LATIN AMERICA and the Caribbean

regional report

UNESCO Institute for Statistics

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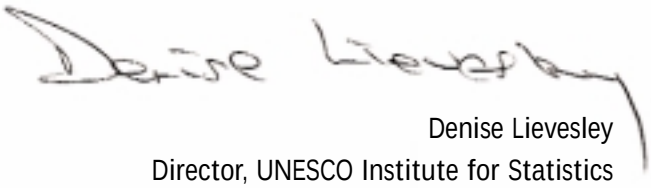
FOREWORD

One of the key ways of meeting the challenges of the 21st century is to guarantee the benefits of education for all by ensuring that educational systems work in an equitable, efficient and effective manner. Educational statistics and indicators, which monitor trends and facilitate the critical assessment of policies, play a vital part in this process and they can provide valuable information for the formulation of sound policies. In this respect, governments are paying even greater attention to comparative policy analysis. Co-operation at the international level can help countries to identify ways in which access to education might be widened, the quality of educational provision might be improved and more attention paid to improving learning outcomes. A comparative framework can also assist countries to manage their teaching and learning processes more effectively. In a number of countries these imperatives have resulted in renewed efforts to strengthen the collection and reporting of comparative education statistics and indicators.

A significant role of the UNESCO Institute for Statistics (UIS) is to assist Member States to collect, analyse and disseminate internationally-comparable education indicators to inform these policy debates. Following its creation in 1999, the UIS has carried out far-reaching consultations with both national and international users and producers of education statistics in order to identify information needs and to develop a strategy to meet these needs.

One part of this strategy has been the implementation of a re-designed data collection instrument, called *Survey 2000*, which aims to build a set of comparable cross-national education indicators. A series of twelve regional workshops were organised and led by UIS to consult educational experts (both statisticians and policy makers) within Member States and to build better support for this global effort. These workshops also aimed to raise awareness of data collection methodologies and tools, such as the International Standard Classification of Education (ISCED), to provide a common framework for harmonising national education data. The workshops provided regional fora for the discussion of problems associated with data collection and management and the exploration of possible solutions.

This report represents one of the first outcomes of this major effort. Not only are the indicators cited in this report based on data provided by countries, but the topics chosen also reflect some of the priority policy issues raised by national participants. The UNESCO Institute for Statistics would like to take this opportunity to thank these participants and their colleagues for their conduct of this survey and also staff of the United Nations Statistics and Population Divisions, the Organisation for Economic Co-operation and Development and the World Bank for providing key supplementary data.



Denise Lievesley
Director, UNESCO Institute for Statistics

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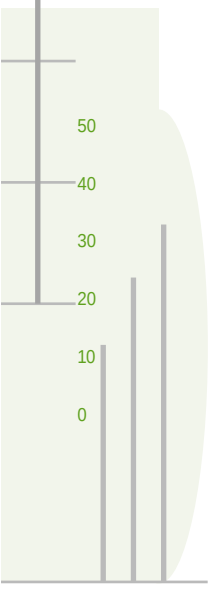
Introduction

The UNESCO Institute for Statistics initiated Survey 2000 as the first step in a long-term process in order to improve data quality and standardise data collection in the field of education. As part of the *Survey 2000* exercise, two groups were formed in the Latin America and Caribbean region. One group was composed of Portuguese and Spanish-speaking countries and the other of English, Dutch and French-speaking countries. Consequently, the Caribbean countries Cuba and the Dominican Republic joined the Latin America group while Belize, Guyana, and Suriname from South and Central America joined the Caribbean group. Neither Martinique nor Guadeloupe, which are linked constitutionally with France nor Puerto Rico, which is linked with the United States, were included.

For the purpose of this report the group of countries referred to as Latin America is composed of 19 republics: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela.

Experts in education statistics from these countries participated in two regional workshops held in Cuba, in July 2000 and in Panama, in March 2001. These workshops provided an opportunity to improve the international classification of the various national educational programmes and to review the new statistical questionnaires in order to ensure their correct interpretation. The workshops made it possible to discuss the need for policy relevant information that may require the collection of other data or the calculation of new indicators. National representatives also presented reports on the education issues which were considered to be of the highest priority in their country.

In conducting the Latin American regional workshops and in subsequent statistical capacity



building efforts in the region the UIS has cooperated with the Summit of the Americas Indicators (PRIE) Project. Close collaboration between the two organisations has added significantly to the planning and implementation of the UIS programme in the region.

Many of the issues identified during workshop presentations and discussions are addressed in this first UIS report for Latin America. It presents information from the first educational survey conducted by the UIS in the summer of 2000 using data from countries participating in the Latin American workshop as well as comparable data from other countries.

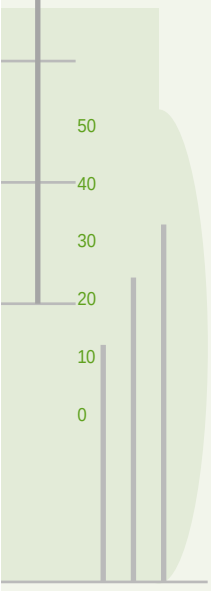
This report has four sections as follows:

- Section 1 presents the main demographic, economic and social aspects of the region, including information on selected socio-economic indicators. Country profiles present key data and indicators for each country.
- Section 2 examines access and participation of pupils and students in each education level from early childhood education to tertiary level programmes. Some other themes regarding education policy which were proposed by participants during the regional workshops are also examined.
- Sections 3 and 4 briefly survey a set of indicators related to teaching staff and education finance, respectively.

An Annex, includes summary statistical tables that contain data and indicators used in the publication as well as definitions of indicators, a glossary of terms and a more detailed description of the International Standard Classification of Education (ISCED97).

Although this first report is limited in scope and content, it is published with the knowledge that the countries participating in the UIS Latin America Regional project along with the UIS and PRIE will continue to progress with the development of indicators and associated analyses. It is hoped that these efforts will help governments in the region implement improvements in their national systems and continue to develop education programmes that will help students of all ages achieve their full potential.

INTRODUCTION



Reader's Guide

The data on pupils, students, teachers and education expenditure presented in this publication are gathered mainly from official national responses to questionnaires on education statistics from the UNESCO Institute for Statistics (UIS) for the school and financial years beginning in 1998, unless otherwise specified. They are supplemented by demographic and economic statistics collected by other international organisations including, in particular, the United Nations Statistics and Population Divisions and the World Bank.

For some countries, education data were collected via surveys carried out in collaboration with other international organisations. Data for Mexico were reported in the joint UIS/OECD/EUROSTAT (UOE) survey questionnaires completed by Member States of the Organisation for Economic Co-operation and Development (OECD). Data for Argentina, Brazil, Chile, Paraguay, Peru and Uruguay were collected via the World Bank funded *World Education Indicators* (WEI) project administered jointly by UIS and OECD. The remaining countries in this region reported data in the UIS's own annual surveys on education, the most recent being *Survey 2000*.

While the three surveys (UOE, WEI and *Survey 2000*) aim to collect broadly speaking the same core set of statistics on education, there are some differences in coverage between the three surveys. For example, neither the UOE nor WEI questionnaires collect data on new entrants to primary education with experience in early childhood development programmes, on pupils in secondary vocational education by field of study, or on teachers who are trained (certified) to teach in accordance with national standards. In addition, data on students enrolled in tertiary education by field of study are not requested in the WEI questionnaires. By contrast, the UOE and WEI surveys collect more details than *Survey 2000* on the working conditions of teachers.

All three surveys (UOE, WEI and *Survey 2000*) use concepts and definitions from the 1997 version of the International Standard Classification of Education (ISCED97).

ISCED97 is a framework for the compilation and presentation of internationally comparable statistics and indicators on education. It is a multi-purpose system, designed for education policy analysis and decision-making, whatever the structure of the national education system and whatever the stage of economic development of a country. It can be utilised for statistics on many different aspects of education such as pupil enrolment, human and financial resources invested in education or the educational attainment of the population. The basic concepts and definitions of ISCED97 have been designed to be universally valid and invariant to the particular circumstances of a national education system.

The statistics in this report refer to both public and private education according to the levels of education defined in ISCED97.

In principle, special needs education offered either in regular schools or in special schools is also included at the relevant ISCED97 levels. The data on teachers refer to both full-time and part-time teaching staff with active teaching duties. School-based personnel who have no active teaching duties such as librarians, careers advisers or student counsellors, administrative staff, non-teaching head teachers or principals, etc., are generally excluded.

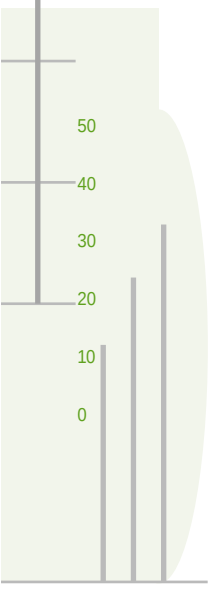
For the purpose of assessing trends in the 1990s, and in so far as the data are comparable, this publication also presents some indicators for 1990. For these data and in general for time series, please refer to the *1999 UNESCO Statistical Yearbook*. Please note that the current report may contain revised data that differ from those presented in previous publications including the *1999 UNESCO Statistical Yearbook*.

In tables and charts throughout the publication (unless they are ranked according to one of the statistics or indicators presented) countries are listed in alphabetical order of their Spanish names. Thus, for example, Chile appears after Cuba rather than before as in English.

Where numbers and percentages have been rounded, totals and subtotals may not always correspond exactly to the sum of the elements of which they are composed.

Symbols used in this publication:

-	Magnitude nil
0 or 0.0	Magnitude greater than nil but less than half of unit employed
...	Data not available
.	Category not applicable
**	UIS estimate
./.	Data included elsewhere under another category



Economic, social and Demographic Overview

The term Latin America is generally taken to refer to that group of countries within continental America and the Caribbean whose inhabitants speak either Spanish or Portuguese; a convention which is followed here. This review covers, then, the following 19 republics: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela. In all but one of these countries, Brazil, the official or principal language is Spanish; indigenous languages nevertheless remain important, particularly in rural areas. Some of the well-established indigenous populations were excluded from many of the education systems until the middle of the 20th century. As the Cochabamba Declaration[1] makes clear, the ministries of education in Latin America consider it a priority that education be provided in both official and indigenous languages.

The countries of this region have very varied population sizes and age structures and differ considerably not only in average income levels but also in the way that this income is shared within their societies (see Table A). In this introduction, we present a brief review of the region's recent economic development, outline the extent of human development and inequality, point to the opportunities and challenges presented by the demographic situation and highlight some of the key education reform issues that these countries are currently facing.

[1] *Declaration of the VII Meeting of the Regional Intergovernmental Committee of the Major Project of Education (PROMEDLAC VII), Cochabamba, Bolivia, March 2001.*

SECTION 1

Table A - Selected economic and demographic indicators, 1998[1]

	GDP per capita at current prices (US$)	Distribution of consumption or income		Population (000)	Distribution of the population by age group, 1998 and 2050					
					1998			2050		
		Bottom 20%	Top 20%		0-14	15-59	60 +	0-14	15-59	60+
Argentina	8260	..	...	36 123	28	59	13	20	57	23
Bolivia	1070	1.9 (1997)	62	7 957	40	54	6	22	62	16
Brazil	4670	2.6 (1997)	63	165 851	30	63	7	20	57	24
Colombia	2430	3.0 (1996)	61	40 803	33	60	7	20	58	22
Costa Rica	3610	4.5 (1997)	52	3 841	33	59	7	20	58	22
Cuba	...	...	...	11 116	22	65	13	15	51	34
Chile	4910	3.4 (1996)	62	14 824	29	61	10	20	57	24
Ecuador	1620	5.4 (1994)	50	12 175	35	58	7	20	58	22
El Salvador	1990	3.7 (1997)	55	6 032	36	57	7	21	59	21
Guatemala	1790	3.8 (1998)	61	10 801	44	51	5	23	63	14
Honduras	850	1.6 (1997)	62	6 147	43	52	5	22	62	16
Mexico	4340	4.0 (1996)	57	95 831	34	59	7	19	56	24
Nicaragua	440	2.3 (1998)	64	4 807	44	52	5	22	62	16
Panama	3380	3.6 (1997)	53	2 767	32	60	8	19	57	24
Paraguay	1650	1.9 (1997)	62	5 222	40	54	5	22	62	16
Peru	2300	4.4 (1996)	51	24 797	34	59	7	20	58	22
Dominican Republic	1930	5.1 (1998)	53	8 232	34	60	7	21	58	21
Uruguay	6750	5.4 (1989)	48	3 289	25	58	17	19	56	25
Venezuela	4110	3.7 (1996)	53	23 242	35	59	6	20	58	21

Sources: Economic data from the World Bank,
Demographic data from the UN Population Division and the UNDP.

1. 1998 except where otherwise indicated.

Economic overview

Whereas during the 1960s and 1970s per capita Gross Domestic Product (GDP) in Latin America expanded at annual average rates of 2.5% and 3.5% respectively, the 1980s and 1990s were decades of generalised economic crisis with real income per head actually falling in the 1980s (commonly referred to in the region as "the lost decade") and only rising at an annual average rate of slightly over 1% during the period 1990-1999.

The origin of these two decades of near stagnant per capita growth is traceable to the economic buoyancy of the 1960s and 1970s which led these economies to take on unsustainably high levels of foreign currency denominated debt. Having been generally favourable in the 1970s, the prices of the commodities on which these economies are largely dependent (most notably agricultural and mineral resources) fell sharply as a result of the world-wide recession in the following decade; this alongside rising real interest rates in the United States and western Europe as their governments sought to reduce inflation had the effect of increasing the service payments on their debts whilst at the same time reducing the income from which to pay them. Only Colombia succeeded in avoiding defaulting or having its foreign debts compulsorily rescheduled; all faced severe fiscal problems. The immediate general response to this latter problem was to resort to printing money thereby engendering inflation, indeed in some cases, most notably in Argentina and Brazil, hyperinflation. Real wages fell everywhere except in Colombia and Chile.

In order to overcome inflation and to promote a return to a sustainable pattern of growth, all of these economies, including Cuba, have

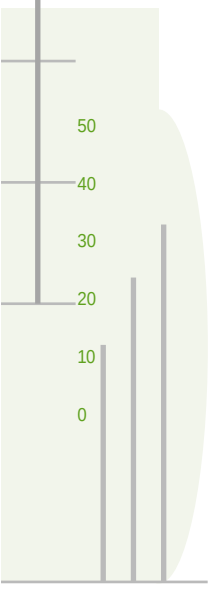
to varying degrees liberalised their economies. The essence of these reforms, the implementation of which has in some cases been a source of considerable domestic controversy, consists in tighter fiscal and monetary control, greater openness to foreign investment, the introduction of flexibility into labour market regulations and the implementation of large-scale privatisation programmes. The greater insertion of these economies into the global marketplace has resulted in significant changes in production systems and labour organisation. This, alongside the large-scale redundancies made in the public sector as part of their restructuring, has led to a considerable fall in labour demand in the formal sector, particularly among the unskilled, thereby further accentuating the importance of the informal sector.

Faced with difficulties in implementing institutional reforms and for the problems that they bring about, and a continued vulnerability to external events, as evidenced by the economic shock that Mexico's 1994-95 devaluation caused to the rest of the region and the recession that the Asian financial crisis prompted in 1998-99, the region's overall economic performance, and with it employment growth, has remained weak.

Human development

Though their overall economic performance has recently been weak, all of these countries, with the notable exception of Guatemala, have been successful in converting income into human development. This can be seen by comparing their rankings on the basis of the United Nations Development Programme's (UNDP) Human Development Index (HDI), which attempts to measure average achievements in basic human development -including life expectancy, educational attainment, and income - in one single composite index, with their rankings by per capita GDP; for 10 of them their most recent HDI ranking was higher indicating that they have been able to advance their human development goals beyond the levels achieved by their economic peers (for two, Ecuador and Nicaragua, they were the same). In this regard, Cuba was particularly successful, its HDI ranking being 47 places higher; mention should also be made of the fact that though the UN classifies none of the countries of the region as high-income societies. Argentina, Chile, Colombia, Costa Rica, Mexico, Panama, Uruguay and Venezuela were all classified as "high human development nations".

These performances would have been much better had the advances in health, which continued through and despite the turbulent 1980s and 1990s, been matched by improvements in education. Even where governments have maintained their commitment to education and training and endeavoured to limit the extent of financial cutbacks, austerity measures have often compromised access or quality or equity, indeed, sometimes all three. At fewer than nine years the average amount of time spent in school by current cohorts of Latin America's young is only a year and a half more than two decades ago. This average level masks the considerable disparities that obtain depending on the parents' income and whether they live in a rural or urban area and is considerably below the twelve years judged by the Economic Commission for Latin America and the Caribbean as being the minimum amount of education necessary to earn a wage that will make it possible to rise above poverty in the course of a person's active life. Given that on the basis of the UNDP's composite measure of human poverty, the Human Poverty Index (HPI), which measures average deprivations in the basic dimensions of human development, poverty is estimated to affect more than 5% of the population of all of the countries of this region with the exceptions of Argentina, Chile, Costa Rica, Cuba and Uruguay and over 20% of the population in Bolivia, El Salvador, Guatemala, Honduras and Nicaragua this lack of progress is a source of some concern.



Inequalities in incomes and access to education

With the obvious exception of Cuba, a highly unequal distribution of incomes is pervasive to the whole region. Indeed, the region's economies count among their number some with the most extreme distribution of income in the world: Brazil, Colombia, Guatemala and Paraguay being the most prominent. These inequalities in income are mirrored by inequalities in access to schooling, attendance and, when there, being in a sufficiently receptive state to benefit from the teaching being offered. While primary school enrolment rates are high in most countries, attendance in early childhood development programmes, tertiary education and, to a lesser degree, secondary education is still dominated by those from the higher-income groups.

As the completion rates for primary school education bear witness, the rural poor and indigenous populations are at an extreme disadvantage relative to other groups. This is linked to geographical isolation, their higher propensity to engage their children in the family's income generating activities and the lack of schools offering bilingual education. On average, two out of every five children in rural areas (as compared to one in six in urban areas) fail to finish primary school or are at least two years behind when they finally do so. Moreover, though in the 1990s there was significant progress in raising the percentage of children who complete six years of schooling, only in Chile, Honduras and Mexico did the urban-rural disparity decrease.

Given that education is a key determinant of a person's quality of life as well as productivity and employability, the present situation whereby children's life chances are so heavily dependent on their parents' socio-economic status is one conducive to hereditary poverty. Indeed, rising relative wages for the most educated and most skilled are tending to exacerbate the already extremely unequal distribution of income in some countries.

Demographics

Though patterns vary from country to country, with corresponding variations in the implications for their education systems, the population of the region as a whole is growing at an average rate of approximately 1.5% per annum. This will result in a stable-sized school-age population by 2010 and a decreasing percentage of young people in the population over the first half of the 21st century. In the most prosperous countries of the region (Argentina, Chile, and Uruguay), the increase in the population aged 60 years and over is taking place at a rate similar to that of OECD countries. Because at this stage of the transition process the rates of dependency of children fall rapidly while the proportion of elderly remains low there is a unique opportunity to focus on the quality of instruction without necessarily having to increase the education budget.

As well as presenting an opportunity to increase incomes, boost savings and investment, and offer a better education to what will be a smaller number of children in the new generation, this period of decelerating population growth is also however a time of great challenge as this shrinking share of young workers is expected to provide adequate care for the larger previous generation. This calls for the extension of educational opportunities in their fullest sense beyond basic schooling and the rapid creation of employment opportunities commensurate with the abilities of these new entrants to the labour market.

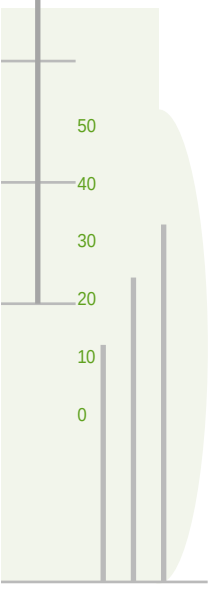
Education reform

Countries in the region are committed to the modernisation and reform of their education systems. Although much progress was made during the 1990s in devising effective education policy responses to the challenges of economic change, social equity, cultural diversity and political democratisation, there

remains a lengthy agenda of educational reform and improvement to tackle in the years ahead. Levels of educational development vary considerably across the region. Some countries have yet to achieve universal primary school enrolment and a satisfactory level of retention, and in all countries there is considerable room for progress in improving access at the secondary and higher levels.

The Cochabamba Declaration, adopted by the Region's Ministers of Education at the Seventh Meeting of the Regional Intergovernmental Committee of the Major Project for Latin America and the Caribbean (PROMEDLAC VII), held in Cochabamba, Bolivia, in March 2001, stresses the need generally to improve the quality and efficiency of the region's education systems. Specific priorities emphasised by the Declaration include:

- improvement in the quality of teaching practices, and the creation of adequate learning environments for students;
- strengthening the initial (pre-service) and in-service training of teachers, and improvement in teachers' working conditions including the provision of adequate remuneration (salaries) and enhanced opportunities for professional career development;
- adoption of social and economic measures designed to overcome the exclusion of poor people from full participation in education;
- recognition and respect for cultural diversity, while at the same time ensuring that individual, social or ethnic differences are not transformed into inequality of opportunity or other forms of discrimination. Education being a fundamental human right, governments have the responsibility to strengthen public education systems; this in turn is a guarantor of effective social democratisation;
- increased managerial and pedagogical autonomy for schools, including the provision of adequate financial, human and material resources especially for schools located in areas of greatest poverty;
- creation of flexible mechanisms designed to increase the participation of civil society in educational activities including the design, execution and assessment of research on the impact of education policies;
- increased priority for secondary education in countries that have achieved full access to primary education, while at the same time ensuring effective transitions from school to work (employment) and encouraging new and flexible forms of learning for adolescents and young people living in poverty, especially those who have abandoned formal schooling without having had access to a quality education;
- strengthening values of education in the face of the growing problems of juvenile violence inside and outside of school, drug dependence, adolescent pregnancy or fatherhood, as well as the low level of citizenship participation of young people;
- increased priority for early childhood care and education;
- increased use of information and communication technologies in education, including exploitation of their potential for distance education and new learning networks.



Interpreting the Country Profiles

Data sources

Area: Database from United Nations Internet site.

Demographic data: United Nations Population Division, 1998 revision.

GNP and GDP: World Bank, revision 2001.

Literacy: UNESCO Institute for Statistics, estimates and projections based on data compiled from national population censuses and revised in 2000.

Other education data: UNESCO Institute for Statistics and the Organisation for Economic Co-operation and Development, annual education surveys.

Explanatory notes

All statistics refer to the reference year unless stated otherwise.

General information

The *area* refers to the surface of each country, i.e., the total number of square kilometres, expressed in thousands.

The *total population* and the average *annual growth rate* refer to the total population in each country for the year of reference, expressed in thousands, and to the average annual growth of the population for 1995-2000, expressed as a percentage.

The *infant mortality* rate refers to the average annual number of deaths of infants under 1 year of age per 1,000 live births in the period 1995 to 2000.

The *estimated literacy rate* refers to the number of literate adults expressed as a percentage of the total adult population aged 15 years and above. A person is considered literate if he/she can read and write with understanding a simple statement related to his/her daily life.

The *national currency* is the currency in circulation in each country in the reference year.

The *GNP per capita* is the Gross National Product expressed in current United States dollars divided by the total population.

