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A SUMMARY ANALYSIS OF EDUCATION TRENDS IN LATIN AMERICA AND THE CARIBBEAN 2022 UPDATE

Final Report

August 2022

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ACRONYMS

BMP	Below Minimum Proficiency
CEPAL	Comisión Económica para América Latina y el Caribe (aka ECLAC)
ECDI	Early Childhood Development Index
ECLAC	Economic Commission for Latin America and the Caribbean (aka CEPAL)
EMIS	Education Management Information Systems
ERCE	Estudio Regional Comparativo y Explicativo (Regional Comparative and Explanatory Study)
ESCS	Economic, Social, and Cultural Status
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GED	Global Education Database
GIFMM	Interagency Group on Mixed Migratory Flows Colombia
HBC	Welfare Community Households
HFPS	High-Frequency Phone Surveys
ICBC	Colombian Institute for Family Welfare
ICT	Information and Communication Technologies
IDB	Inter-American Development Bank
IIPE	International Institute for Educational Planning (UNESCO)
ILO	International Labor Organization
JNA	Joint Needs Assessment
LAC	Latin American and the Caribbean
LAYS	Learning Adjusted Years of Schooling
MOE	Ministry of Education
NEET	Not in Employment, Education, or Training
OAS	Organization of American States
OECD	Organization for Economic Co-operation and Development
PAHO	Pan-American Health Organization
PISA	Program for International Student Assessment
pp	Percentage Point
PPP	Purchasing Power Parity
PREAL	Partnership for Educational Revitalization in the Americas
RSD	Regional Sustainable Development
SERCE	Second Regional Comparative and Explanatory Study
SES	Socioeconomic Status
SSES	Survey on Socio and Emotional Skills
STEM	Science, Technology, Engineering, and Math
SITEAL	Information System of Educational Trends in Latin America

TERCE	Third Regional Comparative and Explanatory Study
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFPA	United Nations Populations Fund
UNICEF	United Nations International Children's Emergency Fund
UNODC	United Nations Office on Drugs and Crime
USAID	United States Agency for International Development

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PREFACE

This report provides a summary of selected and relevant education trends to the U.S. Agency for International Development, Bureau for Latin America and the Caribbean, Office of Education (USAID/LAC/EDU). The document focuses on countries in the LAC region to which USAID delivers both bilateral and regional education assistance. It prioritizes trends and data relating to basic education, higher education, vocational and technical training, and at-risk youth. It also includes an analysis of the impact of the COVID-19 pandemic on the education sector as well as broader and crosscutting topics including literacy, private and public indicators of learning, labor and employment, and gender issues.

EXECUTIVE SUMMARY

In 2014, the USAID Latin American and Caribbean Bureau, Office of Regional Sustainable Development (LAC/RSD) commissioned a summary analysis of education trends.[1] The present report updates the 2014 version and adds an analysis on how the COVID-19 pandemic has affected student learning and education systems, particularly for the most marginalized. This report aims to inform future USAID education programming in both basic (pre-primary to lower secondary) and higher education in the LAC region, with particular attention to the Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, the Eastern & Southern Caribbean, and Haiti.

This desk review draws on descriptive statistics available in global databases to develop a quantitative synthesis of diverse education studies. It is divided into two sections: the updated analysis of education trends and the effects of COVID-19 in education.

The first limitation of this analysis is data availability. USAID education programming focuses on some of the poorest countries in the region. National education data that is current and disaggregated by gender, socioeconomic status, race/ethnicity, urban/rural, and persons with disabilities is not always available. This report highlights data from USAID focus countries whenever possible. The second limitation is timing of the data. The latest available data in global databases for most of the indicators are from the school year ending in 2019. Therefore, understanding the full impact of the COVID-19 pandemic that began in 2020 and that continues today is a future endeavor. To mitigate this, the report draws on national and local education surveys during the pandemic, data from national education systems recording impacts and responses to the crisis, and simulations of learning losses conducted by international organizations.

The main education trends up to the latest data available (in most cases, year 2019, prior to the pandemic) identified in this analysis are discussed below.

OVERALL

There have been important advances in the region in measuring and monitoring education access and quality. Reliable information on learning outcomes, including socio-emotional skills, is available for a wide range of countries given the region's consistent and wide implementation of international and national tests (see Table 1, Table 2 and Section 3.2-3.4).[2] This is a trend unique to LAC among developing regions.[3]

