	4,282	4,235	4,235
Uruguay	5,241	5,241	5,703	6,281	6,281	6,744	7,582	7,582	8,044
USA	25,707	25,155	25,405	34,705	33,418	36,219	43,094	44,397	44,394

Source: UNESCO/OCDE WEI

4.1
ILLITERACY RATE-ADULT POPULATION (1997)

Country	15 years and older			15 to 24 years		
	Total	Male	Female	Total	Male	Female
Anguilla	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina	3.4	3.4	3.5	1.5	1.7	1.3
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas	3.4	5.4	3.9	2.7	3.6	1.8
Barbados	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Belize	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia	16.3	9.2	23.1	4.9	2.5	7.3
Brazil	15.9	15.8	16.0	8.3	10.1	6.5
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia	9.1	9.0	9.1	3.6	4.2	2.9
Costa Rica	4.8	4.9	4.8	1.9	2.2	1.6
Chile	4.7	4.5	5.0	1.4	1.6	1.2
Dominica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic	17.6	17.5	17.7	9.9	10.7	9.2
Ecuador	9.7	7.8	11.7	3.4	2.9	4.0
El Salvador	22.7	19.7	25.6	12.7	11.8	13.6
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	33.4	25.8	41.0	22.2	15.7	28.8
Guyana	1.9	1.3	2.4	0.2	0.2	0.2
Haiti	53.2	50.9	55.4	38.5	38.3	38.6
Honduras	27.1	27.1	27.2	18.0	19.5	16.5
Jamaica	14.4	18.5	10.5	6.7	10.2	3.1
Mexico	9.6	7.4	11.6	3.5	2.8	4.2
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nicaragua	32.5	34.0	31.1	27.3	29.9	24.7
Panama	8.8	8.2	9.5	3.6	3.2	4.0
Paraguay	7.5	6.2	8.8	3.3	3.2	3.5
Peru	11.2	6.0	16.2	3.8	2.1	5.5
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	6.5	4.6	8.4	n.a.	n.a.	n.a.
Trinidad and Tobago	2.1	1.3	2.9	0.2	0.2	0.2
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay	2.5	2.9	2.1	0.8	1.0	0.5
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela	8.3	7.7	8.9	2.5	3.2	1.8

Source: *World Education Report 2000* - UNESCO

4.2
EDUCATIONAL PROFILE OF ADULT POPULATION (1998)

Country	15 to 24 years School-years attained				25 to 59 years School-years attained			
	0 to 5	6 to 9	10 to12	13 and over	0 to 5	6 to 9	10 to 12	13 and over
Anguilla	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Antigua and Barbuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Argentina[1]	3.0	43.1	37.6	16.2	9.5	38.9	28.7	22.8
Aruba	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bahamas	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Barbados	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Belize	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bermuda	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Bolivia[2]	24.8	32.4	34.1	8.7	49.7	15.5	20.4	14.5
Brazil[2]	41.4	37.4	18.7	2.5	55.8	18.3	16.9	9.1
British Virgin Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Canada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Cayman Islands	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Colombia[2]	24.8	34.4	33.6	7.3	43.8	19.4	23.0	13.7
Costa Rica	12.8	55.4	23.6	8.1	19.8	46.2	17.2	16.8
Chile	4.3	34.8	45.6	15.3	14.6	27.3	36.0	22.1
Dominica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Dominican Republic[2]	28.6	39.7	24.7	7.1	44.0	26.2	19.3	10.5
Ecuador[1]	5.5	43.4	38.4	12.7	10.9	38.7	25.9	24.6
El Salvador	31.6	38.7	23.3	6.3	49.7	26.4	14.2	9.6
Grenada	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guatemala	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Guyana	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Haiti	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Honduras	30.8	53.6	12.2	3.5	51.2	30.9	12.5	5.4
Jamaica	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Mexico	8.6	60.7	21.8	9.0	23.7	50.4	11.6	14.4
Montserrat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands Antilles	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Nicaragua[1-2]	17.0	52.3	22.0	8.7	27.1	38.8	18.8	15.3
Panama	7.4	47.1	33.8	11.7	15.8	41.7	23.7	18.9
Paraguay[2]	18.0	50.8	25.8	5.4	35.6	36.9	16.4	11.1
Peru	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Kitts and Nevis	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Lucia	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Saint Vincent and the Grenadines	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Suriname	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Trinidad and Tobago	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Turks and Caicos	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Uruguay[1]	3.1	49.6	38.6	8.7	9.5	47.4	27.0	16.2
USA	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Venezuela	11.2	48.6	26.5	13.7	18.5	45.8	19.9	15.8

Computed by PRIE using data by CEPAL, *Panorama Social de America Latina 1999-2000* (base upon household surveys)
1 Urban areas only
Argentina data corresponds to Greater Buenos Aires only
2 1997 data

4.3
POPULATION 25-29 YEARS-OLD WITH 10+ SCHOOL YEARS ATTAINED BY AREA

Country	Urban	Rural	Ratio u/r
Bolivia	36.8	5.9	6.2
Brazil	19.9	1.4	14.5
Colombia	36.5	4.3	8.4
Costa Rica	22.1	9.7	2.3
Chile	55.7	5.2	10.7
Dominican Republic	24.1	7.6	3.2
El Salvador	24.1	5.5	4.4
Honduras	12.7	3.0	4.2
Mexico	27.5	3.3	8.4
Panama	33.0	12.5	2.7
Paraguay	25.7	5.6	4.6

Computed by PRIE using data by CEPAL, Panorama Social de America Latina 1999-2000
(base upon household surveys)

4.4
EDUCATIONAL ATTAINEMENT OF 25 YEARS-OLD POPULATION BY INCOME LEVEL AND EDUCATIONAL INEQUITY

	DECILES			
Country	poorest 10% (a)	richest 10% (b)	Average	Ratio b/a
Argentina	7.0	13.6	9.4	1.9
Bolivia	6.0	13.1	7.6	2.2
Brazil	2.0	10.5	5.2	5.3
Costa Rica	4.1	11.5	6.9	2.8
Chile	6.2	12.8	8.8	2.1
Ecuador	3.4	11.8	7.1	3.5
El Salvador	1.6	10.3	4.9	6.3
Honduras	2.1	9.6	4.7	4.6
Mexico	2.1	12.1	6.2	5.7
Nicaragua	2.2	8.5	4.7	3.9
Panama	4.3	13.6	8.7	3.1
Paraguay	3.4	10.7	6.1	3.2
Peru	3.9	10.8	7.2	2.8
Uruguay	6.0	11.9	8.0	2.0
Venezuela	4.7	10.8	7.2	2.3

Source: Inter-American development Bank, *Facing Up to Inequality in Latin America 1998*
Argentina data corresponds to Greater Buenos Aires only
Bolivia and Uruguay data include urban areas only