Public expenditure on education as a percentage of GDP is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the Gross Domestic Product.

Public expenditure on education as a percentage of total government expenditure is the total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services etc).

Graphs and tables

Pupils of official school age (ISCED 1 and 2) as a percentage of the population of the same age

This graph shows the proportion of children of official school age either for ISCED level 1 only (primary education) or, where sufficient data are available, for ISCED levels 1 and 2 combined (primary and lower secondary education) who are enrolled in school, regardless of the educational level of the institutions that they attend.

Gross enrolment ratios (GER), pupils, teaching staff and public expenditure on education

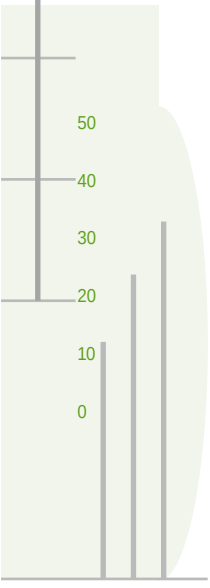
The bar chart shows the gender-specific gross enrolment ratios by ISCED level of education. The overall ratios (for males and females combined) are indicated by the line graph (see Annex 2 for definitions of indicators). The table presents raw data for each ISCED level on the total numbers of pupils and teachers, the percentage of female students and teachers and, depending on data availability, the breakdown by level of education either of total (current plus capital) or of current public expenditure on education.

Structure of the education system according to ISCED97

This graph presents information on the current most typical education system in each country. The various national programmes of education are classified according to ISCED97 by level of education (0, 1, 2 etc) and programme destination (A, B or C). See Annexes 3 and 4 for a more detailed explanation of ISCED97 and the Glossary for definitions of some expressions.

A brief summary of the ISCED levels is given below to aid interpretation (as, wherever possible, the national names of programmes in Spanish and Portuguese have been retained):

ISCED 0	pre-primary education
ISCED 1	primary education (or the first stage of basic education)
ISCED 2	lower secondary education (or the second stage of basic education)
ISCED 3	upper secondary education
ISCED 4	post-secondary non-tertiary education
ISCED 5	first stage of tertiary education
ISCED 6	second stage of tertiary education (advanced research qualifications)



An age scale is included to indicate the theoretical ages for each programme and, in the shaded area, the age range during which education is compulsory in each country.

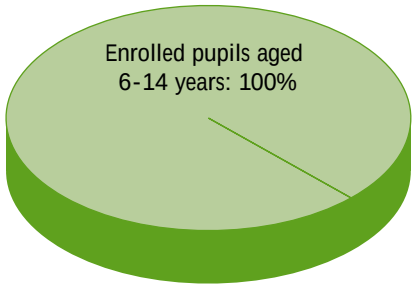
General information

Area in km^2 (000):	2 780
Total population (000):	36 123
Average annual growth rate (%):	1.3
Infant mortality rate (per 1 000 live births):	22
Estimated literacy rate M (%):	97
Estimated literacy rate F (%):	97
National currency:	Peso
GNP per capita (US$):	8 020
Public expenditure on education as a % of GDP:	4.1
of total government expenditure:	...

1998

Argentina

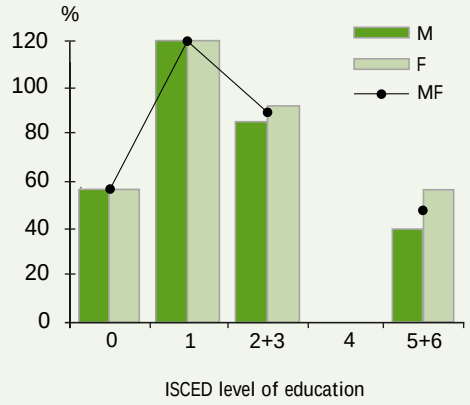
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 6 009 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER



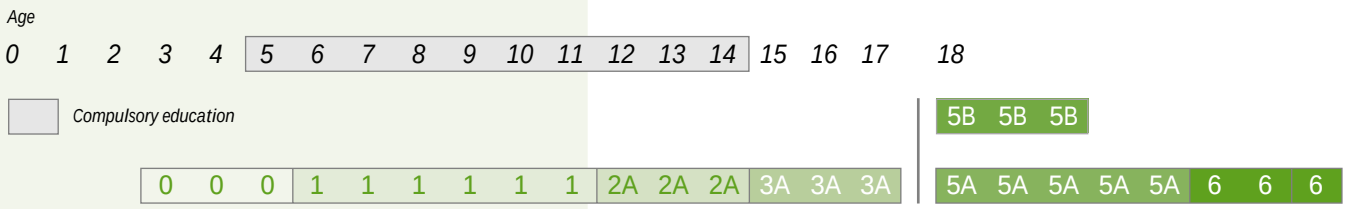
Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	1 178 249	4 821 090	3 555 848	.	1 526 515
	F	586 247	2 374 279	1 820 549	.	891 946[1]
	% F	50	49	51	.	...
Teaching staff	MF	54 962	234 143	257 798	.	116 114
	F	52 748	208 616	177 930	.	61 271
	% F	96	89	69	.	53
Distribution of public expenditure on ed. (%)◊		7.3	35.1	33.2	.	21.2

1. Excluding level 6.

◊Not allocated: 3.3%

Structure of the education system according to ISCED97



- 0 Preprimaria
- 1 Primaria
- 2A Secundaria 1er ciclo
  Educación general básica, 3er ciclo
- 3A Secundaria 2o ciclo
  Polimodal
- 5A Terciaria universitaria
  Licenciatura, Maestría
- 5B Terciaria no universitaria
- 6 Doctorado

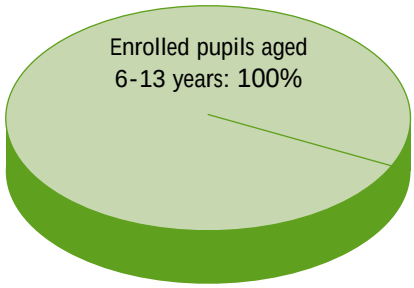
1998

Bolivia

General information

Area in km^2 (000):	1 099
Total population (000):	7 957
Average annual growth rate (%):	2.3
Infant mortality rate (per 1 000 live births):	66
Estimated literacy rate M (%):	91
Estimated literacy rate F (%):	78
National currency:	Boliviano
GNP per capita (US$):	952
Public expenditure on education as a % of GDP:	5.6
of total government expenditure:	...

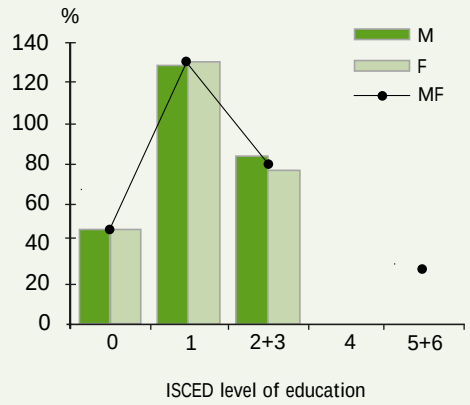
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-13 years: 1 597 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER



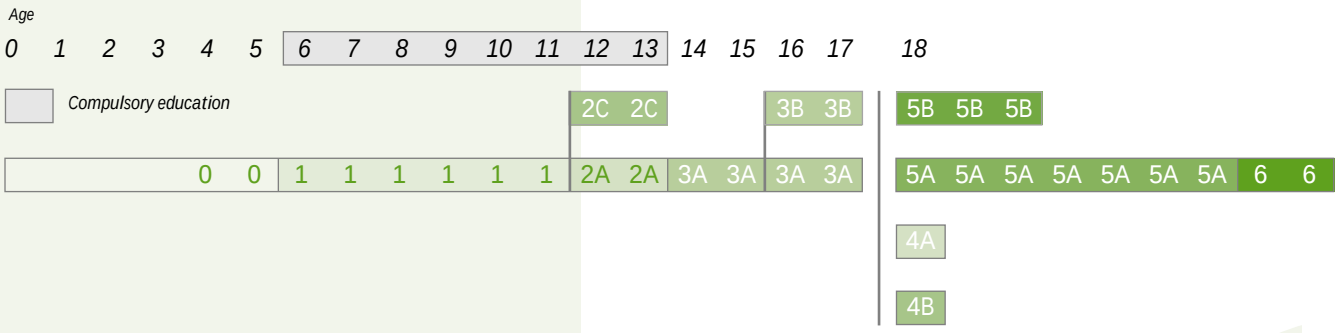
Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	207 789[1]	1 444 879[1]	823 432[1]	...	199 260[2]
	F	102 605[1]	703 561[1]	391 794[1]	...	...
	% F	49	49	48	...	...
Teaching staff	MF	4 951[1]	72 679[3]	24 545[4]	...	11 420[2]
	F	4 605[1]	44 437[3]	11 695[4]	...	...
	% F	93	61	48	...	...
Distribution of public expenditure on ed. (%)◊		3.2	50.6[5]	12.6[6]	./.[7]	28.2

1. Incomplete data.
2. Level 5A only.
3. Incomplete data. Including level 2 general lower secondary.
4. Incomplete data. Data refer to level 3 only.
5. Data refer to levels 1 and 2.
6. Data refer to levels 3 and 4.
7. Data for level 4 are included in level 3.

◊ *Not allocated: 5.4%*

Structure of the education system according to ISCED97



- Preescolar- Ciclo de primeros aprendizajes
- 0 Preescolar- Ciclo de preparación escolar
- 1 Primaria- Ciclo de primeros aprendizajes
  Primaria- Ciclo de aprendizajes esenciales
- 2A Primaria- Ciclo de aprendizajes aplicados
- 2C Aprendizaje de oficios
- 3A Secundaria- Ciclo de aprendizajes tecnológicos
  Secundaria- Ciclo de aprendizajes diferenciados (humanístico)
- 3B Secundaria- Ciclo de aprendizajes diferenciados (técnico)
- 4A Cursos preuniversitarios
- 4B Técnica no universitaria
- 5A Licenciatura
  Maestría
- 5B Técnica superior
- 6 Doctorado

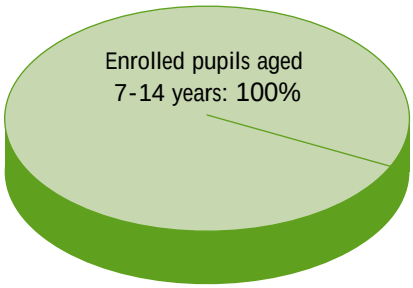
1998

Brazil

General information

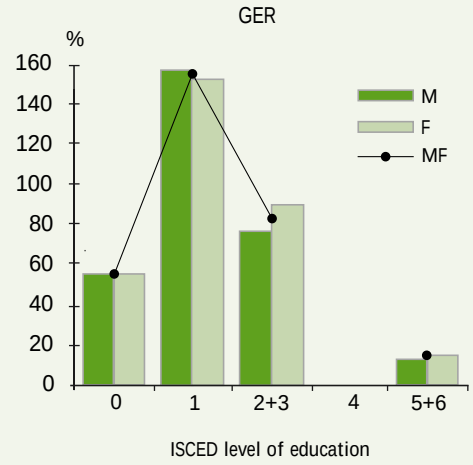
Area in km^2 (000):	8 547
Total population (000):	165 851
Average annual growth rate (%):	1.3
Infant mortality rate (per 1 000 live births):	42
Estimated literacy rate M (%):	85
Estimated literacy rate F (%):	84
National currency:	Real
GNP per capita (US$):	4 456
Public expenditure on education as a % of GDP:	4.5
of total government expenditure:	12.0

Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 7-14 years: 27 238 000

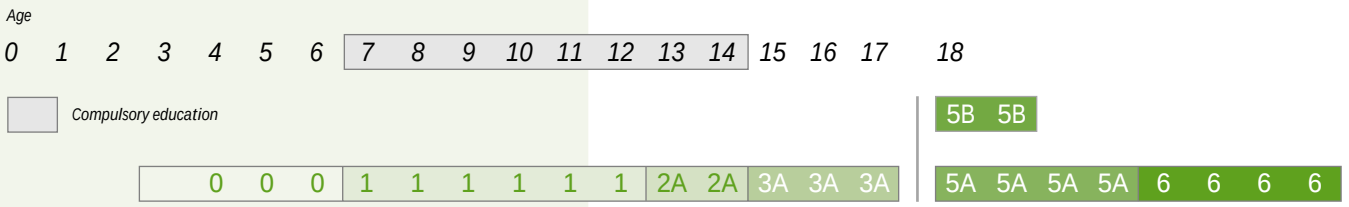
Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education



Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	5 299 212	31 237 481	14 404 835	.	2 203 599
	F	2 615 105	15 141 051	7 671 045	.	1 211 171
	% F	49	48	53	.	55
Teaching staff	MF	265 719	941 401	750 855	.	165 122
	F	261 148	881 647	596 769	.	69 366
	% F	98	94	79	.	42
Distribution of public expenditure on ed. (%)		9.6	44.2	21.9	.	24.2

Structure of the education system according to ISCED97



	Preescolar- Guardería
0	Preescolar
1	Primaria
2A	Secundaria primer ciclo
3A	Secundaria segundo ciclo
5A	Licenciatura corta / Programa técnico Licenciatura Plena / Bachalerado
5B	Programas no universitarios
6	Doctorado / Maestría

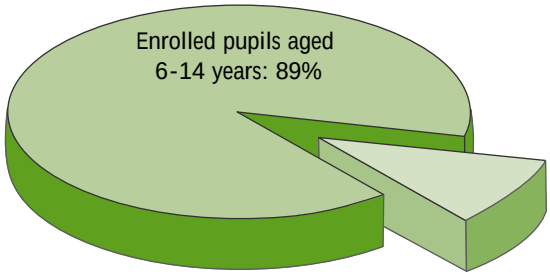
1998

Colombia

General information

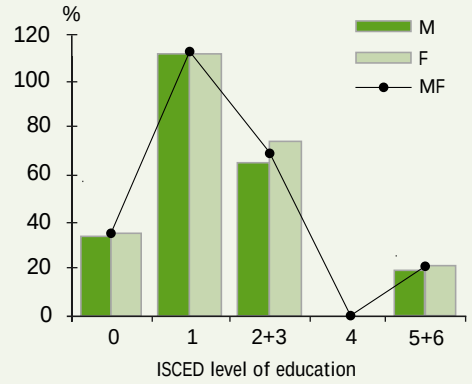
Area in km^2 (000):	1 139
Total population (000):	40 803
Average annual growth rate (%):	1.9
Infant mortality rate (per 1 000 live births):	30
Estimated literacy rate M (%):	91
Estimated literacy rate F (%):	91
National currency:	Peso
GNP per capita (US$):	2 442
Public expenditure on education as a % of GDP:	...
of total government expenditure:	...

Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 7 898 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

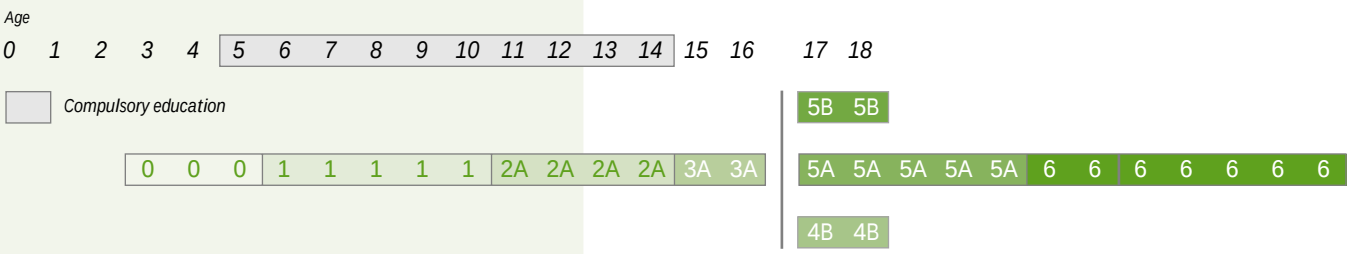


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	991 862	5 062 284	3 549 368	3 573	772 291[1]
	F	492 126	2 482 820	1 840 193	...	406 645[1]
	% F	50	49	52	...	53[1]
Teaching staff	MF	58 320	220 517	...	...	79 532[1]
	F	...	...	...	...	23 636[1]
	% F	...	...	...	...	30[1]
Distribution of public expenditure on ed. (%)		...	...	...	...	...

1. Data refer to 1997.

Structure of the education system according to ISCED97



- 0 Educación preescolar
- 1 Educación básica primaria
- 2A Educación básica secundaria
- 3A Educación media
- 4B Educación postsecundaria (no superior) Formación docente
- 5A Educación postsecundaria (superior) Licenciatura
- 5B Educación postsecundaria (superior) Tecnólogo
- 6 Educación postgraduada Magister, Doctorado

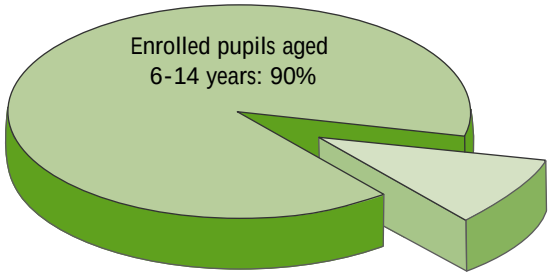
General information

Area in km^2 (000):	51
Total population (000):	3 841
Average annual growth rate (%):	2.5
Infant mortality rate (per 1 000 live births):	12
Estimated literacy rate M (%):	95
Estimated literacy rate F (%):	95
National currency:	Colón
GNP per capita (US$):	3 645
Public expenditure on education as a % of GDP:	6.2
of total government expenditure:	...

1998

Costa Rica

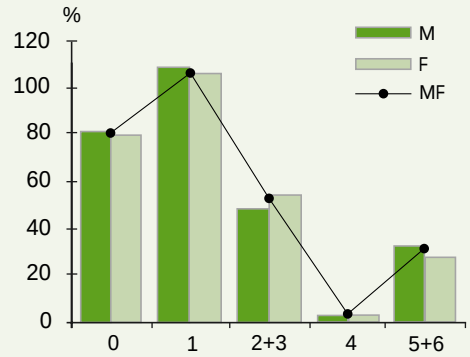
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 761 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER

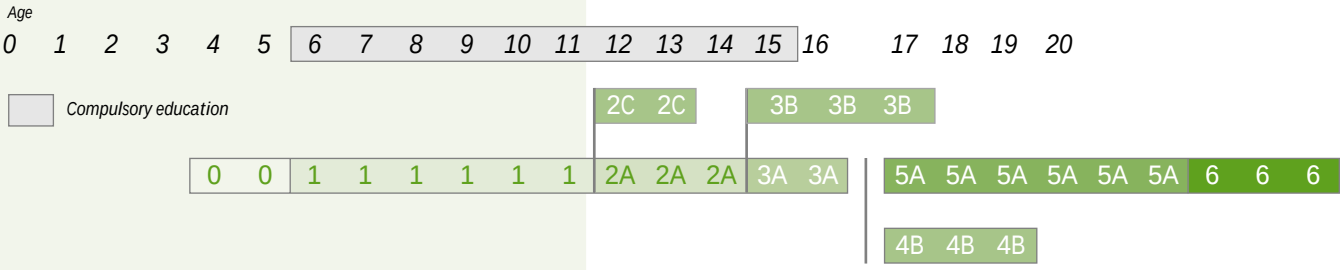


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	**69 579	552 280	212 945	8 239	58 761[1]
	F	**33 894	265 702	109 766	4 232	31 012[1]
	% F	49	48	52	51	53
Teaching staff	MF	3 604	20 232	11 836	...	...
	F	3 484	16 248	...	...	...
	% F	97	80	...	...	...
Distribution of public expenditure on ed. (%)		5.6	47.2	29.1	0.7	17.4

1. Incomplete data.

Structure of the education system according to ISCED97



0	Preescolar
1	I y II Ciclos primaria
2A	III Ciclo académico y técnico
2C	Educación para el trabajo
3A	Educación diversificada académica
3B	Educación diversificada técnica Técnico medio
4B	Parauniversitaria
5A	Universitaria Licenciatura
6	Universitaria Maestría y doctorado

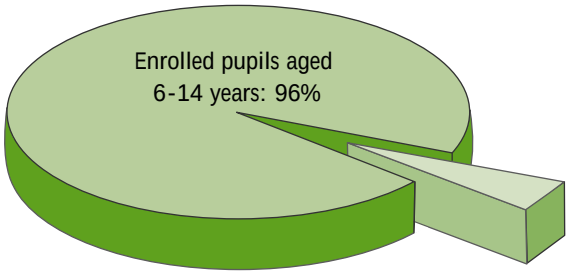
1998

Cuba

General information

Area in km^2 (000):	111
Total population (000):	11 116
Average annual growth rate (%):	0.4
Infant mortality rate (per 1 000 live births):	9
Estimated literacy rate M (%):	97
Estimated literacy rate F (%):	96
National currency:	Peso
GNP per capita (US$):	...
Public expenditure on education as a % of GDP:	6.7
of total government expenditure:	12.2

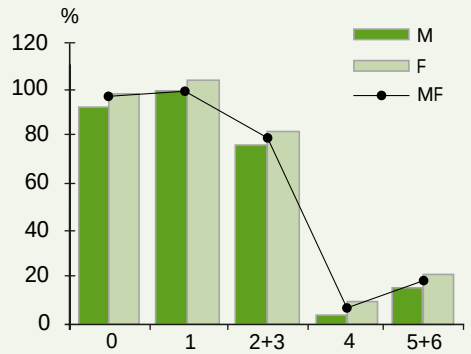
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 1 519 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER



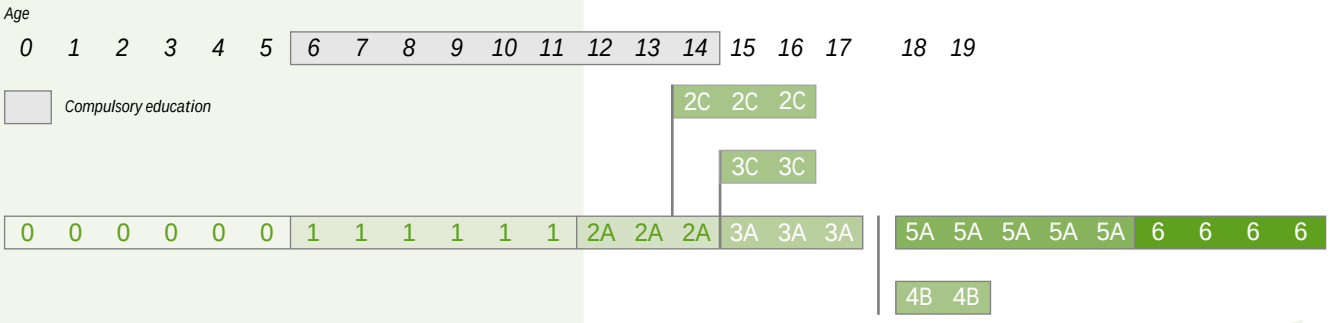
Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	867 697	1 015 897	739 980	21 531	156 224
	F	434 394	494 060	372 462	14 715	70 183[1]
	% F	50	49	50	68	...
Teaching staff	MF	25 175	77 735	64 852[2]	./.[2]	23 524
	F	25 175	61 114	39 208[2]	./.[2]	11 105
	% F	100	79	60	...	47
Distribution of public expenditure on ed. (%)◊		7.3	28.3	33.4[2]	./.[2]	14.9

1. Excluding level 6.
2. Data for level 4 are included in levels 2 and 3.

◊*Not allocated: 16%*

Structure of the education system according to ISCED97



0	Educación preescolar
1	Enseñanza primaria
2A	Enseñanza secundaria básica
2C	Escuelas de oficios
3A	Enseñanza preuniversitaria y técnica y profesional
3C	Técnica y profesional (obrero calificado)
4B	Formación técnica y profesional (técnico medio)
5A	Enseñanza superior
6	Master, Doctor en ciencia, Diplomado especialista 1er grado, Doctorado

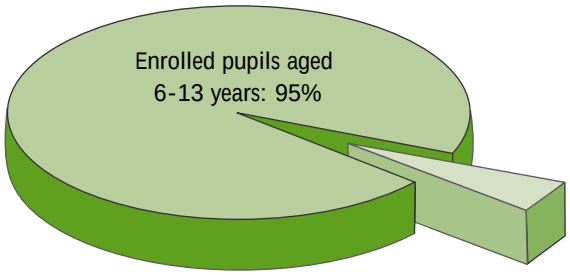
1998

Chile

General information

Area in km^2 (000):	757
Total population (000):	14 824
Average annual growth rate (%):	1.4
Infant mortality rate (per 1 000 live births):	13
Estimated literacy rate M (%):	96
Estimated literacy rate F (%):	95
National currency:	Peso
GNP per capita (US$):	5 295
Public expenditure on education as a % of GDP:	3.7
of total government expenditure:	16.1

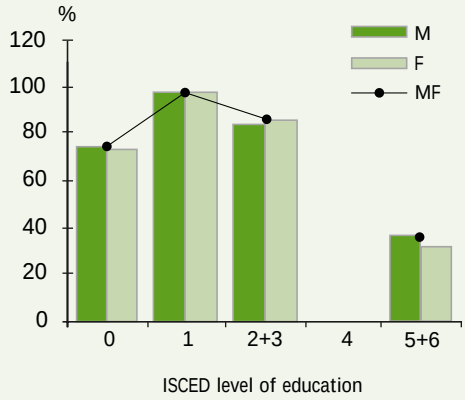
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-13 years: 2 278 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

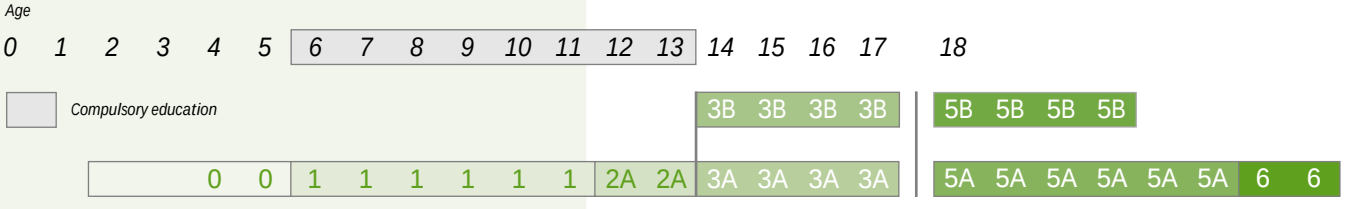
GER



Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	434 754	1 831 082	1 334 239	.	406 553
	F	212 576	884 058	661 563	.	187 332
	% F	49	48	50	.	46
Teaching staff	MF	10 930	68 951	56 921	.	...
	F	10 718	51 096	33 920	.	...
	% F	98	74	60	.	...
Distribution of public expenditure on ed. (%)		8.6	41.5	33.3	.	16.5

Structure of the education system according to ISCED97



	Educación Inicial
0	Preprimaria
1	Primaria - Educación básica
2A	Secundaria primer ciclo- Educación básica
3A	Secundaria segundo ciclo
3B	Secundaria técnica
5A	Superior - Bachelor Post-Diploma
5B	Diploma técnico especializado
6	Maestría, Doctorado

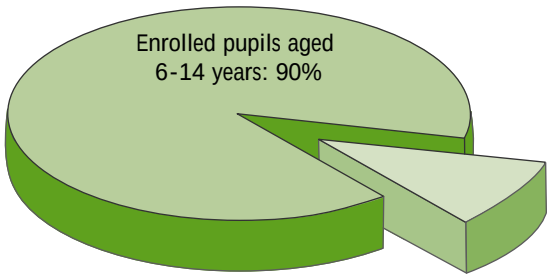
1998

Ecuador

General information

Area in km^2 (000):	284
Total population (000):	12 175
Average annual growth rate (%):	2.0
Infant mortality rate (per 1 000 live births):	46
Estimated literacy rate M (%):	93
Estimated literacy rate F (%):	89
National currency:	Sucre
GNP per capita (US$):	1 553
Public expenditure on education as a % of GDP:	...
of total government expenditure:	...

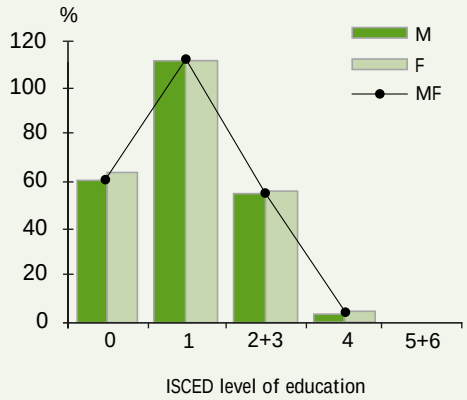
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 2 493 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER



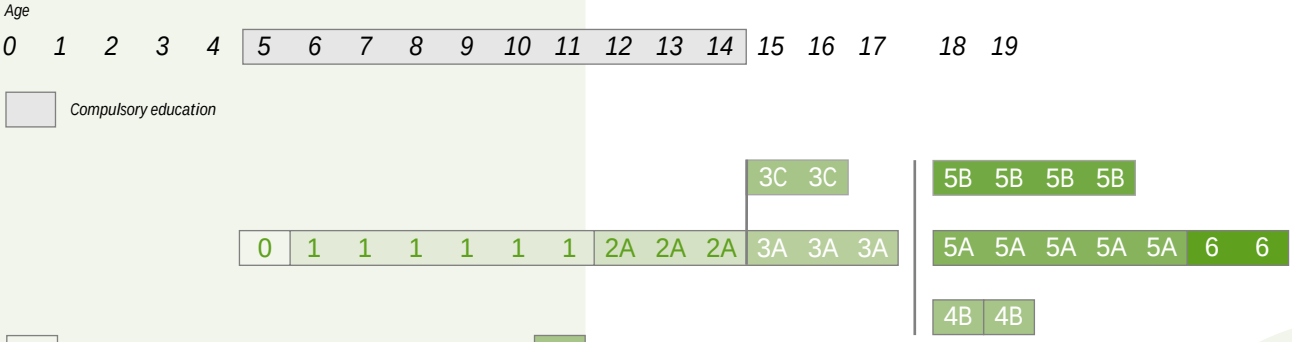
Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	181 147	1 899 466	903 569	26 030	...
	F	90 558	932 883	450 970	14 960	...
	% F	50	49	50	57	...
Teaching staff	MF	10 152	70 618	53 937	1 593	...
	F	9 105	47 838	26 876	787	...
	% F	90	68	50	49	...
Distribution of public expenditure on ed. (%)◊		./.[1]	43.4[1]	41.4[2]	./.[2]	9.1

1. Data for level 0 are included in level 1.
2. Data for level 4 are included in levels 2 and 3.

◊Not allocated: 6.1%

Structure of the education system according to ISCED97



- 0 Preprimaria
- 1 Enseñanza primaria
- 2A 1r ciclo de enseñanza secundaria
- 3A 2o ciclo de enseñanza secundaria Ciencias y técnico
- 3C Formación ocupacional Carreras cortas
- 4B Post-bachillerato no terciaria Técnico superior o tecnólogo
- 5A Universidad o Escuela politécnica Título profesional
- 5B Universidad o Escuela politécnica Tecnólogo o licenciado
- 6 Universidad o Escuela politécnica Diplomado o Master

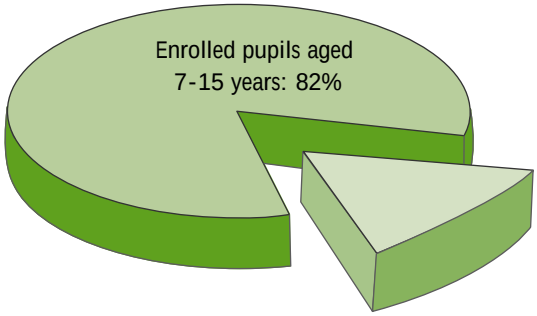
General information

Area in km^2 (000):	21
Total population (000):	6 032
Average annual growth rate (%):	2.0
Infant mortality rate (per 1 000 live births):	32
Estimated literacy rate M (%):	81
Estimated literacy rate F (%):	75
National currency:	Colón Salvadoreño
GNP per capita (US$):	1 860
Public expenditure on education as a % of GDP:	2.3
of total government expenditure:	...

1998

El Salvador

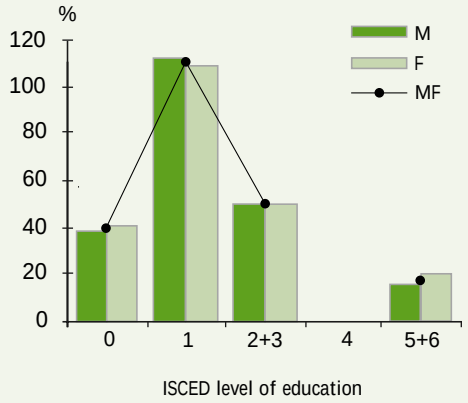
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 7-15: 1 233 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER



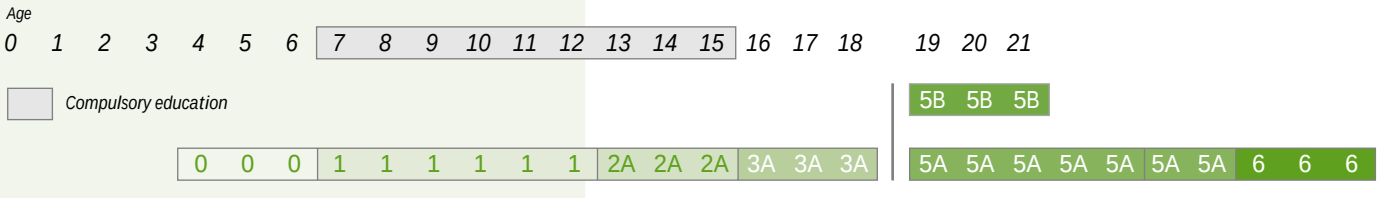
Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	181 135	925 511	401 545	.	118 491
	F	90 939	448 396	197 337	.	65 299
	% F	50	48	49	.	55
Teaching staff	MF	...	...	...	.	7 285
	F	...	...	...	.	2 341
	% F	...	...	...	.	32
Distribution of public expenditure on ed. (%)◊		8.1	65.7[1]	7.1[2]	.	7.5

1. Data refer to level 1 and 2.
2. Level 3 only.

◊*Not allocated: 11.6%*

Structure of the education system according to ISCED97



0	Educación parvularia
1	I y II ciclo de enseñanza básica
2A	III ciclo de enseñanza básica
3A	Bachillerato general Bachillerato técnico y vocacional
5A	Enseñanza superior universitaria Doctor en medicina, Arquitecto, Ingeniero, Licenciado Postgrado: Grado de Master y Postgrado
5B	Enseñanza superior Técnica no universitaria
6	Doctorado

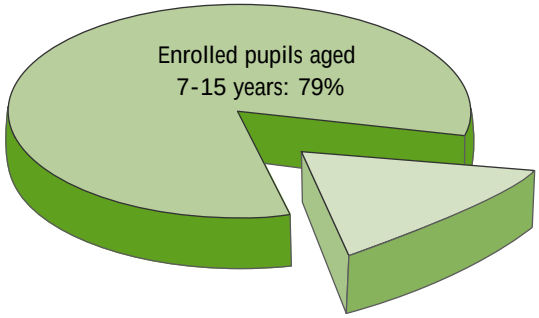
1998

Guatemala

General information

Area in km^2 (000):	109
Total population (000):	10 801
Average annual growth rate (%):	2.6
Infant mortality rate (per 1 000 live births):	46
Estimated literacy rate M (%):	75
Estimated literacy rate F (%):	60
National currency:	Quetzal
GNP per capita (US$):	1 517
Public expenditure on education as a % of GDP:	**1.8
of total government expenditure:	**17.0

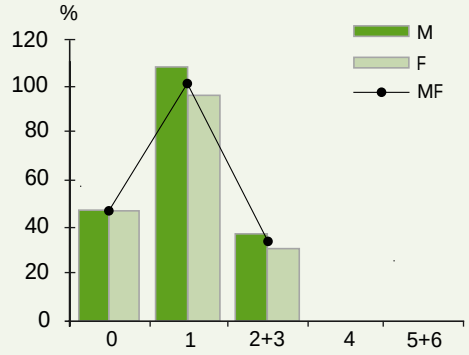
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 7-15 years: 2 591 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

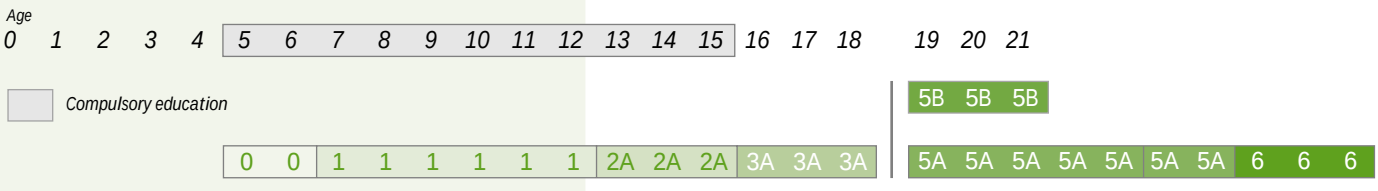
GER



Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	308 240	1 825 088	434 912	.	...
	F	150 020	841 720	197 825	.	...
	% F	49	46	45	.	...
Teaching staff	MF	11 813	47 816	32 831	.	...
	F	...	...	...	.	...
	% F	...	...	...	.	...
Distribution of public expenditure on ed. (%)		...	...	...	.	...

Structure of the education system according to ISCED97



- 0 Preprimaria
- 1 Primaria
- 2A Nivel medio, ciclo básico
- 3A Nivel medio, ciclo diversificado
  Bachillerato general, comercial, técnico y normal
- 5A Enseñanza superior
  Licenciatura, maestría
- 5B Universitaria intermedia
  Profesorado de enseñanza media, técnicos
- 6 Doctorado

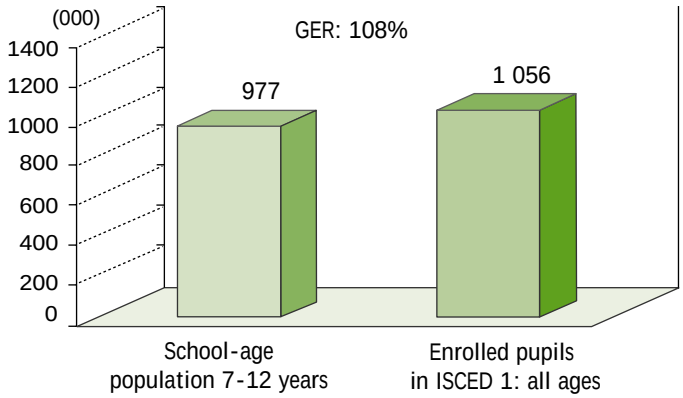
1998

Honduras

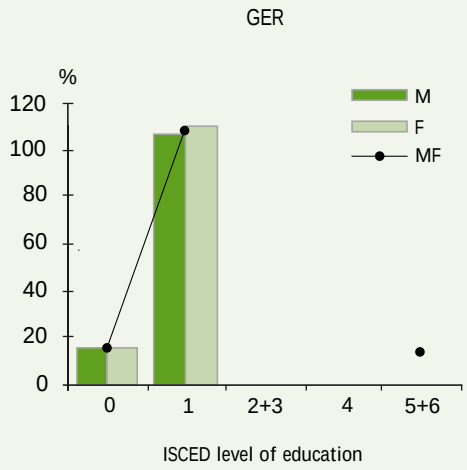
General information

Area in km^2 (000):	112
Total population (000):	6 147
Average annual growth rate (%):	2.7
Infant mortality rate (per 1 000 live births):	35
Estimated literacy rate M (%):	73
Estimated literacy rate F (%):	73
National currency:	Lempira
GNP per capita (US$):	689
Public expenditure on education as a % of GDP:	4.0
of total government expenditure:	...

Population aged 7-12 years and gross enrolment ratio (GER) for ISCED level 1



Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

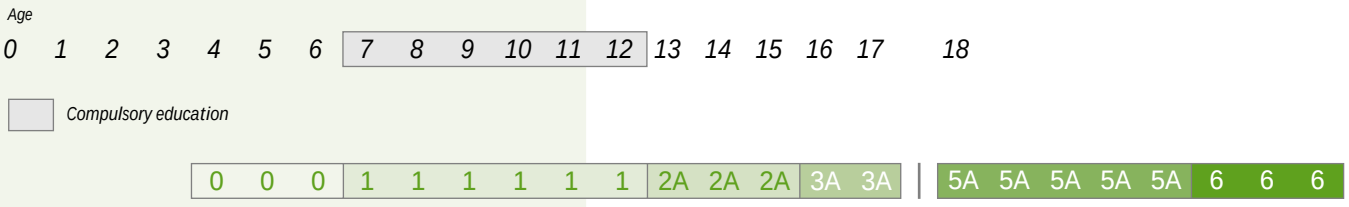


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	86 064[1]	1 054 964[1]	...	...	77 768
	F	43 411[1]	525 143[1]	...	...	...
	% F	50[1]	50[1]	...	...	...
Teaching staff	MF	...	31 838[1]	...	...	5 464
	F	...	23 353[1]	...	...	...
	% F	...	73[1]	...	...	...
Distribution of public expenditure on ed. (%)		...	...	...	...	...

1. Data refer to 1997.

Structure of the education system according to ISCED97



0	Preprimaria
1	Primaria
2A	Secundaria primer ciclo
3A	Secundaria segundo ciclo
5A	Terciaria
6	Maestría, Doctorado

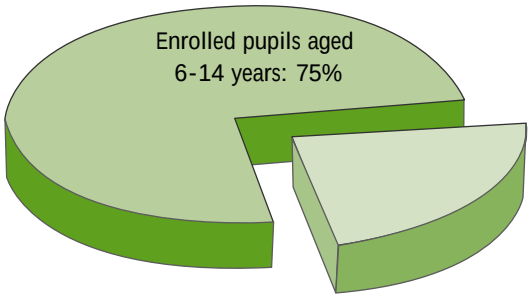
General information

1998

Mexico

Area in km^2 (000):	1 958
Total population (000):	95 831
Average annual growth rate (%):	1.6
Infant mortality rate (per 1 000 live births):	31
Estimated literacy rate M (%):	93
Estimated literacy rate F (%):	89
National currency:	Nuevo Peso
GNP per capita (US$):	3 427
Public expenditure on education as a % of GDP:	4.2
of total government expenditure:	...

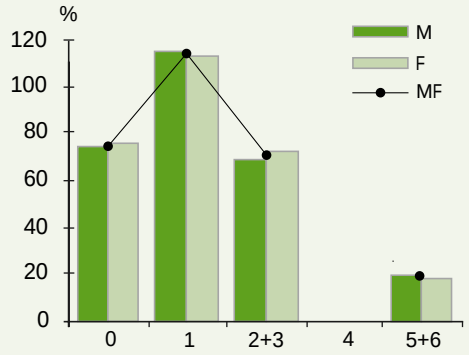
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 19 194 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

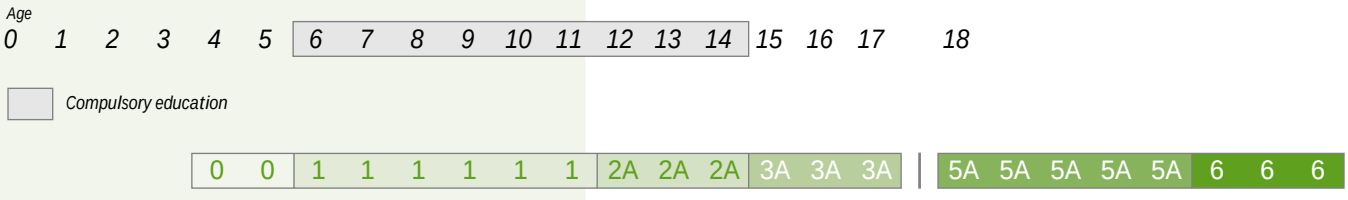
GER



Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	3 360 518	14 697 915	8 721 726	.	1 837 884
	F	1 667 047	7 148 812	4 356 352	.	887 653
	% F	50	49	50	.	48
Teaching staff	MF	150 064	539 853	424 086	.	192 406
	F	...	...	...	.	...
	% F	...	...	...	.	...
Distribution of public expenditure on ed. (%)		7.6	35.4	36.8	.	20.2

Structure of the education system according to ISCED97



0	Preprimaria
1	Primaria
2A	Secundaria primer ciclo
3A	Secundaria segundo ciclo: orientación general y técnica
5A	Enseñanza superior
6	Maestría, Doctorado

1999

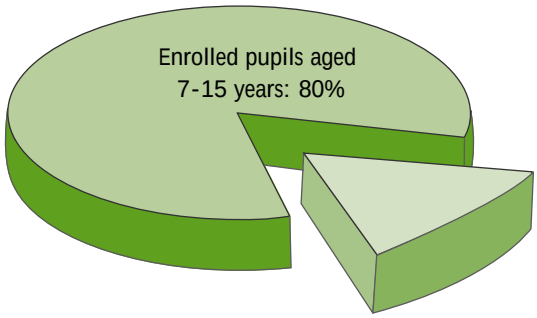
Nicaragua

General information

Area in km^2 (000):	130
Total population (000):	4 938
Average annual growth rate (%):	2.7
Infant mortality rate (per 1 000 live births):	43
Estimated literacy rate M (%):	66
Estimated literacy rate F (%):	69
National currency:	Córdoba
GNP per capita (US$):	432
Public expenditure on education as a %	
of GDP:	**3.4[1]
of total government expenditure:	...

1. Current expenditive only.

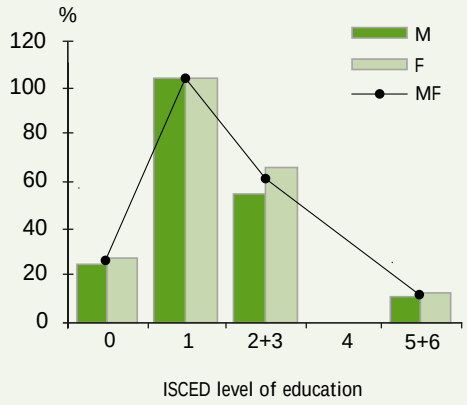
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population 7-15 years: 1 146 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER

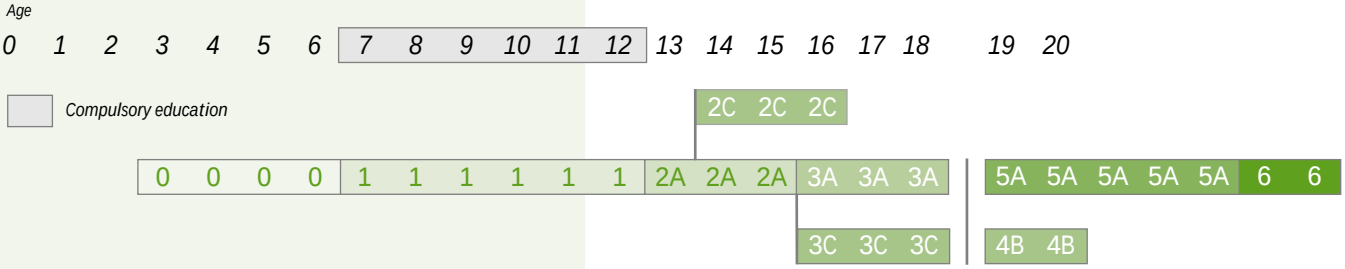


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	160 616	830 206	317 468[1]	...	56 558[2]
	F	80 553	410 811	170 702[1]	...	29 757[2]
	% F	50	49	...	...	...
Teaching staff	MF	6 220	24 144	11 056[1]	...	3 840[2]
	F	6 039	20 098	5 770[1]	...	1 432[2]
	% F	97	83	...	...	...
Distribution of public expenditure on ed. (%)		...	...	...	...	...

1. Excluding level 2 vocational education and private vocational education.
2. Data refer to 1997.

Structure of the education system according to ISCED97



0	Preescolar
1	Primaria
2A	Ciclo básico
2C	Técnica básica
3A	Preuniversitaria
3C	Técnica media Maestro educación primaria o medio
4B	Postsecundaria Diploma técnico
5A	Univesitaria Técnica superior, Licenciatura
6	Univesitaria Maestría

1997

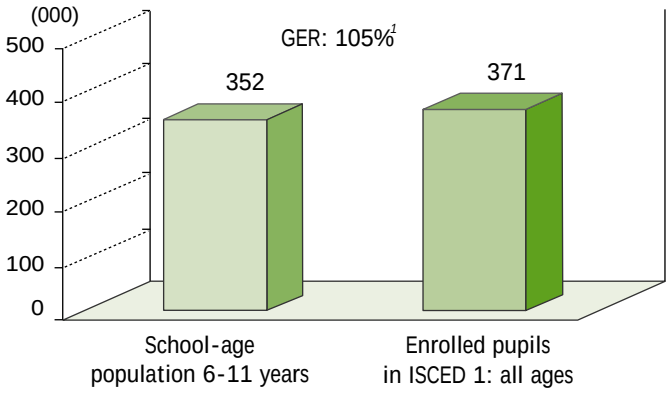
Panama

General information

Area in km^2 (000):	76
Total population (000):	2 767
Average annual growth rate (%):	1.6
Infant mortality rate (per 1 000 live births):	21
Estimated literacy rate M (%):	92
Estimated literacy rate F (%):	91
National currency:	Balboa
GNP per capita (US$):	3 026
Public expenditure on education as a % of GDP:	5.0[1]
of total government expenditure:	16.3[1]

1. Data refer to 1997.

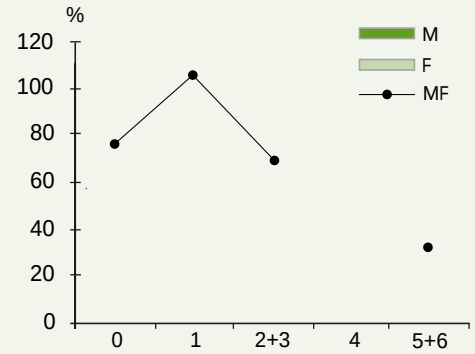
Population aged 6-11 years and gross enrolment ratio (GER) for ISCED level 1



1. Data refer to 1996

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER[1]



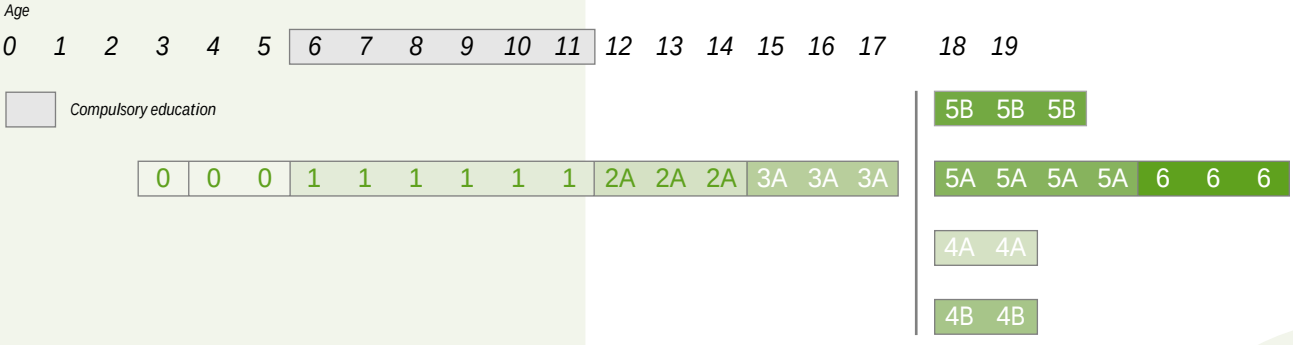
1. Data refer to 1996. In that year, pre-primary programmes were of one year's duration.

Level of education[1]

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	46 245	371 250	221 022	...	80 980
	F	...	...	...	...	...
	% F	...	...	...	...	...
Teaching staff	MF	...	...	12 239	...	4 979
	F	...	...	...	...	...
	% F	...	...	...	...	...
Distribution of public expenditure on ed. (%)[2]		◊ ./.[3]	31.1[3]	19.8[4]	./.[4]	26.1

1. Data refer to 1996. In that year, pre-primary programmes were of one year's duration.
2. Data refer to 1997.
3. Data for level 0 are included in level 1.
4. Data for level 4 are included in levels 2 and 3.
◊ Not allocated: 23.1%.

Structure of the education system according to ISCED97



0	Educación inicial
0	Preprimaria
1	Educación básica primaria
2A	Educación básica premedia
3A	2o nivel de enseñanza media
4A	3r nivel de enseñanza superior no universitaria
4B	3r nivel de enseñanza (posmedia) informática, técnicos científicos
5A	Univesitaria Licenciatura o calificación profesional
5B	Universidad para estudios tecnológicos Certificado de técnico
6	Postgrado, Maestría, Doctorado

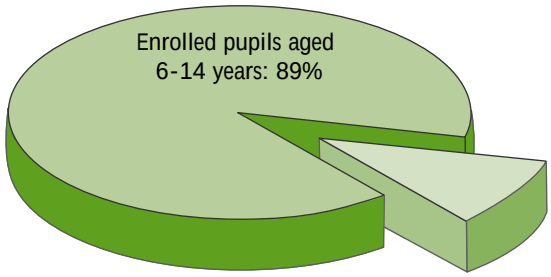
1998

Paraguay

General information

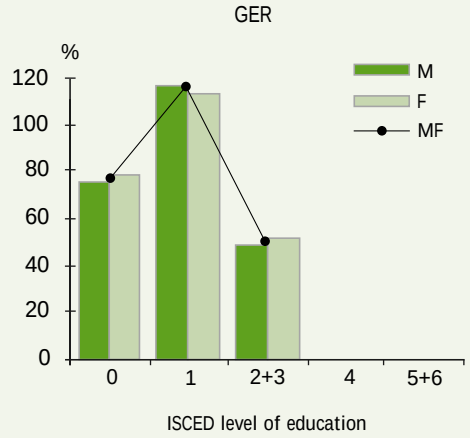
Area in km^2 (000):	407
Total population (000):	5 222
Average annual growth rate (%):	2.6
Infant mortality rate (per 1 000 live births):	39
Estimated literacy rate M (%):	94
Estimated literacy rate F (%):	96
National currency:	Guaraní
GNP per capita (US$):	1 806
Public expenditure on education as a % of GDP:	4.5
of total government expenditure:	20.2

Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 1 210 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

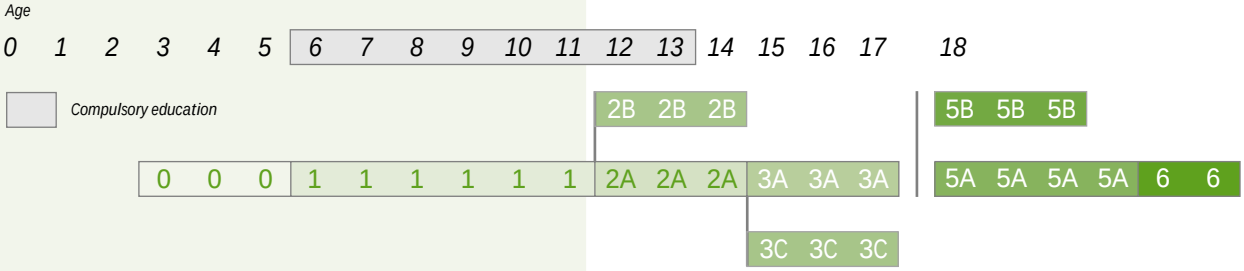


		Level of education				
		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	112 694	958 734	367 567	.	13 921[2]
	F	56 134	463 816	185 448	.	10 192[2]
	% F	50	48	50	.	...
Teaching staff	MF	4 188[1]	24 526[1]	21 052[1]	.	1 135[2]
	F	3 818[1]	18 783[1]	13 120[1]	.	846[2]
	% F	92	76	62	.	...
Distribution of public expenditure on ed. (%)◊		./.[3]	49.2[3]	28.8	.	21.5

1. Full-time teachers only.
2. Level 5B only.
3. Data for level 0 are included in level 1.

◊Not allocated: 0.5%

Structure of the education system according to ISCED97



0	Preprimaria
1	Primaria
2A	Secundaria básica
2B	Secundaria técnica básica
3A	Bachillerato humanístico científico
3C	Bachillerato técnico
5A	Universitaria Licenciatura
5B	Superior no universitaria
6	Postgrado Doctorado, Maestría

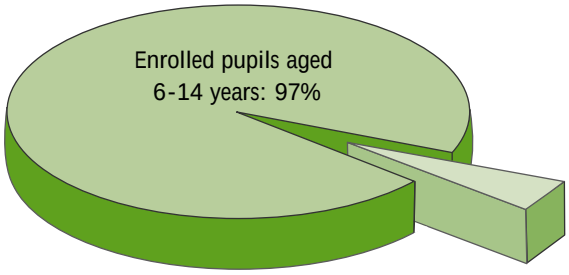
1998

Peru

General information

Area in km^2 (000):	1 285
Total population (000):	24 797
Average annual growth rate (%):	1.7
Infant mortality rate (per 1 000 live births):	45
Estimated literacy rate M (%):	94
Estimated literacy rate F (%):	84
National currency:	Sol
GNP per capita (US$):	2 293
Public expenditure on education as a % of GDP:	3.2
of total government expenditure:	22.3

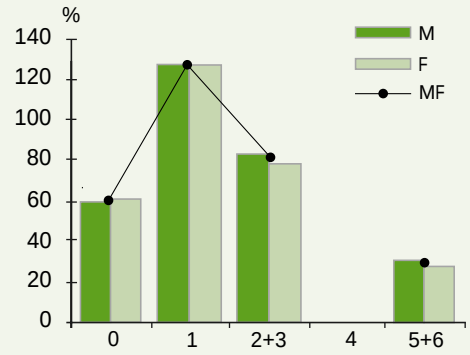
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 5 059 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER

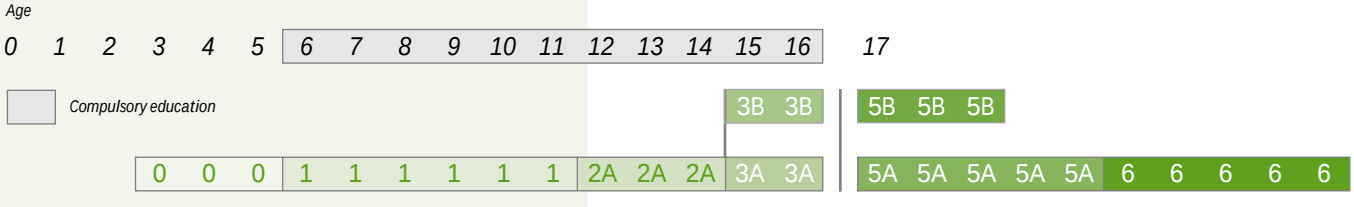


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	1 037 297	4 299 407	2 212 033	.	734 392
	F	516 039	2 101 702	1 059 300	.	185 508
	% F	50	49	48	.	25
Teaching staff	MF	35 195	170 162	128 412	.	54 477
	F	33 914	101 492	52 573	.	7 543[1]
	% F	96	60	41	.	...
Distribution of public expenditure on ed. (%)		9.8	40.3	29.6	.	20.3

1. Level 5B only.

Structure of the education system according to ISCED97



0	Preprimaria
1	Primaria
2A	Secundaria primer nivel
3A	Secundaria segundo nivel
3B	Secundaria segundo nivel técnico
5A	Terciaria Licenciatura, Maestría
5B	Terciaria no universitario
6	Doctorado

Dominican Republic

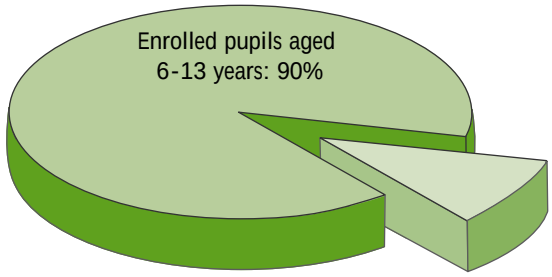
1998

General information

Area in km^2 (000):	49
Total population (000):	8 232
Average annual growth rate (%):	1.6
Infant mortality rate (per 1 000 live births):	34
Estimated literacy rate M (%):	83
Estimated literacy rate F (%):	83
National currency:	Peso
GNP per capita (US$):	1 701
Public expenditure on education as a % of GDP:	2.2[1]
of total government expenditure:	13.8[1]

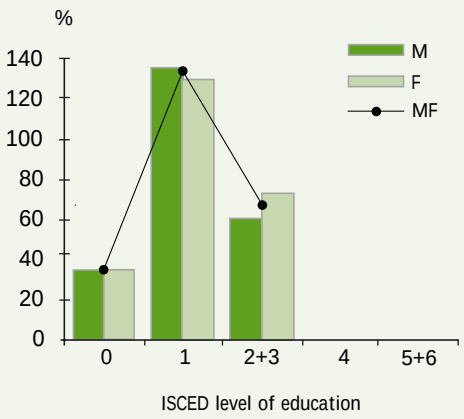
1. Data refer to 1997.

Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-13 years: 1 480 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

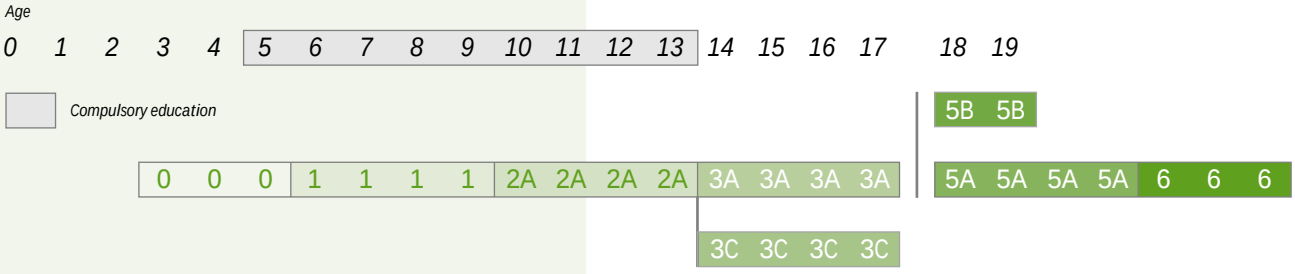


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	195 346	1 003 092	927 232	.	...
	F	96 883	480 152	497 517	.	...
	% F	50	48	54	.	...
Teaching staff	MF	8 209	42 184[1]	13 687[2]	.	...
	F	7 779	31 549[1]	6 417[2]	.	...
	% F	95	82[1]	62[2]	.	...
Distribution of public expenditure on ed. (%)		...	...	...	...	...

1. Including level 2.
2. Level 3 only.

Structure of the education system according to ISCED97



0	Preescolar
1	Educación básica: 1er ciclo
2A	Segundo ciclo de educación básica
3A	Educación media general
3C	Educación media técnica profesional
5A	Educación universitaria Licenciatura
5B	Educación universitaria Tecnólogo o certificado superior
6	Maestría, Doctorado

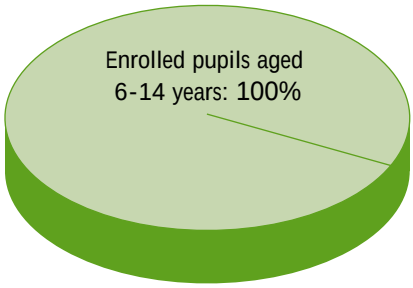
1998

Uruguay

General information

Area in km^2 (000):	175
Total population (000):	3 289
Average annual growth rate (%):	0.7
Infant mortality rate (per 1 000 live births):	18
Estimated literacy rate M (%):	97
Estimated literacy rate F (%):	98
National currency:	Peso
GNP per capita (US$):	6 349
Public expenditure on education as a % of GDP:	2.5
of total government expenditure:	12.2

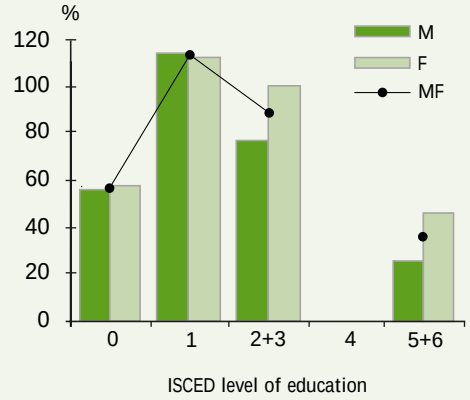
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 479 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

GER

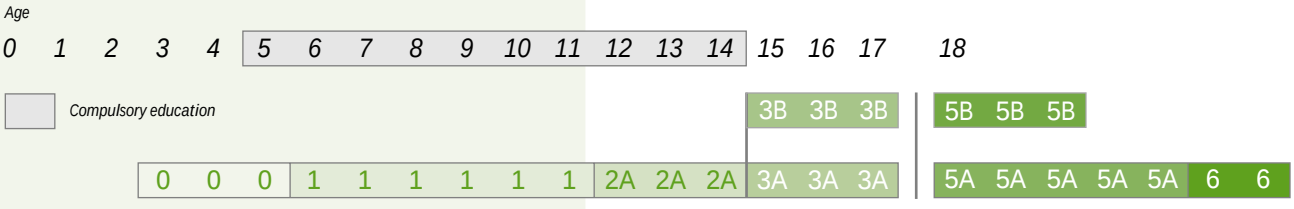


Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	94 791	365 297	275 090	.	94 219
	F	46 724	177 654	154 178	.	60 310
	% F	49	49	56	.	64
Teaching staff	MF	3 061	17 724	15 887	.	12 748
	F	**3 000	**16 306	...	.	...
	% F	98	92	...	.	...
Distribution of public expenditure on ed. (%)◊		8.8	33.1	36.4	.	21.7

◊*Not allocated: 0,1%*

Structure of the education system according to ISCED97



0	Educación inicial
1	Primaria
2A	Ciclo Básico
3A	Bachillerato diversificado
3B	Bachillerato técnico
5A	Licenciatura, Ingeniero, Arquitecto, Doctor en medicina
5B	Formación de docentes, Técnicos
6	Doctorado

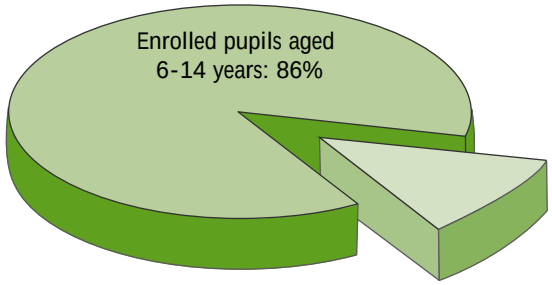
1999

Venezuela

General information

Area in km^2 (000):	912
Total population (000):	23 706
Average annual growth rate (%):	2.0
Infant mortality rate (per 1 000 live births):	21
Estimated literacy rate M (%):	93
Estimated literacy rate F (%):	91
National currency:	Bolívar
GNP per capita (US$):	3 166
Public expenditure on education as a % of GDP:	...
of total government expenditure:	...

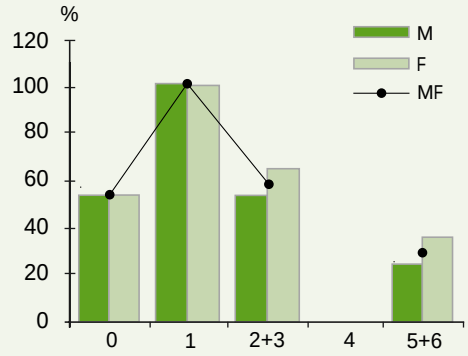
Pupils of official school age (ISCED 1 and 2) as a percentage of the population in the same age group



Population aged 6-14 years: 4 636 000

Gross enrolment ratios (GER), enrolment, teaching staff and public expenditure on education

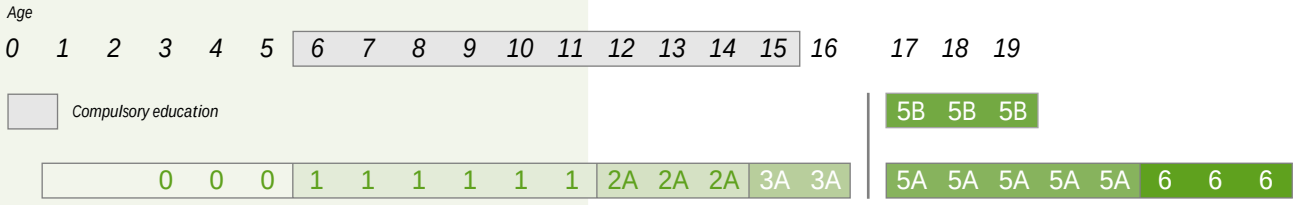
GER



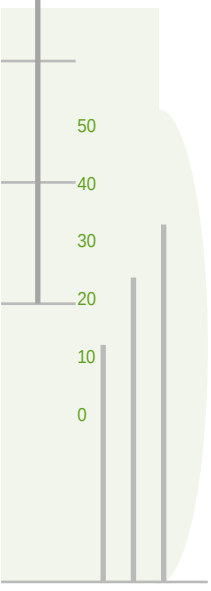
Level of education

		ISCED 0	ISCED 1	ISCED 2+3	ISCED 4	ISCED 5+6
Enrolment	MF	800 885	3 328 067	1 522 225	.	668 109
	F	395 630	1 614 921	813 137	.	391 644
	% F	49	49	53	.	59
Teaching staff	MF	...	...	...	.	...
	F	...	...	...	.	...
	% F	...	...	...	.	...
Distribution of public expenditure on ed. (%)		...	...	...	.	...

Structure of the education system according to ISCED97



	Programas no convencionales
0	Preprimaria
1	Básica primera y segunda etapa
2A	Básica tercera etapa
3A	Media, Media profesional
5A	Licenciatura, Medicina, Ingeniería
5B	Técnico superior
6	Maestría, Doctorado, Especialización



Access and participation by level of education

2.1 Pre-primary education (ISCED 0) and other early childhood development programmes (Other ECD)

Pre-primary education (ISCED 0) constitutes, along with the other early childhood development programmes, the first step on the long educational path and the first contact with the formal education system. The national representatives who attended the regional workshops organised by the UIS in 2000 and 2001 emphasised the priority need to increase children's participation in pre-primary education. Early childhood care and development and the access to pre-primary education are key to preparing children for basic education and introducing them to the socialisation process. High pre-primary enrolment ratios usually lead to higher enrolment levels in primary education and provide an opportunity to implement joint programmes promoting children's welfare, health and nutrition. Pre-primary education is generally well-developed in Latin America. Nevertheless, the workshop participants pointed out the need to expand coverage and access to pre-primary education in disadvantaged areas as well as amongst indigenous populations.

Pre-primary education (ISCED 0)

Great diversity in pre-primary programmes and levels of participation

There exists a great variety in the duration of formal pre-primary educational programmes in Latin America, ranging from a six-year duration in Cuba (age 0 to 5) to a single year in Costa Rica, Ecuador, Nicaragua and

Paraguay (see Table A1, Annex 1). Caution must therefore be exercised in making intra-regional comparisons. In general, countries where the duration of pre-primary education is short tend to have higher enrolment ratios, since children are more likely to be enrolled in pre-primary school in the year before the start of primary school. For a more comparable view of pre-primary enrolment in the various countries, net enrolment ratios for the last year of pre-primary education only (NER PPL) can be more revealing (see Table 2.1). On average in the region, two thirds of children are enrolled in the pre-primary system in the year before they reach the official entrance age to primary education. These ratios are above 75% in Argentina, Cuba, Mexico and Peru, but below 50% in El Salvador, Guatemala and Nicaragua, although the case of Nicaragua deserves special mention. The very low NER PPL in that country (12%) stems from the fact that a majority of six-year-olds is already enrolled in primary education, although the official entrance-age to primary school in Nicaragua is seven. Thus Nicaragua's low NER PPL reflects in fact early entry to primary school.

Table 2.1 - Net enrolment ratios in pre-primary education (NER PP) and net enrolment ratios in the last year of pre-primary education (NER PPL), 1998

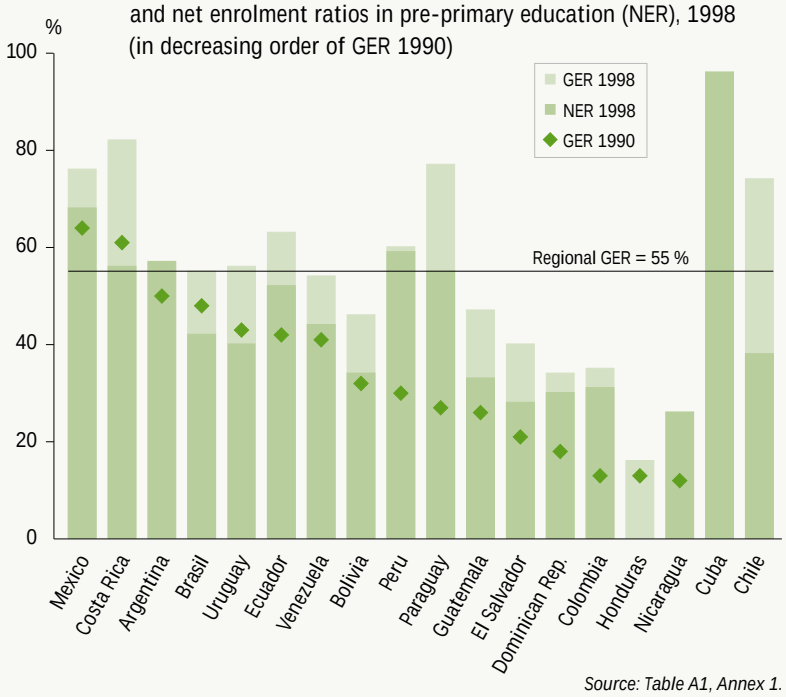
Country	Pre-primary education		Last year of pre-primary education	
	Age-group (years)	NER PP (%)	Age (years)	NER PPL (%)
Argentina	3-5	57	5	100
Bolivia	4-5	34	6	52
Brasil	4-6	42	6	58
Colombia	3-5	31	5	53
Costa Rica	5-5	56	5	56
Cuba	0-5	96	5	90
Chile	4-5	38	5	55
Ecuador	5-5	52	5	52
El Salvador	4-6	28	6	46
Guatemala	5-6	33	6	35
Mexico	4-5	68	5	81
Nicaragua	6-6	26	6	12
Paraguay	5-5	55	5	55
Peru	3-5	59	5	77
Dominican Rep.	3-5	30	5	56
Uruguay	3-5	40	5	71
Venezuela	3-5	44	5	63

Source: Table A1, Annex 1.

Increase of pre-primary enrolment in the 1990s

In 1998, an estimated fifteen and a half million children were enrolled in pre-primary education or ISCED level 0 in Latin America. The proportion of children in age-groups corresponding to ISCED 0 who were enrolled in pre-primary education increased during the 1990s. The regional gross enrolment ratio rose from 44% in 1990 to 55% in 1998. Colombia, Nicaragua, Paraguay and Peru stood out, as gross enrolment ratios for 1998 were twice as high as those of 1990 (see Figure 2.1). Major changes in the education systems of Chile and Cuba make it difficult to compare the 1990 and 1998 data. Chile had a gross enrolment ratio of 74% in 1998 while Cuba's promotion of early childhood development programmes is reflected by almost universal access to this level of education (GER of 96%). The gross enrolment ratios for Argentina, Brazil, Honduras and Mexico show smaller progressions in relative terms. This is most acute in the case of Honduras, where the gross enrolment ratio in pre-primary education, already low at 13% in 1990, rose to just 16% in 1997. The gross enrolment ratio for Nicaragua, despite increasing during the 1990s, is still below 30%, though this is partly explained by the fact that over half the six-year-old population is already enrolled in primary education. Besides Honduras and Nicaragua, five other countries have gross enrolment ratios of less than 50%: Bolivia, Colombia, the

Figure 2.1 - Gross enrolment ratios in pre-primary education (GER), 1990 and 1998, and net enrolment ratios in pre-primary education (NER), 1998 (in decreasing order of GER 1990)



Source: Table A1, Annex 1.

Dominican Republic, El Salvador and Guatemala.

In seven of the fourteen countries for which data by age are available, over half the children in the official pre-school age range are enrolled in pre-primary education (see Table A1, Annex 1). Since programmes at this level of education are less strictly regulated than others, the participation of under- and/or over-age children in pre-primary education is common, and is reflected by the difference between gross and net enrolment ratios in pre-primary education (see Figure 2.1). In the case of Paraguay, where the official duration of pre-primary education is one year and the primary entrance age is five, children aged four or under account for 17% of total enrolment, which suggests that the figures may also include data on other early childhood development programmes. In Chile, 34% of children enrolled in pre-primary education are six years old - the official entrance age to primary school suggesting that in this case entry into primary school lags strongly behind.

Regarding pre-primary education in the private sector, Brazil has the highest percentage of pupils in private institutions (74%), followed by Chile, Colombia and the Dominican Republic (45%). Percentages in all other countries are below 40%. In general, it is often difficult to obtain complete information on all programmes offered in the private sector, especially on other ECD programmes so these figures must be interpreted with caution. Interestingly, the three countries that reported the highest enrolment ratios in pre-primary education (Costa Rica, Cuba and Mexico) are also those where private education is either non-existent or uncommon. However, in the other countries, there seems to be no direct connection between the size of the private sector in education and the level participation in pre-primary.

Other early childhood development programmes (Other ECD)

The improvement of access to other early childhood development programmes (ECD) has been defined as a priority in the political agendas of many of the countries of the region. Other ECD programmes are difficult to survey in statistical terms because they are often informal and frequently run by private entities. Only four countries (Costa Rica, Cuba, Ecuador and Venezuela) reported data on such programmes (see Table A1, Annex 1). The data for Cuba are included in the data for pre-primary education and are considered part of ISCED 0. In Ecuador, a country where the official duration of the pre-primary cycle is just one year, the data on other ECD programmes refer mainly to children aged four or younger. The data for Costa Rica and Venezuela cover all pre-school ages, including official pre-primary ages.

2.2 Primary education (ISCED 1)

In all countries of the region, primary education, ISCED level 1, is part of compulsory education, which usually extends to ISCED 2, i.e. the first cycle of secondary education (see Country Profiles, Section 1). In most countries, these two levels of education are defined as 'basic education'. In conformity with the objectives outlined in the Jomtien (Thailand) Declaration on Education for All (EFA) in 1990, universal enrolment in basic education is a priority goal for all the countries of the region. These objectives were reconfirmed in the Framework for Action of the World Education Forum in Dakar, Senegal, in April 2000 and in the Cochabamba Declaration[1] in March 2001. In the latter, the governments of the region pledged to achieve universal enrolment in and completion of basic education, and to promote the reforms needed to improve quality, efficiency and equity in education.

Access to primary education: strong link between pre-primary enrolment and entry to primary education

The study of the relationship between participation in pre-primary education and entry into primary education was viewed as a priority subject in the regional workshops on education statistics organised by the UIS. The comparison between net intake rates in primary education (NIR) (see the Definitions of indicators, Annex 2) and net enrolment ratios for the last year of pre-primary education (NER PPL) reveal that these two indicators are strongly related (see Figure 2.2). This is clearly a trend and not a direct correspondence - the year of reference for both sets of data being the same (see Box 1). This relationship is particularly marked when Chile and Uruguay are excluded from the analysis. In these two countries, the low net intake rates (38% and 49% respectively) are explained by the large proportion of children of the official entrance age (six years) who are still in pre-primary education. The phenomenon of late entry into primary education in Chile and Uruguay is in contrast with the "head start" situation in Nicaragua, whose unusually low NIR stems from the fact that most new entrants are

Figure 2.2 - Net intake rates in primary education (NIR) and net enrolment ratios for the last year of pre-primary education (NER PPL), 1998 (in decreasing order of NIR)

Source: Tables 2.1 and Table A2, Annex 1.

Box 1: New entrants with experience in early childhood development programmes

Among the 18 core indicators of Education for All (EFA), the *Percentage of new entrants to Grade 1 who attended some form of early childhood development programme* may provide further insight into the relationship between participation in pre-primary education and entry into primary school. However, this indicator is still at a developmental stage. Only four countries reported the data necessary to calculate this indicator: Bolivia, Costa Rica, Cuba and Ecuador, where between 60% and 100% of new entrants to primary school had attended some form of early childhood development programme.

[1] *Declaration of the VII Meeting of the Regional Intergovernmental Committee of the Major Project for Education (PROMEDLAC VII), Cochabamba, Bolivia, March 2001.*

actually six years old (while the official entrance age is seven). Despite these exceptions, the promotion of pre-primary education seems to lead to higher intake rates in primary education.

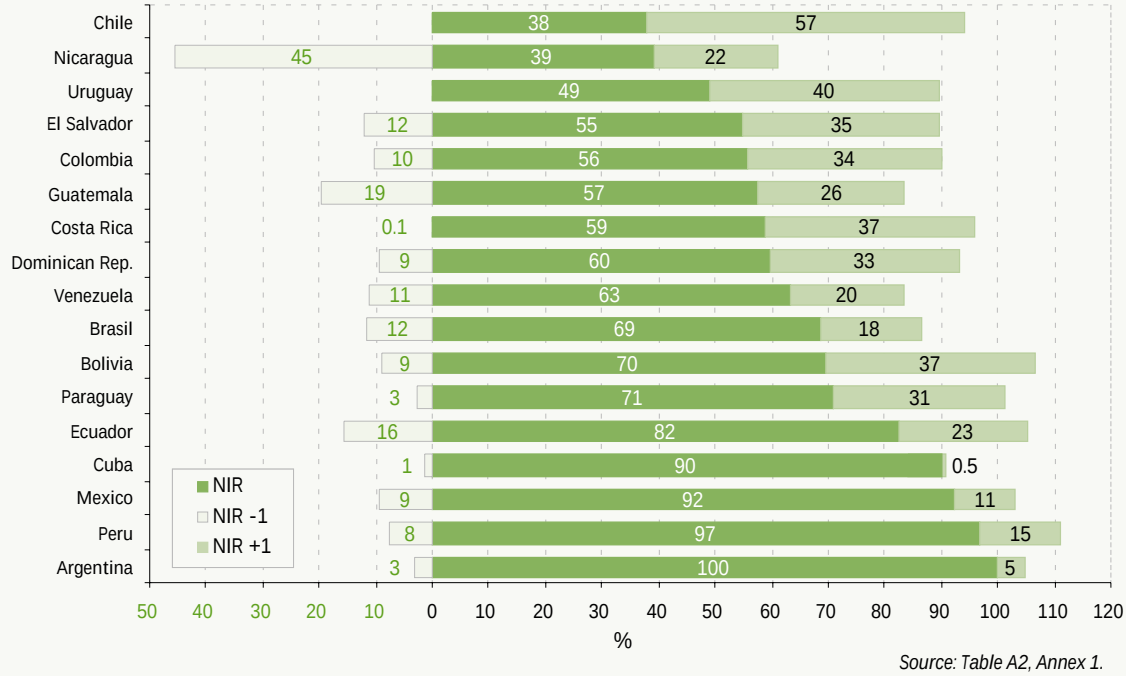
The difference between apparent and net intake rates illustrates the over/under age phenomenon in admission to primary education (see Table A2, Annex 1). Nicaragua has the largest gap between the two rates (over 100 percentage points), thus pointing to differences between the official entrance age and the actual age of entry into primary education. At the same time, in Argentina and Cuba the actual and official entry ages correspond very closely. The analysis of net intake rates for one year after (NIR +1) and for one year prior to (NIR -1) the official entry age reveals the composition of new entrants by age (see Figure 2.3). In Chile, most new entrants are seven years old (NIR +1), while in Nicaragua six-year-olds (NIR -1) account for the highest proportion of new entrants. In all countries, some children above the official age are new entrants to the first grade of primary education, though the school census, often carried out several months after the beginning of the school year, may create some distortions.

In Latin America, nearly all children enter the first grade of primary school within one year of the official entrance age. Particularly noteworthy are Argentina, Cuba, Ecuador, Mexico and Peru, where more than 80% of children of official age enter school "on time".

Participation in primary education almost universal

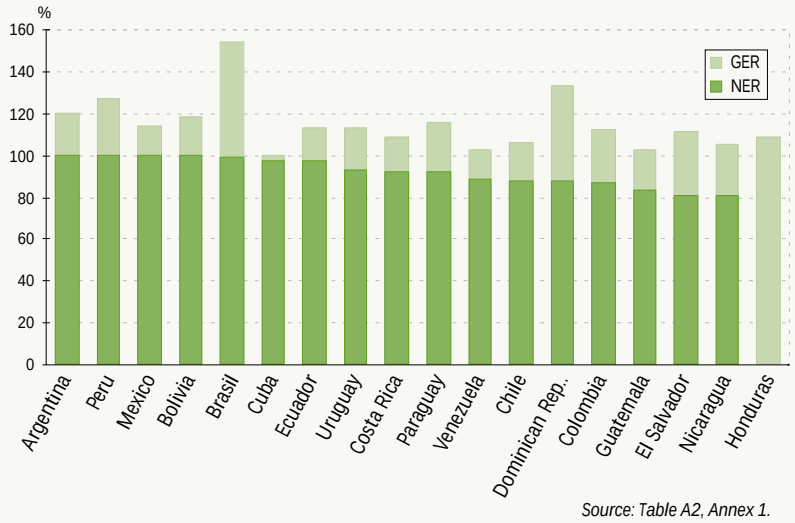
An estimated 77 million children were enrolled in primary education in the region in 1998. The regional gross enrolment ratio was around 125% while the proportion of pupils of official primary-school age (net enrolment ratio) reached 97%. An estimated two million children were not enrolled at the corresponding official level of education, and, except for the few already in secondary school, were consequently out-of-school. Despite the existence of various literacy and accelerated education programmes, some of these children run the risk of losing access to an education equivalent to primary school.

Figure 2.3 - Net intake rates in primary education at official entrance age (NIR), at official entrance age plus one year (NIR +1) and at official entrance age minus one year (NIR - 1), 1998 (in decreasing order of NIR)



Source: Table A2, Annex 1.

Figure 2.4 - Gross (GER) and net (NER) enrolment ratios in primary education, 1998 (in decreasing order of NER)



Source: Table A2, Annex 1.

the values of male and female net enrolment ratios intersect very close to the straight line that signals parity for these values (see Figure 2.5). Higher levels of male participation can be observed only in the cases of Brazil, El Salvador and Guatemala. In El Salvador and Guatemala, girls are more disadvantaged, as male enrolment ratios themselves are low.

Primary education lasts six years in most Latin American countries[2] (five in Colombia and four in the Dominican Republic). In all countries gross enrolment ratios are above 100%. Brazil has the highest value (154%) (see Figure 2.4), which is partly explained by the high percentage of repeaters (24% of the total), but also by the inclusion of a number of adults enrolled in primary education. Net enrolment ratios in all countries are above 80%. Seven countries (Argentina, Bolivia, Brazil, Cuba, Ecuador, Mexico and Peru) have already achieved universal primary enrolment while this goal is nearly attained in three others (Costa Rica, Uruguay and Venezuela).

Disparities between male and female enrolment are negligible in Argentina, Bolivia, Mexico and Peru, where net enrolment ratios reach 100% for both sexes (see Table 2.2). For ten other countries for which data are available, gender disparities are minor , as

Internal efficiency of education systems: dropout and repetition rates remain high in some countries

Along with the political priorities in the fields of health, nutrition and equity at school and in education (see Boxes 2 and 3), improved

Table 2.2 - Net enrolment ratios (NER) in primary education by gender and gender parity index (GPI F/M), 1998

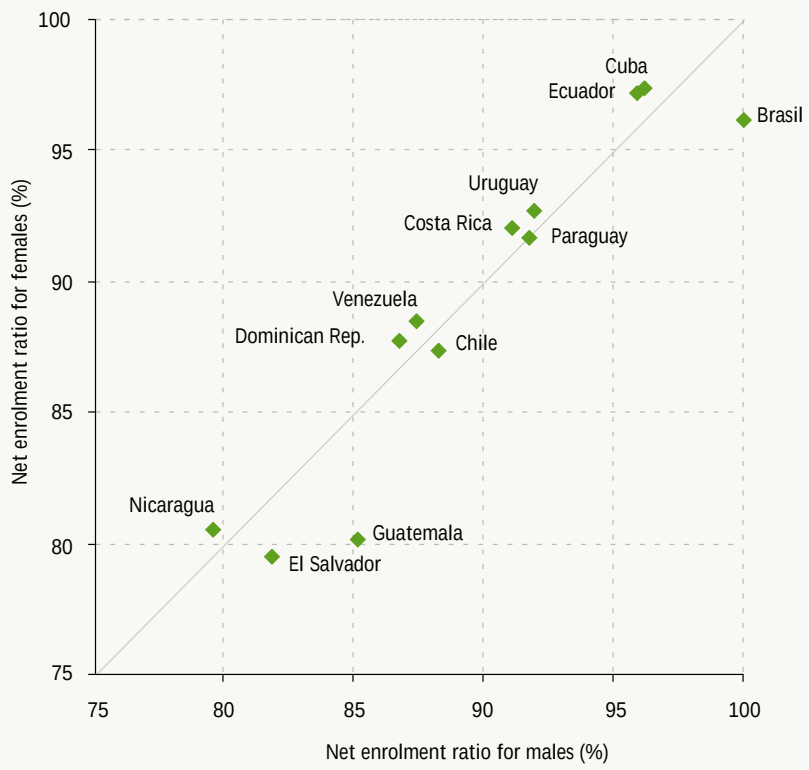
Country	NER		Parity index (GPI F/M)
	Male (%)	Female (%)	
Argentina	100	100	1.00
Bolivia	100	100	1.00
Brasil	100	96	0.96
Costa Rica	92	92	1.00
Cuba	96	97	1.01
Chile	88	87	0.99
Ecuador	96	97	1.01
El Salvador	82	80	0.97
Guatemala	85	80	0.94
Mexico	100	100	1.00
Nicaragua	80	80	1.01
Paraguay	91	92	1.01
Peru	103	103	0.99
Dominican Rep.	87	88	1.01
Uruguay	92	93	1.01
Venezuela	88	88	1.01

If GPI = 1, parity. If GPI > 1, higher female ratios.
If GPI < 1, higher male ratios.

Source: Table A2, Annex 1.

[2] *In some countries the institutional organisation of the school system does not fully coincide with the ISCED definition of levels. In Bolivia, Brazil, El Salvador and the Dominican Republic, basic education consists of an eight-year cycle instead of the six- and two-year cycles that correspond to ISCED levels 1 and 2. Data on pupils can still be calculated by ISCED level using data by grade, but data on teaching staff are often presented as aggregates . Furthermore, it is sometimes impossible to disaggregate data on public expenditure by ISCED level since in some countries budgets are allocated to basic education as a whole. In addition, multi-grade schools are widespread in rural areas in most countries of the region.*

Figure 2.5 - Net enrolment ratios in primary education by gender, 1998



Source: Table A2, Annex 1.

learning outcomes constitute an important goal once universal access to primary education has been achieved. Increasing attention is being given to over-aged pupils, in particular to children and youth more than two years older than the official age-group for their grade, for example through the implementation of accelerated learning programmes.

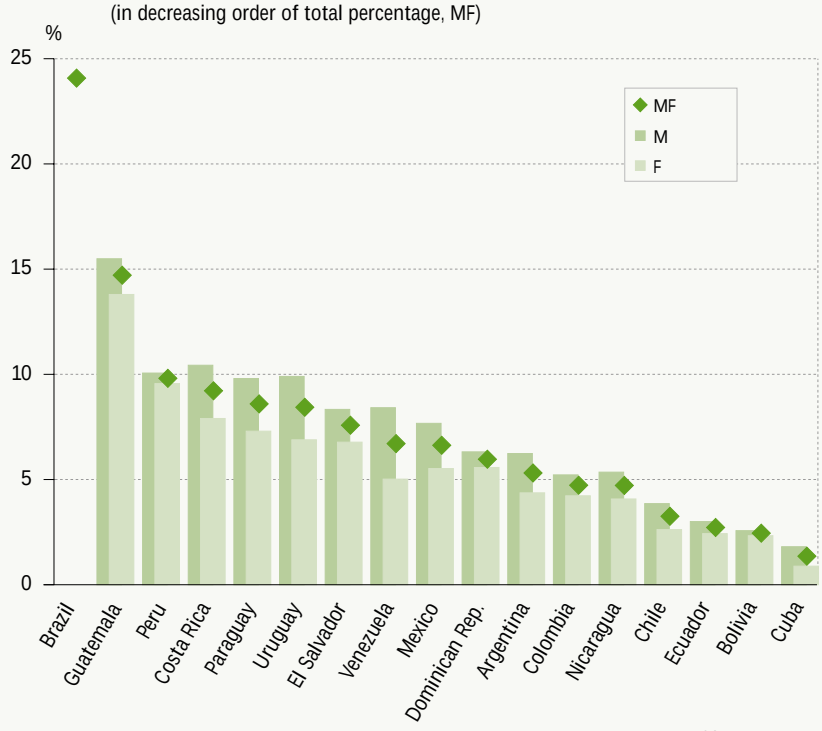
The percentage of repeaters is an indication of the efficiency and quality of the education system. A high percentage of repeaters underscores the presence of children who require greater attention from the educational institution. A high proportion of repeaters places greater pressure on education expenditure. With 24%, Brazil has the highest proportion of repeaters among the 17 countries for which data are available (see Figure 2.6). Guatemala comes next with 15%, while the proportion of repeaters in Bolivia, Chile, Cuba and Ecuador is below 4%. Regarding gender disparities, repetition among boys is higher in all countries for which data are available, which suggests that learning outcomes for girls are better in primary education.

In many cases, a high proportion of repeaters points to a high dropout rate. This phenomenon can be better assessed through *the percentage of a cohort reaching grade 5* of primary school (survival rate) indicator calculated on the basis of an estimation (derived from the reconstituted cohort

Box 2: Health and nutrition in school

The national representatives at the *Survey 2000* workshops mentioned in the *National Reports* the various national policies and projects aimed at promoting good health and nutrition for children in primary school through the establishment of improved eating and hygiene habits aimed at disease prevention. In this spirit, aid was organised in several countries for the funding of school breakfast and lunch in areas of extreme poverty. Complementary food programmes are implemented as well in disadvantaged indigenous, rural and urban schools. In most countries of the region, children benefit from some type of food supplement, usually based on dairy products. Besides their nutritional character, these actions have a positive impact on pupils' attendance and learning capacities and outcomes.

Figure 2.6 - Percentage of repeaters in primary education by gender, 1998
(in decreasing order of total percentage, MF)



Source: Table A2, Annex 1.

method) that uses data on the number of enrolled pupils and repeaters in two consecutive years. For example, out of every 100 children who enter primary school in Nicaragua, only 55 reach grade 5, thus indicating a high dropout rate of almost half the initial enrolment. The dropout rate is high as well in El Salvador with only 60% of the cohort reach grade 5. Survival rates are higher in Mexico, Bolivia, Guatemala and Paraguay, showing values of 89%, 85%, 82% and 78% respectively. In the Dominican Republic, where primary education lasts just four years, 77% of the cohort survives to the last year of the programme. Argentina has the highest survival rate, with 94% of pupils reaching grade 5. The percentage of girls who reach grade 5 is generally higher than that of boys. For example, the male and female values for this indicator are 82% and 72% respectively for the Dominican Republic, 96% and 92% for Argentina, 80% and 76% for Paraguay, and 58% and 52% for Nicaragua. In Bolivia, El Salvador and Mexico, the value for females is only about two percentage points higher than that for males.

Box 3: Equity and better regional and social coverage of education

The reduction of disparities between rural and urban areas and between regions (provinces, states, etc.) was outlined as an objective by the national representatives in most of the *National Reports* at the *Survey 2000* workshops. Strategies are being developed to provide educational services to people in remote or sparsely populated areas. These strategies include community schools, multi-grade or single teacher schools and the introduction or reinforcement of bilingual education. Special attention is required for populations in situations of social isolation and vulnerability resulting, among other factors, from the socio-economic crisis that is affecting some countries. Programmes for children with special educational needs are also being implemented, ranging from integration in regular schools to the creation or improvement of specialised centres. Most national representatives also emphasised the importance of preventative work on the part of schools and of community agents (such as social organisations, parents, families and education directors) to attend to children from dysfunctional families or with behavioural disorders.

2.3 Secondary education (ISCED 2 and 3) and post-secondary non-tertiary education (ISCED 4)

If primary education constitutes the first stage of basic education, the first cycle of secondary education or ISCED 2 represents the consolidation of fundamental education and the stage at which a choice between academic and vocational studies can be made. Furthermore, as mentioned above, ISCED level 2 is part of compulsory education in almost all Latin American countries. Depending on the type of subsequent education or the intended destination of programmes, the completion of the second cycle of secondary education or ISCED 3 opens access to tertiary education or to the labour market with a more complete academic and vocational training.

Secondary education comprises two cycles in all Latin American countries. The typical duration of the first cycle or ISCED 2 is three years, though it is longer in Colombia and the Dominican Republic and shorter in Brazil and Chile. The second cycle or ISCED 3 typically lasts three years as well , but six countries have second cycles of either two or four years. Only seven countries have post-secondary non-tertiary education programmes (ISCED 4): Bolivia, Colombia, Costa Rica, Cuba, Ecuador, Nicaragua and Panama (see Country Profiles, Section 1).

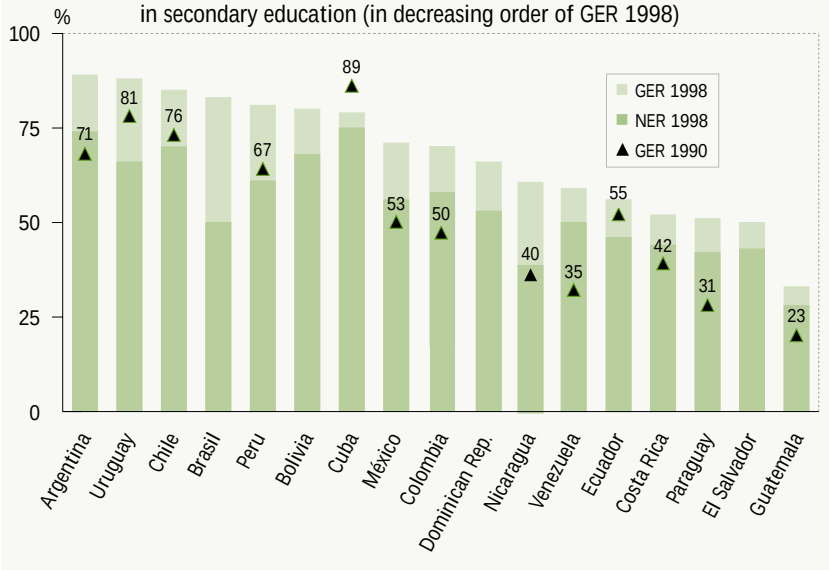
Secondary education (ISCED 2 and 3)

Increasing participation: a priority objective in the region

An estimated 41 million young people were enrolled in secondary education in the region in 1998. The proportion of people of all ages (gross enrolment ratio) enrolled in this level of education is 85%, but this value falls to 54% when only students in the official secondary school-age group (net enrolment ratio) are taken into account. The large discrepancy between these two regional means is largely explained by the relative weight of the enrolment figures for Brazil, where the difference between gross and net enrolment ratios exceeds 30 percentage points. It must be noted that, about 20 million young people of official secondary school age are not enrolled in secondary education.

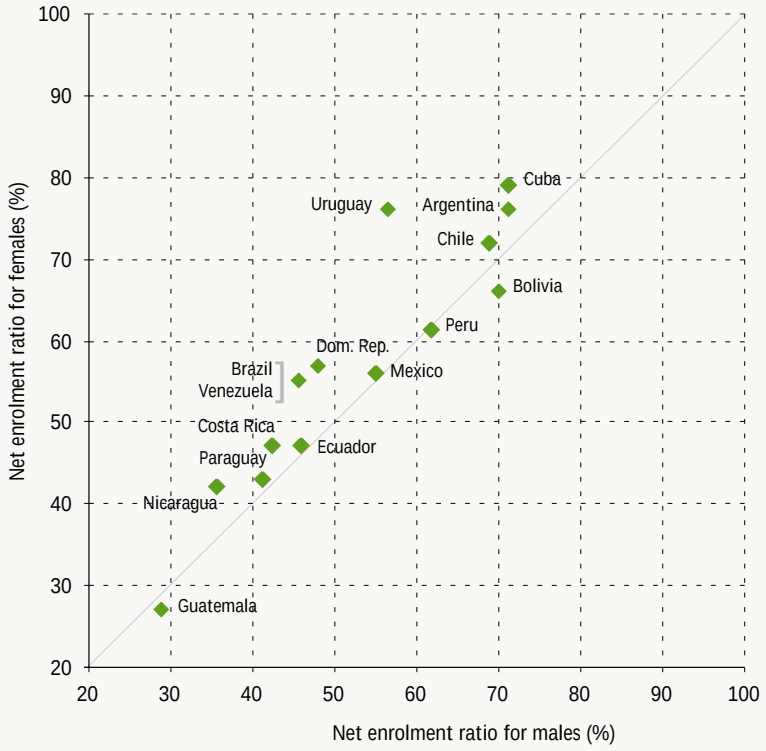
Except for Guatemala (33%), gross enrolment ratios in secondary education exceed 50% in all countries in the region. Net enrolment ratios reach or exceed 50% in 11 countries and are below this value in six other countries (see Figure 2.7). Gross enrolment ratios increased markedly in the 1990s in Paraguay, Nicaragua and Venezuela and rose relatively less in Chile, Colombia, Ecuador and Uruguay. Whilst the gross enrolment ratios have declined in Cuba it must be pointed out that the net enrolment ratio increased considerably - from 69% to 75% - between 1990 and 1998.

Figure 2.7 - Gross (GER 1990 and 1998) and net (NER 1998) enrolment ratios in secondary education (in decreasing order of GER 1998)



Source: Table A3, Annex 1 and UNESCO Statistical Yearbook 1999.

Figure 2.8 - Net enrolment ratios in secondary education by gender, 1998



Source: Table A3, Annex 1.

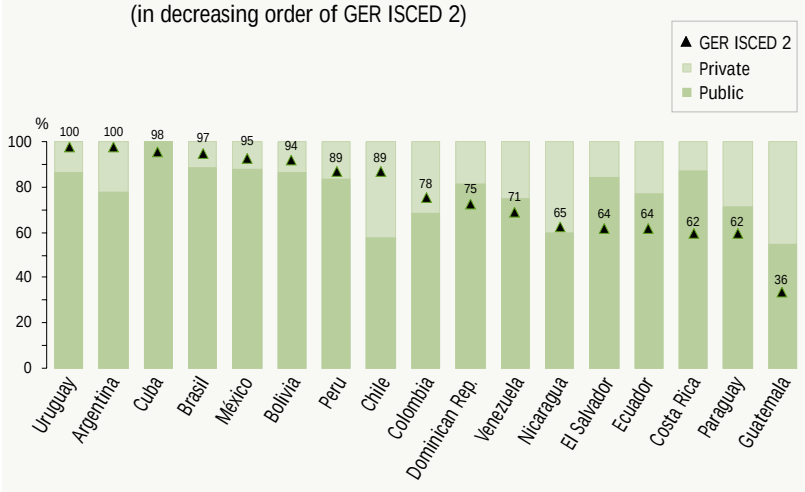
Panama (see educational structures in the Country Profiles, Section 1). In order to ensure comparability and measure the importance of enrolment at ISCED level 2, the net enrolment ratio has been calculated for age-groups of ISCED levels 1 and 2 for all the countries (see the first Figure in the Country Profiles, Section 1).

In Argentina, Bolivia, Brazil, Chile, Cuba, Peru and Uruguay, universal enrolment in basic education has been achieved or nearly achieved for children in the official age-groups for ISCED levels 1 and 2, while in the 12 other countries in the region (for which data are available), efforts remain to be made toward the enrolment of all children in this age-group, especially in Guatemala, Mexico and Nicaragua, where 20-25% of children between seven and fifteen years of age (between six and fourteen in Mexico) are not in school.

The over/under age factor is important in Brazil, Nicaragua, Peru and Uruguay. (see Figure 2.7), The proportion of women enrolled is higher than that of men in 11 countries (in particular in Uruguay, where the gender parity index is 1.36), and net enrolment ratios are slightly higher for males than for females in only three countries: Bolivia, Guatemala and Peru.

In many countries in the region, the age-group for which education is compulsory coincides with that of ISCED levels 1 and 2. It is slightly different in Argentina, Colombia, Costa Rica, Paraguay, Peru and Venezuela, and includes only ISCED level 1 in Honduras, Nicaragua and

Figure 2.9 - Percentage of public and private enrolment and gross enrolment ratios in first cycle of secondary education, 1998
(in decreasing order of GER ISCED 2)

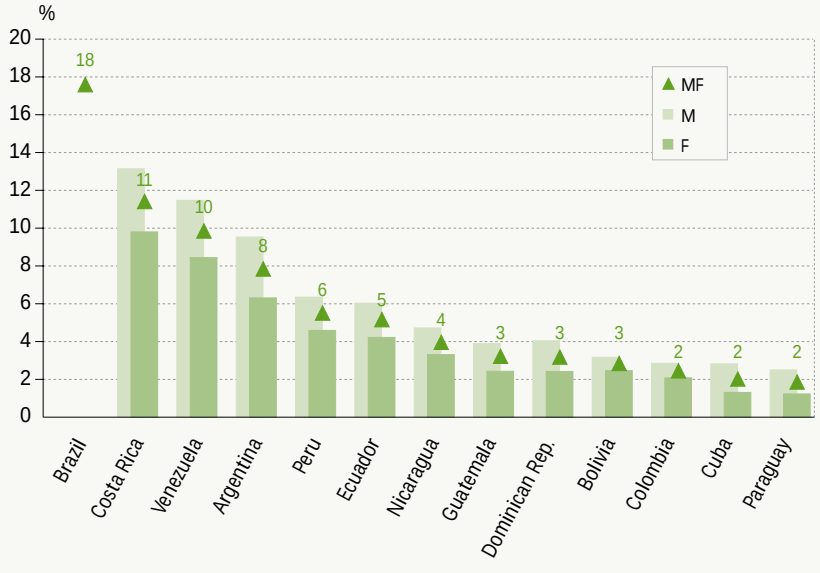


In general, the proportion of out-of-school children is higher at ISCED level 2 than at level 1, as shown by the gross enrolment ratios for level 2 (see Figure 2.9) which are below 80% in nine countries, and even below 40% in the case of Guatemala. Several factors may influence the levels of school participation at ISCED level 2, including the amount of public expenditure devoted to secondary education (see Section 4) and the percentages of students enrolled in the public and private sectors. In the view of the national representatives who attended the Regional Workshop in Panama City in March 2001 an examination of the relationship between gross enrolment ratios at ISCED level 2 and the role of the public sector could inform education policy decision making. The fourth point of the Cochabamba Declaration emphasises as well that "within a region of growing social inequality, the strengthening and the transformation of public education represents a key mechanism for effective social democratisation."[3] In this sense, free public education appears to encourage student participation. Thus, apart from Chile and Costa Rica, the countries that have the highest percentages of public education are also those with the highest enrolment ratios: Argentina, Bolivia, Brazil, Cuba, Mexico and Uruguay.

Persistence of a high proportion of repeaters

As was the case with primary education, the highest percentage of repeaters in secondary general education in the region is found in Brazil (18%) (Figure 2.10). In Argentina, Costa Rica and Venezuela, 10% of students are repeating a grade, while in Bolivia, Colombia, Cuba, the Dominican Republic, Guatemala and Paraguay repeaters represent less than 4% of total enrolment. As with primary education, high proportions of repeaters put additional pressure on resources allocated to secondary education and also point to a need to examine the problem of learning outcomes and school survival at this level. As regards gender disparities, male repeaters outnumber female repeaters in all countries for which data are available. This seems to confirm what has already been observed in the case of primary education, i.e., the existence of better learning outcomes for females.

Figure 2.10 - Percentage of repeaters in general secondary education by gender, 1998 (in decreasing order of total percentage MF)



Technical and vocational education: one in seven secondary-school students

In all Latin American countries, students enrolled in secondary school (ISCED levels 2 and 3) can choose between a general education or vocational and technical training. In 1998, almost six million students attended vocational programmes, accounting for some 14% of secondary school enrolment, ranging from below 5% in the Dominican Republic and Venezuela to 30% in Guatemala. Vocational

[3] *See Cochabamba Declaration*

education includes a large number of programmes administered by various ministries and offered in both public and private institutions, which sometimes makes it difficult to collect information about all programmes. Depending on the country, this type of education offers different pathways, summarised by ISCED codes for subsequent destinations A, B and C (see ISCED, Annex 4). Vocational programmes which are designed to lead to the labour market (destination C) are available in the education systems of Bolivia, Costa Rica, Cuba, the Dominican Republic, Ecuador, Nicaragua and Paraguay but can only be entered in the first grade of secondary school in Bolivia and Costa Rica (see Country Profiles, Section 1). In the other countries, access to such programmes is only after the completion of one or two years of the first cycle of secondary school or at the beginning of the second cycle. Second cycle vocational programmes with destination B are aimed at facilitating access to tertiary education (at level 5B). This is found in the educational systems of Bolivia, Chile, Costa Rica, Paraguay, Peru and Uruguay. In these countries, this type of education can be accessed only after the completion of the first cycle of secondary school, except for Paraguay where access to vocational programmes is possible from the first year of secondary school (the vocational second cycle is a destination C programme). Additionally, a sizeable part of vocational education in countries such as Argentina, Brazil, Colombia, Cuba, El Salvador, Guatemala and Venezuela is included in destination A programmes, which provide the opportunity to attend tertiary education programmes of destination A.

The educational options that are offered in each country and the preferences of students and their families regarding technical and vocational training programmes are reflected by the distribution of enrolment by *field of study*. This type of information is requested only from countries that complete the UIS questionnaires (see the Reader's Guide). Five countries reported these data, namely Bolivia, Costa Rica (ISCED 3 only), Ecuador, Nicaragua and Venezuela. The most common vocational fields are agriculture in Bolivia (71% of total enrolment), business and administration in Costa Rica and Ecuador (45% and 64% of enrolment respectively) and engineering, manufacturing and construction in Cuba and Venezuela (46% and 37% respectively). Women outnumber men in arts and in business and administration (86% in Cuba, 74% in Ecuador, 72% in Venezuela and 67% in Costa Rica), but are outnumbered in science and in engineering, manufacturing and construction (25% in Ecuador, 20% in Venezuela, 30% in Cuba and 38% in Costa Rica) (see Table A3, Annex 1, for totals of vocational enrolment).

Post-secondary non-tertiary education (ISCED 4)

This is the first time that data on post-secondary non-tertiary education (ISCED level 4) for Latin America have been published by UNESCO since the revision of the International Standard Classification of Education in 1997 (ISCED97).[4] In previous years, these programmes were included either in secondary or in tertiary education depending on the country. Only four out of the seven countries that have such programmes reported data: Colombia, Costa Rica, Cuba and Ecuador, with gross enrolment ratios of 0.2%, 3.6%, 7.4% and 5.1% respectively (see Country Profiles, Section 1). Most of these programmes have a technical or vocational orientation and a B type of subsequent education or destination. In other words, these programmes do not lead directly to tertiary level programmes and are designed primarily for entry into the world of work. They correspond to teacher training programmes in Colombia, *para-university* programmes in Costa Rica and technical and vocational training in Bolivia, Cuba, Ecuador, Nicaragua and Panama. Alongside 4B programmes, Bolivia and Panama also offer 4A programmes, which in the case of Bolivia prepare for entry into level 5A programmes.

[4] *The countries that participate in the UOE survey (Mexico) and in the World Education Indicators (WEI) project (Argentina, Brazil, Chile, Paraguay, Peru and Uruguay) have no ISCED level 4 programmes.*

2.4 Tertiary education (ISCED 5 and 6)

Besides providing theoretical and professional education and training of students, tertiary education also fulfils social and strategic functions, such as the definition of the needs of society as a whole and the production of intellectual reflection and debate that extends beyond political and economic limitations. In Latin America, universities have frequently played a central role in bringing about social change. The socio-economic restructuring that has occurred in the last few years (globalisation, new technologies, public budget cuts) has led to the introduction of a multitude of university reforms, in particular changes in public funding, autonomy, the recognition of diplomas and quality assessment in education. One of Latin America's greatest educational challenges today lies in tertiary education.

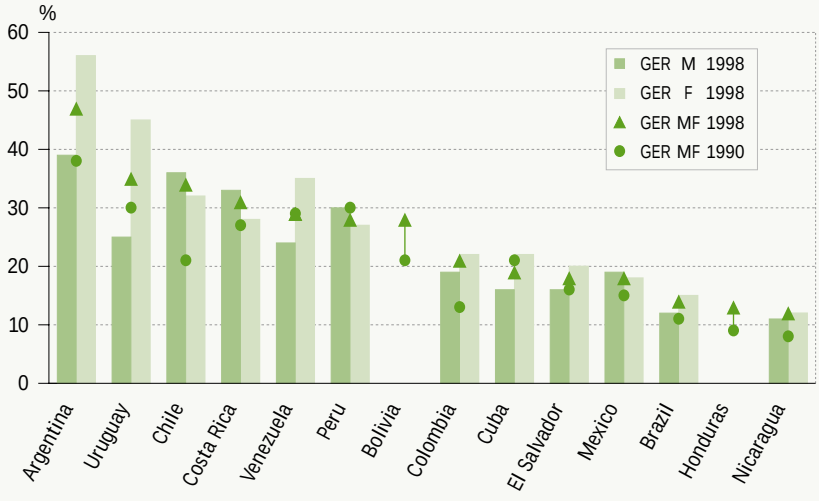
Participation in tertiary education

In general, the level of participation is lower in tertiary education than in primary or secondary education. Many young people enter the world of work after completion of secondary school or even before, during primary or basic education. The high per-student cost of tertiary education for governments (between two and eight times that of primary education, see Section 4), and the fact that in some countries this type of education is predominantly private, which is expensive for many households may also cause lower enrolment rates in tertiary education. Nevertheless, a relatively substantial increase in tertiary enrolment occurred in the 1990s, especially in short technical programmes oriented towards the labour market. This process is partly explained by budget cuts in the public sector that resulted from policies of economic restructuring, and the increasing pressures to acquire knowledge that is more practical from an occupational standpoint.

An estimated nine and a half million people, half of them women, were enrolled in tertiary education in Latin America in 1998. The estimated regional gross enrolment ratio is slightly below 20%, with important differences between countries. Hence the highest country ratio (47% in Argentina) is four times the lowest (12% in Nicaragua). By comparison in 1990, an estimated seven million students were enrolled in tertiary education and the regional gross enrolment ratio was 17%.

In general, the gross enrolment ratios for countries with available data increased during the 1990s, with the exception of Cuba and Peru where they decreased slightly (Figure 2.11). The ratios for these two countries were at their lowest in 1996, after which they began to rise again. The ratios for Venezuela remained stable, while the ratios for Chile, Colombia, Honduras and Nicaragua increased relatively more. Regarding the distribution of enrolment by ISCED level, most

Figure 2.11 - Gross enrolment ratios in tertiary education (GER), total and by gender, 1990 and 1998



Source: Table A4, Annex 1 and UNESCO Statistical Yearbook 1999.

students attend programmes at ISCED level 5A (usually leading to a first university degree): over 75% of total tertiary enrolment except for Argentina, Peru and Venezuela (see Table A4, Annex 1 and Glossary, Annex 3). Half the tertiary students in the region are women, with some differences between countries: women outnumber men in Argentina, Brazil, Colombia, Costa Rica, Cuba, El Salvador, Nicaragua, Uruguay and Venezuela but are in the minority in Chile, Peru and Mexico. Women account for 40% of total enrolment in 5A level programmes in Peru and 61% in Uruguay. At level 5B, women represent two thirds of total enrolment in Argentina, Paraguay and Uruguay but less than two-fifths in Mexico.

Private tertiary education, often supported by religious entities, is widespread in El Salvador (75% of enrolment), Chile (71%) and Brazil (61%). On the other hand, the proportion of public tertiary education is 100% for Cuba, 89% for Uruguay, 82% for Bolivia, 79% for Argentina and 71% for Mexico. The development of some very big universities, the growth of other non-university tertiary institutions and privatisation have occurred at the same time in a variety of situations. For example, in Brazil, where the public sector has been reduced as a result of the economic crisis, there has been a concentration on the more technical specialisations and the higher levels of education. It is also a country where a private sector organised by religious institutions or linked to business has been expanding rapidly. The cases of Argentina and Mexico are noteworthy as well. In both these countries, the public sector has promoted the popularisation of tertiary education and the creation of the two largest universities in the region, with a total enrolment of over 150,000 students.

Students by field of education: predominance of social sciences, business and law

The distribution of students by field of study provides an indication of the academic and technical potential of tertiary education in each country. While the information was not requested in all the questionnaires sent to countries in the region, five countries were able to produce data on the distribution of enrolment by ISCED field of education (see Table 2.3). Social sciences, business and law

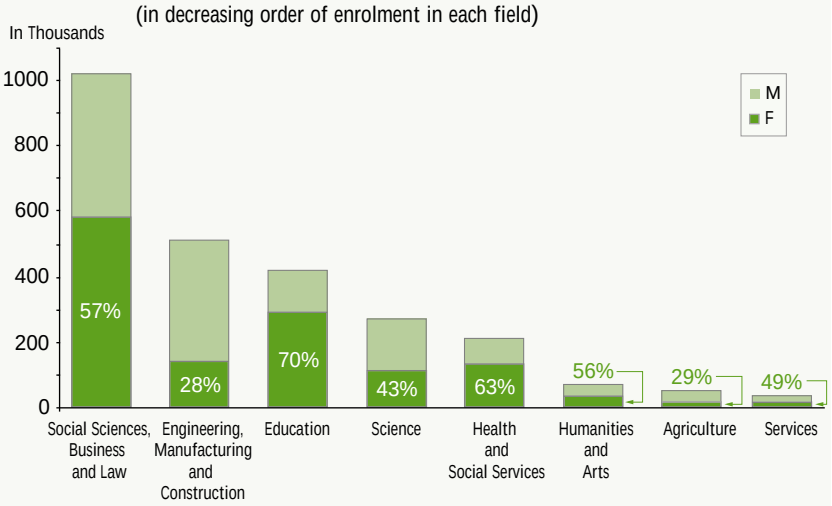
Table 2.3 - Students enrolled in tertiary education by field of study and percentage of women in each field. 1998

Country	Total enrolment	Percentage of students by field of study: Education	Humanities and Arts	Social Sciences Business and Law	Science	Engineering Manufacturing Construction	Agriculture	Health and Social Services	Services	Unknow or unspecified
Bolivia [1]	175 988	3.2	2.6	43.0	11.9	16.5	5.0	16.4	1.3	0.0
Cuba [1]	115 816	30.3	3.4	22.3	3.4	8.0	4.0	28.5	0.0	0.0
El Salvador	118 491	13.9	0.6	44.4	8.7	13.5	1.6	15.8	0.1	1.5
Mexico	1 837 884	14.1	3.3	39.8	11.6	16.9	2.1	7.9	1.4	2.9
Venezuela	668 109	17.8	0.7	38.3	7.5	27.6	1.1	5.2	1.6	0.1
		Percentage of women in total enrolment and in each field of study (% of men = 100 - % of women)								
Cuba [1]	61	77	53	56	40	21	37	64	.	.
El Salvador	55	74	43	56	41	28	24	70	47	64
Mexico	48	65	57	54	41	22	26	60	48	50
Venezuela	59	79	51	64	50	38	41	78	51	29

1. Data refer to ISCED level 5A only.

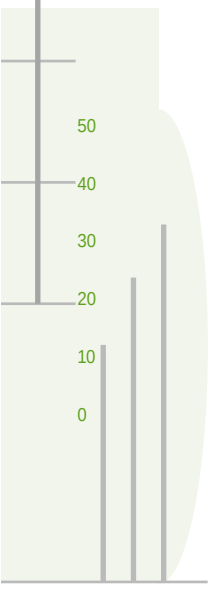
have the highest proportion of students in tertiary education - except in Cuba, where education and health predominate. Engineering, manufacturing and construction account for almost 30% of students in Venezuela but attract less than 20% of total enrolment in the other four countries for which data were available. Humanities and arts as well as agriculture and services are the least popular fields in all five countries. The total number of students in Venezuela and Mexico, a total of two and a half million students (over 25% of the regional total), along with Cuba, Bolivia and El Salvador, provides an indication of the regional distribution of students by field of study (see Figure 2.12). Social sciences, business and law constitute the largest fields, accounting for 40% of enrolment in the five countries, followed by engineering, manufacturing and construction, which represents 20% of the enrolment.

Figure 2.12 - Number of enrolled students of both sexes and percentage of women in tertiary education by field of study, 1998 (Cuba, El Salvador, Mexico and Venezuela) (in decreasing order of enrolment in each field)



Source: See Table 2.3.

The analysis of participation by gender in each field of study (available for Cuba, El Salvador, Mexico and Venezuela) reveals a predominance of males in the more technical fields. Women represent less than 30% of students in engineering, manufacturing and construction as well as in agriculture, but they are in the majority in education, health and social services and social sciences, business and law.



Teaching staff

Professionalism and dedication among teaching staff are key factors in the quest to improve the quality of education and its benefits for students. The Cochabamba Declaration emphasises the importance of adequate compensation, professional development, continuing training, evaluation and the reinforcement of professional responsibility as factors in the endeavour to support and strengthen teachers' status. The national representatives at the Regional Workshops organised by the UIS also highlighted the need to develop continuing or in-service training and accreditation systems for teachers as well as strategic and logistical support to help teachers deal with changes in curricula, bilingual teaching and multiculturalism. The need to strengthen the skills of the other actors involved in the educational process was mentioned as well.

In Latin America, with a total population of 484 million, six and a half million teachers were employed in 1998. A total of 143 million pupils and students in the entire sub-continent were under their responsibility (see Table 3.1). The highest proportion of teachers, 43% of the total, is found in primary education (ISCED 1), followed by secondary education (ISCED 2+3) with 34%. Tertiary education (ISCED 5+6) accounts for some 13% and pre-primary education (ISCED 0) for nearly 10% of the total number of teachers. In relation to the total population, there were 1,330 teachers per 100,000 inhabitants in the region. The countries that have a higher number of teachers in relative terms are Argentina and Cuba, with over 1,700 teachers per 100,000 inhabitants. These countries also have the lowest pupil/teacher ratios as well as high enrolment levels in pre-primary, primary and secondary education.

One measure of educational quality: pupil/ teacher ratios

The pupil/teacher ratio is a crude indicator of the quality of education. A low number of students per teacher should enable the latter to devote more attention to individual students, thus leading to better learning outcomes. The regional average values of the pupil/teacher ratios were 22:1 for ISCED level 0, 28:1 for ISCED level 1 and 19:1 for ISCED levels 2+3 (see Table 3.1). Argentina, Columbia, Costa Rica, Cuba and Ecuador all reported less than 20 pupils per teacher in pre-primary education, whereas the ratios for Bolivia and Chile are as high as 40 or more pupils per teacher (see Figure 3.1). It is worth noting that in the case of Chile and of the other countries that participate in the WEI project, this indicator is calculated using data on students and teaching staff expressed in full-time equivalent numbers, whereas for the other countries the ratio is calculated using the total numbers of teachers and students. Hence the comparability between countries can be affected, if there are many part-time teachers. The pupil/teacher ratio is approximately 20:1 in primary education in Argentina, Cuba, Paraguay and Uruguay but is around 40:1 in the Dominican Republic and Guatemala. In secondary education, the pupil/teacher ratio is lower in all the countries except for the Dominican Republic

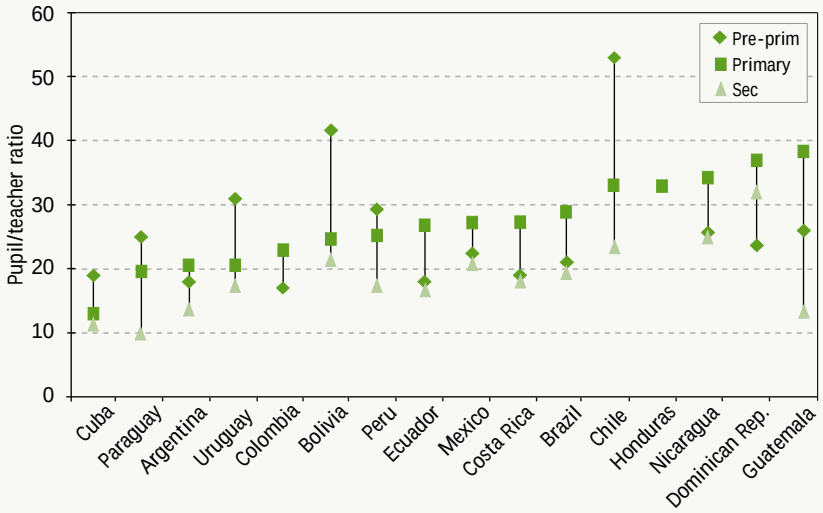
Table 3.1 - Estimated number of teachers by ISCED level in relation to estimated number of students and to population, 1998

Levels of education	Teaching staff Total (in thousands)	%F	Number of students (in thousands)	Number of students per teacher	Number of teachers per 100 000 inhab.
ISCED 0	701	97	15 560	22	145
ISCED 1	2 757	77	77 000	28	570
ISCED 2+3	2 165	59	41 157	19	448
ISCED 4	5	42	80	16	0
ISCED 5+6	809	40	9 603	...	167
ISCED 0-6	*6 437*	*68*	*143 400*	*22*	*1 330*

SECTION 3

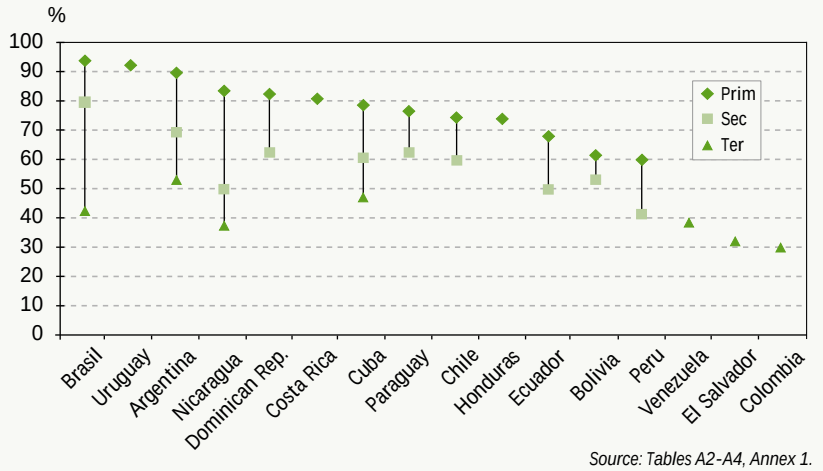
(approximately 32 students per teacher), where secondary school begins at an earlier age (ten) than elsewhere in the region.

Figure 3.1 - Pupil/teacher ratios in pre-primary, primary and secondary education, 1998
(in increasing order of the pupil/teacher ratio in primary education)



Source: Tables A1-A3, Annex 1.

Figure 3.2 - Percentage of female teachers by level of education, 1998
(in decreasing order of percentage of female teachers in primary education)



Source: Tables A2-A4, Annex 1.

Distribution of teachers by gender: the predominance of women

The teaching profession in the region is dominated by women: almost four and a half million female teachers were employed in 1998, i.e. almost 70% of the total number of teachers. Women comprise over 95% of the pre-primary teaching staff in the region, about 75% of the total in primary school, almost 60% in secondary education and 40% of the total number of professors in tertiary education (see Table 3.1). At the country level, women are predominant in primary education in all the countries for which data are available, with values ranging from 60% (Peru) to 94% (Brazil). Peru has the highest proportion of male teachers in secondary education, almost 60% of the total. In the other countries, women are either in the majority or are equally represented (see Figure 3.2). The lowest proportion of female teachers occurs in tertiary education - around 40%, with the exception of Argentina, where the proportion is 53%. However, only six countries provided the data needed to calculate this indicator in tertiary education.

Box 4: Primary-school teachers who are trained to teach according to national standards

The *percentage of trained primary-school teachers* makes it possible to measure the proportion of teachers who have received the minimum organised teacher-training (pre-service or in-service) required for teaching at the relevant level in the given country . This indicator is one of the 18 core EFA (Education for All) indicators. Four countries reported the data necessary to calculate this indicator: Costa Rica, Cuba, the Dominican Republic and Nicaragua, where between 74% and 100% of primary school teachers were reported to have been trained.

Education finance and expenditure

The quality and coverage of education can be improved only if adequate and stable financial support is available. The level of public expenditure on education is an indication of the effort undertaken by governments in this area. It is difficult to obtain data on education expenditure that are both exhaustive and classified in a way that allows for international comparisons. Data on private expenditures and some parts of public expenditure (for example, local government expenditure) are often unavailable. In addition, public expenditure cannot always be disaggregated by ISCED level because their allocation depends on institutions and administrations that cover several levels of education at the same time. Moreover, capital expenditures on education are often aggregated with other sections of non-educational expenditure from which they cannot be distinguished.

The indicators presented in this section are expressed in relative terms (as percentages of total public expenditure or Gross Domestic Product (GDP) - either total or per capita). They provide a possibility to compare countries, which is not feasible with absolute values because of problems with currency exchange rates.

Public expenditure on education as a percentage of total public expenditure and as a percentage of GDP

Nine countries provided the information needed to calculate public expenditure on education as a percentage of total public expenditure. This percentage, which represents the share of the budget earmarked for education relative to other sectors, exceeds 10% in all nine countries. Paraguay and Peru have the highest values, with 20% and 22% respectively (see Table A4, Annex 1). Public expenditure on education as a percentage of GDP is available for 16 countries. In four of them, this indicator is 5% or more (Bolivia, Costa Rica, Cuba and Panama), but is below 3% in the Dominican Republic, El Salvador and Uruguay.

Distribution of public current expenditure by level of education

The distribution of public current expenditure by level of education provides an indication of the relative priorities ascribed by governments to the various levels of education. This indicator can be calculated for 13 countries, six of which produced data including capital expenditure. Primary education, which has the highest number of students (54% of the regional total) also receives the main share of public expenditure, except in Cuba and Uruguay, where expenditure on secondary education is higher (see Table A4 in the annexes). Tertiary education has a smaller share of total expenditure than secondary education, except in Bolivia and Brazil, where tertiary education is allocated about one quarter of the total expenditure.

Public expenditure per student by level of education

The proportion of expenditure relative to the number of students at every level of education presents another perspective of how resources are allocated. This indicator shows the relationship between public expenditure (current or total depending on availability) and the total number of students, in both the public and the private sector. This may be debatable but stems from the fact that in many countries a large share of the private sector is subsidised. Eleven countries were able to present the data needed to calculate this indicator: Argentina, Bolivia, Brazil, Chile, Costa Rica, Cuba, El Salvador, Mexico, Paraguay, Peru and Uruguay.

Expenditure per pupil in pre-primary education is generally lower than in primary

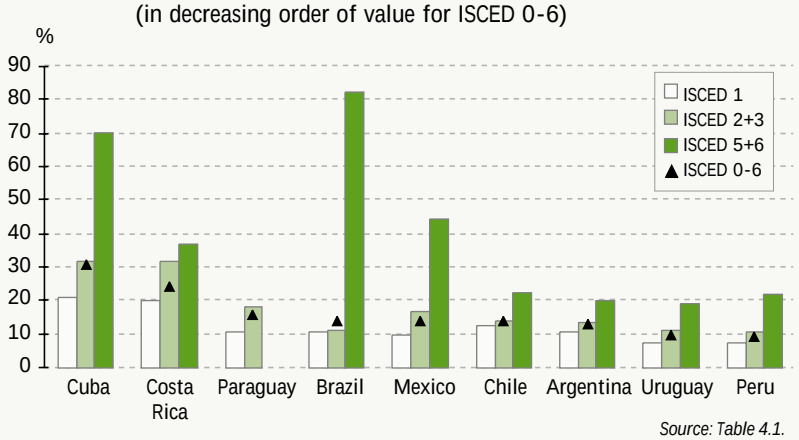
education, except for Peru and Uruguay, where the amounts are equal, and Brazil, where it is higher. In all the countries except for Bolivia (where data for primary education refer to ISCED levels 1 and 2), a secondary-school student is usually costlier than one in primary school. In tertiary education, expenditure per student is two to eight times higher (Argentina and Brazil respectively) than expenditure per student in primary education, thus signalling the wide variability of public investment in tertiary education in the region.

Table 4.1 - Public current expenditure per student as a percentage of GDP per capita by ISCED level, 1998

Country	Expenditure per student as a % of GDP per capita[1]				
	ISCED 0	ISCED 1	ISCED 2+3	ISCED 5+6	ISCED 0-6
Argentina[2]	9	11	14	20	13
Bolivia	6	11[3]	10[4]	52	14
Brazil	17	20	32	37	25
Chile[2]	11	13	14	23	14
Costa Rica	17	20	32	37	25
Cuba	11	21	32	70	31
El Salvador	6	./.[5]	7[5]	9	8
Mexico[2]	9	10	17	44	14
Paraguay[2]	./.[6]	11[6]	19	...	16
Peru[2]	7	7	11	22	10
Uruguay[2]	8	8	11	19	10

1. Expenditure that is not distributed by ISCED level is included in the total only (ISCED 0-6).
2. Data refer to total public expenditure only.
3. ISCED levels 1 and 2.
4. ISCED level 3 only.
5. Data for ISCED level 1 are included in levels 2 and 3.
6. Data for ISCED level 0 are included in level 1.

Figure 4.1 - Public current expenditure per student as a percentage of GDP per capita by ISCED level, 1998 (in decreasing order of value for ISCED 0-6)



Source: Table 4.1.

Public expenditure per student as a percentage of GDP per capita

This indicator shows public current expenditure per student relative to GDP per capita and makes it possible to make comparisons between countries regardless of their levels of income (see Table 4.1 and Figure 4.1). However, this indicator should be interpreted with caution, since the basic data are so limited in nature. Furthermore, several countries reported high proportions of expenditure that could not be distributed by level of education and were thus not taken into account in calculating expenditure per student by separate levels of education, though they are included in the expenditure per student for all levels combined (ISCED 0-6). Costa Rica and Cuba have the highest proportion of education expenditure per student for all levels (ISCED 0-6) expressed as a percentage of GDP per capita (25% or higher), while in El Salvador, Peru and Uruguay this proportion is at most 10%. A pre-primary-school pupil (ISCED 0) costs over 10% of GDP per capita in Brazil, Chile, Costa Rica and Cuba. The relative cost of primary-school pupils is highest in Costa Rica and Cuba, where it reaches 20% of GDP per capita, as opposed to only 13% or less in other countries. In Costa Rica and Cuba, secondary-school students cost over 30% of GDP per capita, followed by Paraguay where the value is 19%. Tertiary students cost 83% and 70% of GDP per capita in Brazil and Cuba respectively. These two countries invest more in relative terms per student at this level of education than in other countries in the region.

ANNEX

- ANNEX 1 - Statistical tables
- ANNEX 2 - Definitions of indicators
- ANNEX 3 - Glossary
- ANNEX 4 - ISCED97

Table A1
Pre-primary education (ISCED 0) and other early childhood development programmes (ECD), 1998

Country	Pre-primary education		Enrolment				
			Pre-primary education			Other ECD	
	Entrance age	Duration (in years)	Total	F	% Private	Total	F
Argentina	3	3	1 178 249	586 247	29	...	...
Bolivia	4	2	207 789 [1]	102 605 [1]	10	.	.
Brazil	4	3	5 299 212	2 615 105	74	...	...
Colombia	3	3	991 862	492 126	45	.	.
Costa Rica	5	1	**69 579	**33 894	17	8 388	4 078
Cuba	0	6	867 697	434 394	0	383 382	194 120
Chile	4	2	434 754	212 576	45	...	...
Ecuador	5	1	181 147	90 558	39	82 518	41 004
El Salvador	4	3	181 135	90 939	22	...	...
Guatemala	5	2	308 240	150 020	22	...	...
Honduras [2]	4	3	86 064	43 411	...	...	...
Mexico	4	2	3 360 518	1 667 047	9	...	...
Nicaragua [3]	3	4	160 616	80 553	17	...	...
Panama	5	1	...	...	...	...	...
Paraguay	5	1	112 694	56 134	32	...	...
Peru	3	3	1 037 297	516 039	16	...	...
Dominican Republic	3	3	195 346	96 883	45	.	.
Uruguay	3	3	94 791	46 724	23	...	...
Venezuela [3]	3	3	800 885	395 630	16	95 708	42 340

1. Incomplete data.
2. Data refer to 1997.
3. Data refer to 1999.
4. Data refer to full-time teachers only.

a. Pupil/teacher ratios for Argentina, Brazil, Chile, Paraguay, Peru and Uruguay are calculated on a full-time equivalent basis.

ANNEX 1

Statistical tables

Pre-primary education										
Gross enrolment ratio (%)			Net enrolment ratio (%)			Teaching staff			Pupil/ teacher ratio [a]	Country
Total	M	F	Total	M	F	Total	F	% F		
57	56	58	57	56	57	54 962	52 748	96	18	Argentina
46	46	47	34	34	34	4 951 [1]	4 605 [1]	93	42	Bolivia
55	55	55	42	42	42	265 719	261 148	98	21	Brazil
35	34	35	31	...	...	58 320	...	...	17	Colombia
82	82	81	56	56	56	3 604	3 484	97	19	Costa Rica
96	93	98	96	93	98	25 175	25 175	100	19	Cuba
74	74	73	38	38	38	10 930	10 718	98	53	Chile
63	62	64	52	52	53	10 152	9 105	90	18	Ecuador
40	39	41	28	28	29	...	...	...	...	El Salvador
47	47	47	33	34	33	11 813	...	...	26	Guatemala
16	16	16	...	...	...	...	...	...	...	Honduras [2]
76	75	77	68	68	69	150 064	...	...	22	Mexico
26	26	27	26	26	27	6 220	6 039	97	26	Nicaragua [3]
...	...	...	...	...	...	...	...	...	...	Panama
77	76	79	55	54	56	4 188 [4]	3 818 [4]	92	25	Paraguay
60	59	61	59	58	60	35 195	33 914	96	29	Peru
34	34	34	30	30	31	8 209	7 779	95	24	Dominican Republic
56	55	56	40	39	40	3 061	**3 000	98	31	Uruguay
54	54	54	44	...	...	...	...	...	...	Venezuela [3]

Table A2
Primary education (ISCED 1) and school life expectancy, 1998

Country	Primary education									
	Entrance age	Duration (in years)	Apparent intake rate (%)			Net intake rate (%)			Enrolment		
			Total	M	F	Total	M	F	Total	F	% Private
Argentina	6	6	116	116	117	100	100	100	4 821 090	2 374 279	20
Bolivia	6	6	130	129	130	70	69	70	1 444 879 [1]	703 561 [1]	9
Brazil	7	6	129	136	121	69	...	...	31 237 481	15 141 051	9
Colombia	6	5	135	...	...	56	...	...	5 062 284	2 482 820	20
Costa Rica	6	6	102	102	102	59	58	60	552 280	265 702	7
Cuba	6	6	92	92	92	90	90	90	1 015 897	494 060	0
Chile	6	6	98	98	97	38	37	38	1 831 082	884 058	42
Ecuador	6	6	131	132	131	82	82	83	1 899 466	932 883	21
El Salvador	7	6	128	130	125	55	54	55	925 511	448 396	11
Guatemala	7	6	134	137	131	57	59	56	1 825 088	841 720	15
Honduras [3]	7	6	...	...	...	...	...	...	1 054 964	525 143	6
Mexico	6	6	114	114	114	92	92	93	14 697 915	7 148 812	7
Nicaragua [4]	7	6	147	143	151	39	40	38	830 206	410 811	16
Panama	6	6	...	...	...	...	...	...	...	...	...
Paraguay	6	6	120	122	119	71	70	72	958 734	463 816	15
Peru	6	6	127	127	127	97	97	96	4 299 407	2 101 702	13
Dominican Republic	6	4	136	141	132	60	59	60	1 003 092	480 152	15
Uruguay	6	6	105	103	107	49	49	49	365 297	177 654	15
Venezuela [4]	6	6	103	104	102	63	63	64	3 328 067	1 614 921	9

1. Incomplete data.
2. Incomplete data. Including ISCED level 2, general lower secondary education.
3. Data refer to 1997.
4. Data refer to 1999.
5. Data refer to full-time teachers only.
6. Including ISCED level 2.

a. Pupil/teacher ratios for Argentina, Brazil, Chile, Paraguay, Peru and Uruguay are calculated on a full-time equivalent basis.

ANNEX 1

Statistical tables

Primary education													School life expectancy (in years)			
Gross enrolment ratio (%)			Net enrolment ratio (%)			Percentage of repeaters			Teaching staff			Pupil/ teacher ratio [a]				Country
Total	M	F	Total	M	F	Total	M	F	Total	F	% F		Total	M	F	
120	120	120	100	100	100	5	6	4	234 143	208 616	89	21	14.2	13.6	14.8	Argentina
118	119	117	100	100	100	2	3	2	72 679 [2]	44 437 [2]	61	25	13.0	...	...	Bolivia
154	156	152	98	100	96	24	...	...	941 401	881 647	94	29	13.0	12.8	13.1	Brazil
112	112	112	87	...	...	5	5	4	220 517	...	...	23	...	...	...	Colombia
108	110	107	92	92	92	9	10	8	20 232	16 248	80	27	10.6	10.7	10.6	Costa Rica
100	100	99	97	96	97	1	2	1	77 735	61 114	79	13	11.6	11.3	11.8	Cuba
106	108	104	88	88	87	3	4	3	68 951	51 096	74	33	13.0	13.2	12.9	Chile
113	113	113	97	96	97	3	3	2	70 618	47 838	68	27	...	...	...	Ecuador
111	113	109	81	82	80	8	8	7	...	...	...	...	10.5	...	...	El Salvador
102	108	96	83	85	80	15	15	14	47 816	...	...	38	...	...	...	Guatemala
108	107	110	...	...	...	...	...	...	31 838	23 353	73	33	...	...	...	Honduras [3]
114	114	113	100	100	100	7	8	6	539 853	...	...	27	11.4	11.5	11.3	Mexico
105	105	105	80	80	80	5	5	4	24 144	20 098	83	34	...	...	...	Nicaragua [4]
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Panama
115	117	114	92	91	92	9	10	7	24 526 [5]	18 783 [5]	76	20	10.4	10.4	10.5	Paraguay
126	127	125	100	100	100	10	10	10	170 162	101 492	60	25	11.8	12.6	11.0	Peru
133	136	130	87	87	88	6	6	6	42 184 [6]	31 549 [6]	82	37	...	...	...	Dominican Republic
113	113	112	92	92	93	8	10	7	17 724	**16 306	92	21	12.5	11.5	13.5	Uruguay
102	103	101	88	88	88	7	8	5	...	...	...	...	10.6	...	...	Venezuela [4]

Table A3
Secondary education (ISCED 2 and 3) and post-secondary non-tertiary education (ISCED 4), 1998

Country	General secondary education		Students enrolled in secondary education						
			Total		General			Technical and Vocational	
	Entrance age	Duration (in years)[a]	Total	F	Total	F	% Private	Total	F
Argentina	12	3 + 3	3 555 848	1 820 549	2 998 752	1 575 231	25	557 096	245 318
Bolivia	12	2 + 4	823 432 [1]	391 794 [1]	780 975 [1]	365 921 [1]	18	42 457 [1]	25 873 [1]
Brazil	13	2 + 3	14 404 835	7 671 045	12 144 595	6 397 000	14	2 260 240	1 274 045
Colombia	11	4 + 4	3 549 368	1 840 193	...	...	...	...	...
Costa Rica	12	3 + 2	212 945	109 766	166 349	86 405	18	46 596	23 361
Cuba	12	3 + 3	739 980	372 462	556 465	297 400	0	183 515	75 062
Chile	12	2 + 4	1 334 239	661 563	975 961	491 455	43	358 278	170 108
Ecuador	12	3 + 3	903 569	450 970	729 866	350 902	26	173 703	100 068
El Salvador	13	3 + 3	401 545	197 337	304 732	148 647	22	96 813	48 690
Guatemala	13	3 + 2	434 912	197 825	302 822	133 320	48	132 090	64 505
Honduras	13	3 + 2	...	...	...	...	...	...	...
Mexico	12	3 + 3	8 721 726	4 356 352	7 483 274	3 663 911	12	1 238 452	692 441
Nicaragua [3]	13	3 + 2	317 468 [5]	170 702 [5]	304 169	163 005	33	13 299 [5]	7 697 [5]
Panama	12	3 + 3	...	...	...	...	...	...	...
Paraguay	12	3 + 3	367 567	185 448	345 055	174 502	29	22 512	10 946
Peru	12	3 + 2	2 212 033	1 059 300	1 918 320	921 130	18	293 713	138 170
Dominican Republic	10	4 + 4	927 232	497 517	891 482	476 765	21	35 750	20 752
Uruguay	12	3 + 3	275 090	154 178	220 130	121 871	16	54 960	32 294
Venezuela [3]	12	3 + 2	1 522 225	813 137	1 481 096	793 239	28	41 129	19 898

1. Incomplete data.
2. Incomplete data. ISCED level 3 only.
3. Data refer to 1999.
4. Incuding ISCED level 4.
5. Incuding ISCED level 2 vocational education and private vocational education.
6. Data refer to full-time teachers only.
7. ISCED level 3 only.

a. Durations of lower and upper secondary education (ISCED 2+3).
b. Pupil/teacher ratios for Argentina, Brazil, Chile, Paraguay, Peru and Uruguay are calculated on a full-time equivalent basis.
c. The information refers to ISCED level 4B except for Bolivia, where it refers to level 4A as well. See Country profiles, Section 1.

ANNEX 1

Statistical tables

Secondary education										Post-secondary non-tertiary education (ISCED 4)				Country
Gross enrolment ratio (%)			Net enrolment ratio (%)			Teaching staff			Pupil/ teacher ratio [b]	Entrance age	Duration [c] (years)	Enrolment		
Total	M	F	Total	M	F	Total	F	% F				Total	F	
89	86	93	74	71	76	257 798	177 930	69	14	.	.	.	.	Argentina
80	83	77	68	70	66	24 545 [2]	11 695 [2]	53	21	18	1	...	...	Bolivia
83	76	89	50	46	55	750 855	596 769	79	19	.	.	.	.	Brazil
71	67	74	57	...	...	...	...	...	...	19	2	3 573	...	Colombia
52	49	55	44	42	47	11 836	...	...	18	17	3	8 239	4 232	Costa Rica
79	77	82	75	71	79	64 852 [4]	39 208 [4]	60	12	18	2	21 531	14 715	Cuba
85	85	86	70	69	72	56 921	33 920	60	23	.	.	.	.	Chile
56	56	57	46	45	47	53 937	26 876	50	17	18	2	26 030	14 960	Ecuador
50	50	50	43	...	...	...	...	...	...	.	.	.	.	El Salvador
33	36	31	28	29	27	32 831	...	...	13	.	.	.	.	Guatemala
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Honduras
71	70	72	56	56	56	424 086	...	...	21	.	.	.	.	Mexico
61	56	66	39	35	42	11 056 [5]	5 770 [5]	50	25	18	...	...	...	Nicaragua [3]
...	...	...	...	...	...	...	...	...	...	...	...	...	...	Panama
51	49	52	42	41	43	21 052 [6]	13 120 [6]	62	10	.	.	.	.	Paraguay
81	83	78	61	62	61	128 412	52 573	41	17	.	.	.	.	Peru
66	61	72	53	48	57	13 687 [7]	6 417 [7]	62	32	.	.	.	.	Dominican Republic
88	76	101	66	56	76	15 887	...	...	17	.	.	.	.	Uruguay
59	54	65	50	46	55	...	...	...	...	.	.	.	.	Venezuela [3]

Table A4
Tertiary education (ISCED 5 and 6) and public expenditure on education, 1998

Country	Tertiary education												
	Enrolled students		Gross enrolment ratio (%)			Percentage of students by ISCED level			Percentage of female students in each ISCED level				
	Total	F	Total	M	F	Level 5A	Level 5B	Level 6	Level 5A	Level 5B	Level 6		
Argentina	1 526 515	891 946 [1]	47	39	56	73	27	0,3	54	72	...	...	...
Bolivia	199 260 [3]	...	28	...	...	...	...	...	...	.	...		
Brazil	2 203 599	1 211 171	14	12	15	96 [7]	./. [7]	4	55 [7]	./. [7]	53	...	...
Colombia [8]	772 291	406 645	21	19	22	77	17	7	53	49	56		
Costa Rica	58 761 [9]	31 012 [9]	31	33	28	...	...	...	...	...	...	...	...
Cuba	156 224	70 183 [1]	19	16	22	100 [10]	.	./. [10]	61	.	...		
Chile	406 553	187 332	34	36	32	79	19	2	47	45	38	...	...
Ecuador	...	...	...	...	...	...	...	...	...	...	...		
El Salvador	118 491	65 299	18	16	20	94 [10]	6	./. [10]	56 [10]	43	./. [10]	559	...
Guatemala [14]	...	...	...	...	...	...	...	...	...	...	...		
Honduras	77 768	...	13	...	...	...	...	...	...	...	...	...	...
Mexico	1 837 884	887 653	18	19	18	98	1	0,4	48	38	38		
Nicaragua [15]	56 558	29 757	12	11	12	...	...	...	...	...	...	279	52
Panama [8]	...	...	...	...	...	...	...	...	...	...	...		
Paraguay	13 921 [17]	10 192 [17]	...	...	...	...	...	...	...	73	...	...	...
Peru	734 392	185 508	28	30	27	55 [10]	45	./. [10]	40 [10]	56	./. [10]		
Dominican Republic [8]	...	...	...	...	...	...	...	...	...	...	...	...	...
Uruguay	94 219	60 310	35	25	45	78	21	1	61	71	61		
Venezuela [14]	668 109	391 644	29	24	35	66 [10]	34	./. [10]	60 [10]	57	./. [10]	...	...

1. Not including ISCED level 6.
2. Data refer to total public expenditure only.
3. ISCED level 5A only.
4. Including ISCED level 2.
5. Data refer to ISCED levels 3 and 4.
6. Data for ISCED level 4 are included in ISCED level 3.
7. Data for ISCED level 5B are included in ISCED level 5A.
8. Data refer to 1997.
9. Incomplete data.
10. Data for ISCED level 6 are included in ISCED level 5A.
11. Data for ISCED level 4 are included in ISCED levels 2 and 3.
12. Data for ISCED level 0 are included in ISCED level 1.
13. ISCED level 3 only.
14. Data refer to 1999.
15. Data on tertiary education refer to 1997.
16. Data refer to 1999 and include current expenditure only.
17. ISCED level 5B only.

ANNEX 1

Statistical tables

Tertiary education			Total public expenditure on education		Distribution of public current expenditure on education by ISCED level (%)						Country
Teaching staff			As a percentage of Gross Domestic Product	As a percentage of total gov. expenditure							
Total	F	% F			Level 0	Level 1	Levels 2+3	Level 4	Levels 5+6	Not distributed	
116 114	61 271	53	4.1	...	7.3 [2]	35.1 [2]	33.2 [2]	.	21.2 [2]	3.3 [2]	Argentina
11 420 [3]	...	...	5.6	...	3.2	50.6 [4]	12.6 [5]	./. [6]	28.2	5.4	Bolivia
165 122	69 366	42	4.5	12.0	9.6 [2]	44.2 [2]	21.9 [2]	. [2]	24.2 [2]	- [2]	Brazil
79 532	23 636	30	...	...	...	...	...	...	...	...	Colombia [8]
...	...	...	6.2	...	5.6	47.2	29.1	0.7	17.4	-	Costa Rica
23 524	11 105	47	6.7	12.2	7.3	28.3	33.4 [11]	./. [11]	14.9	16.0	Cuba
...	...	...	3.7	16.1	8.6 [2]	41.5 [2]	33.3 [2]	.	16.5 [2]	- [2]	Chile
...	...	...	...	...	./. [12]	43.4 [12]	41.4 [11]	./. [11]	9.1	6.1	Ecuador
7 285	2 341	32	2.3	...	8.1	65.7 [4]	7.1 [13]	.	7.5	11.6	El Salvador
...	...	...	** 1.8	** 17.0	...	...	...	...	...	...	Guatemala [14]
5 464	...	...	** 4.0	...	...	...	...	...	...	...	Honduras
192 406	...	...	4.2	...	7.6 [2]	35.4 [2]	36.8 [2]	. [2]	20.2 [2]	- [2]	Mexico
3 840	1 432	37	** 3.4 [16]	...	...	...	...	...	...	...	Nicaragua [15]
...	...	...	5.0	16.3	./. [2]	31.1 [12]	19.8 [11]	./. [11]	26.1	23.1	Panama [8]
1 135 [17]	846 [17]	...	4.5	20.2	./. [12, 2]	49.2 [12, 2]	28.8 [2]	. [2]	21.5 [2]	0.5 [2]	Paraguay
54 477	7 543 [17]	...	3.2	22.3	9.8 [2]	40.3 [2]	29.6 [2]	. [2]	20.3 [2]	- [2]	Peru
...	...	...	2.2	13.8	...	...	...	...	...	...	Dominican Republic [8]
12 748	...	...	2.5	12.2	8.8 [2]	33.1 [2]	36.4 [2]	. [2]	21.7 [2]	0.1 [2]	Uruguay
53 590	20 543	38	...	...	...	...	...	...	...	...	Venezuela [14]

ANNEX 2

Definitions of indicators

(Average) Annual Growth Rate (of population). The average annual growth of the population during the period 1995 to 2000, expressed as a percentage.

Apparent intake rate in primary education. Number of new entrants into first grade of primary education, regardless of age, expressed as a percentage of the population of official entrance age to primary education.

Coefficient of efficiency. The ideal number of pupil-years required for a cohort to complete a level or cycle of education (e.g. the primary level) should there be no repetition nor drop-out, divided by the total number of pupil-years actually spent by the same cohort.

Current expenditure per pupil (or student) as a percentage of GDP per capita. Public current expenditure per pupil (or student), at each level of education, expressed as a percentage of GDP per capita.

Gender parity index. Ratio of female to male values of a given indicator.

Gross enrolment ratio. Number of pupils enrolled in the given level of education, regardless of age, expressed as a percentage of the population in the relevant official age-group.

Gross enrolment ratio in tertiary education. Total enrolment in tertiary education regardless of age, expressed as a percentage of the population in the five-year age group following on from the secondary-school leaving age.

Gross National Product per capita. The Gross National Product in current US dollars divided by the total population.

Infant mortality rate. The annual number of deaths of infants under 1 year of age per 1,000 live births in a given year.

Literacy rate. The number of literate adults expressed as a percentage of the total adult population aged 15 years and above.

Net enrolment ratio. Number of pupils in the official age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age-group.

Net intake rate in primary education. Number of pupils at the official school entrance age who are new entrants into the first grade of primary education, expressed as a percentage of the population of official admission age to primary education.

Percentage of a cohort reaching grade 5, or survival rate to grade 5. Percentage of children starting primary school who eventually attain grade 5.

Percentage of new entrants to primary grade 1 who have attended some form of organised early childhood development programme. Number of new entrants to primary grade 1 who have attended some form of organised early childhood development programme equivalent to at least 200 hours, expressed as a percentage of total number of new entrants to primary grade 1.

Percentage of repeaters. Number of pupils who are enrolled in the same grade (or level) as the previous year, expressed as a percentage of the total enrolment in the given grade (or level) of education.

Percentage of trained teachers, or percentage of teachers who are certified to teach according to national standards. Number of teachers who are certified to have received the minimum organised teacher-training (pre-service or in-service) required for teaching at the relevant level of education, expressed as a percentage of the total number of teachers in the given level of education.

Public expenditure on education as a percentage of total government expenditure. Total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of total government expenditure on all sectors (including health, education, social services etc).

Public expenditure on education as a percentage of GDP. Total public expenditure on education at every level of administration according to the constitution of the country, i.e. central, regional and local authorities, expressed as a percentage of the Gross Domestic Product.

Pupil/teacher ratio. Average number of pupils per teacher at the level of education specified in a given school year. When data are available the calculation of the pupil/teacher ratio is based on teachers and pupils expressed in full-time equivalents.

Teachers' remuneration as a percentage of current expenditure on education. Public current expenditure on teachers' salaries and other remuneration expressed as a percentage of total public current expenditure on education.

School life expectancy. Number of years a child is expected to remain at school, or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education.

ANNEX 3

Glossary

Basic education. The whole range of educational activities that take place in different settings and that aim to meet basic learning needs as defined in the World Declaration on Education for All (Jomtien, Thailand, 1990). It thus comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

Compulsory education. Number of years or the age-span during which children and young people are legally obliged to attend school.

Duration. Number of grades (years) in a given level of education.

Early childhood development (ECD) programmes. Programmes which offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or ISCED 0) or as part of a non-formal child development programme. Early childhood development programmes are normally designed for children aged three years or above and include organised learning activities that constitute on average the equivalent of at least 2 hours per day and 100 days per year.

Enrolment. Number of pupils or students enrolled in a given level of education, regardless of age.

(Theoretical) Entrance age. The age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating a grade or skipping a grade. Note that the theoretical entrance age to a given programme or level may be very different from the actual age or even the typical or most common entrance age.

Expenditure on education:

Public expenditure on education. Current and capital expenditures on education by local, regional and national governments, including municipalities. Household contributions are normally excluded.

Current expenditure on education. Expenditure for goods and services consumed within the current year and which would have to be renewed if there were a need for prolongation the following year. It includes expenditure on: staff salaries and benefits; contracted or purchased services; other resources including books and teaching materials; welfare services; and other current expenditure such as furniture and equipment, minors repairs, fuel, telecommunications, travel, insurance and rents.

Capital expenditure on education. Expenditure for assets that last longer than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

Fields of study in tertiary or higher education:

General programmes: basic programmes; literacy and numeracy; personal development.

Education: teacher training and education science.

Humanities and arts: humanities; religion and theology; fine and applied arts.

Social science, business and law: social and behavioural sciences; journalism and information; business and administration; law.

Science: life and physical sciences; mathematics, statistics and computer sciences.

Engineering, manufacturing and construction: engineering and engineering trades; manufacturing and processing; architecture and building.

Agriculture: agriculture, forestry and fishery; veterinary.

Health and welfare: medical sciences and health-related services; social services.

Services: personal services; transport services; environmental protection; security services.

Other unspecified or unknown.

Foreign students. Students enrolled in an educational programme in a country of which they are not a permanent resident.

Gross Domestic Product. The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes and minus any subsidies not included in the value of the products.

Gross National Product. The sum of gross value added by all resident producers in the economy, including distributive trades and transport, plus any product taxes, minus any subsidies not included in the value of the products plus net receipts of income from abroad. Since net receipts from abroad may be positive or negative, it is possible for the GNP to be greater or smaller than the GDP.

Institutions:

Private institutions. Schools, colleges or universities which are controlled and managed by a non-governmental organisation (church, trade union, business enterprise or other NGO) whether or not they receive financial support from public authorities.

Public institutions. Schools, colleges or universities which are controlled and managed by a public education authority or agency (national/federal, state/provincial, or local), whatever the origin of its financial resources.

New entrants. Pupils or students entering a programme at a given level or sub-level of eduction *for the first time*.

Orientation of educational programmes:

General education. Designed mainly to lead pupils to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing pupils for further

ANNEX 3

(additional) education at the same or a higher level. Such programmes are typically school-based and may or may not contain vocational elements. Successful completion of such programmes may or may not lead to an academic qualification. However, they do not typically allow successful completers to enter a particular occupation or trade or class of occupations or trades without further training.

Technical and vocational education. Designed mainly to prepare pupils for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognised by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

Out-of-school children or youth. Children or youth in the official school age-group who are not enrolled in school.

Repeaters. Pupils enrolled in the same grade for a second or further year.

School-age population. Population of the age-group which officially corresponds to the relevant level of education.

School drop-outs. Pupils who drop out from a given grade or cycle or level of education in a given school-year.

Teachers:

Teachers or teaching staff. Number of persons employed full-time or part-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

Trained teachers. Teachers who have received the minimum organised teacher-training (pre-service or in service) required for teaching at the relevant level in the given country.

Full-time teachers. Persons engaged in teaching for a number of hours of work statutorily regarded as full-time at the particular level of education.

Part-time teachers. Teachers whose statutory working hours are less than those required of full-time teachers.

Full-time equivalent numbers of teachers. These are generally calculated in person-years. The unit for the measurement of full-time equivalents is full-time employment. Thus, a full-time teacher equals one full-time equivalent. The full-time equivalence of part-time teachers is determined by calculating the ratio of their hours worked to the statutory hours worked by a full-time teacher during the school year. For example, a teacher who works one-third of the statutory hours of a full-time teacher equals one-third of a full-time equivalent.

Universal primary education (UPE). Full enrolment of all children in the primary school age-group, i.e. 100% net enrolment ratio.

ANNEX 4 ISCED97

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 PRE-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 programmmes 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. typically 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)	
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. requires 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.

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.	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.
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.	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 programmes 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	Programmes designed to provide direct access to ISCED 5A;	*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.
A single module, however, may not have a specific educational or labour market destination or a particular programme orientation.	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	Programmes not designed to lead directly to ISCED 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 programmes 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.	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.
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.	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.
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).				

		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.

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Latin America and The Caribbean

Errata

Data for Bolivia, Costa Rica and Guatemala refer to 1999.

Page 56-57
Table A1
Pre-primary (ISCED 0) and other early childhood development programmes (ECD), 1998
The pupil/teacher ratio for Chile should be the symbol…(missing data).

Page 58
Table A2
Primary education (ISCED 1) and school life expectancy, 1998
The published numbers for AIR (apparent intake rate) and NIR (net intake rate) for Ecuador are incorrect and we do not have data that allow us to recalculate these indicators.

Page 60-61
Table A3
Secondary Education (ISCED 2 and 3) and post-secondary non-tertiary education (ISCED 4), 1998

Pupil/Teacher Ratio:
Brazil should say 36
Chile should say 29
Uruguay should say 15