LEARNING OUTCOMES

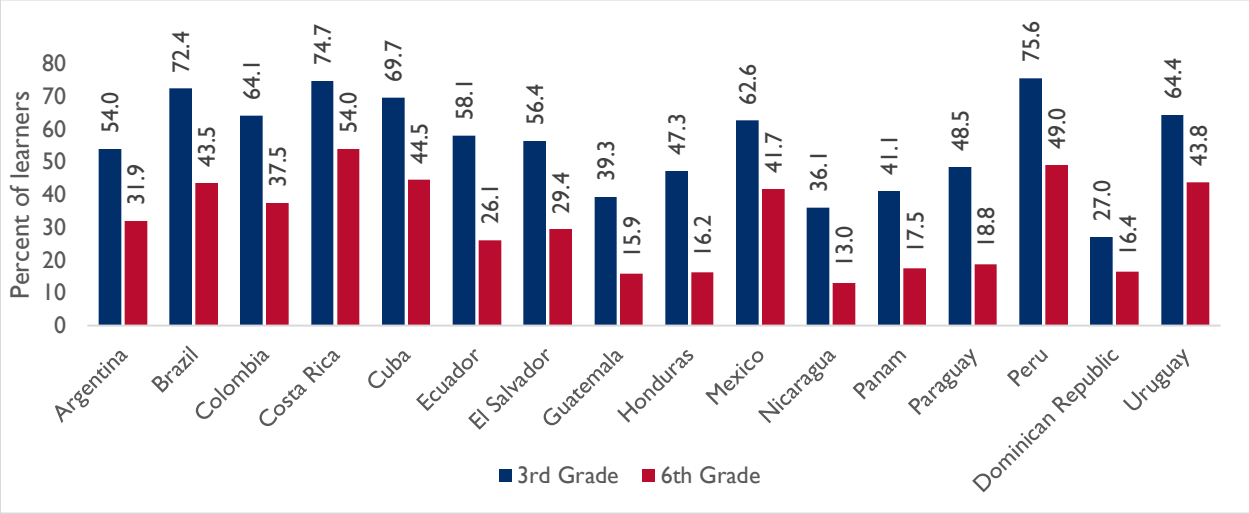
Learning outcomes and rates of improvement in LAC have been highly heterogeneous over the past decade. For countries that have participated in the Regional Comparative and Explanatory Study, or *Estudio Regional Comparativo y Explicativo* (ERCE) in both the 2013 and 2019

[1] https://www.edu-links.org/resources/summary-analysis-education-trends-lac
[2] Venezuela and Bolivia are exceptions to this trend, lacking a robust national assessment system since 1998 and 2000, respectively.
[3] Bruns, B.; Akmal, M.; and Birdsall, N. (2019).

rounds,[4] Nicaragua, Honduras, El Salvador, and Guatemala have seen little gains, or even declining performance from 2013 to 2019 in early grade reading, while other countries (Peru, Brazil, Paraguay, and the Dominican Republic) have made remarkably large and sustained gains over the same period (see Graph 15). In early grade math, Guatemala, Mexico, Costa Rica, experienced a declining performance from 2013 to 2019 while other countries (Honduras, Peru, Brazil, the Dominican Republic) experienced an improvement over the same period (see Graph 25).

Reading performance during early grades is consistent across 3rd and 6th grade. Countries with scores above the regional average on 3rd grade reading assessments (Costa Rica and Peru) are also top performers on the 6th grade assessment (see Graphs 15 and 16). Similarly, countries with scores below the regional average in 3rd grade (Nicaragua, Guatemala, and Honduras) show the same pattern in 6th grade. On average, less than **30 percent of 6th graders in Guatemala, Honduras, Nicaragua, and El Salvador participating from the ERCE 2019 achieved at least the minimum required level in reading** to make inferences from specific or secondary ideas, or by integrating implicit ideas in the text (see Graph ES.1 below and Graph 13 in the body of the report).

GRAPH ES.1 - ERCE 2019: PERCENTAGE OF 3RD AND 6TH GRADE LEARNERS ACHIEVING THE MINIMUM PROFICIENCY LEVEL FOR READING



Source: UNESCO ERCE 2019

The region has, on average, a reading performance record that is well below the OECD average. More than 30 percent of participating LAC students performed at the lowest levels in reading on the most recent Programme for International Student Assessment (PISA) 2018 test,[5] compared to less than 20 percent of students in top performing countries. Less than 1 percent of Latin American

[4] Data presented in this report for primary education outcomes are based on UNESCO Regional Comparative and Explanatory Study (ERCE) 2019 results. Thus, results exclude Haiti, Jamaica, and other Eastern and Southern Caribbean islands, except for the Dominican Republic. Countries included are Argentina, Brazil, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay.

[5] Results presented in this report from the PISA 2018 report include the following LAC countries: Argentina, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Mexico, Panama, Peru, and Uruguay. LAC average for PISA scores refers to averages of the countries listed above.

students performed at the highest reading proficiency levels on PISA 2018. That said, performance within the region varies widely. In the Dominican Republic and Panama, 78 percent and 63 percent of students scored at the lowest levels on the PISA 2018 test, respectively; in Chile, Uruguay, Costa Rica, and Mexico, 30 to 45 percent of students scored at the lowest levels (see Graph 17).

Some LAC countries have made little progress in raising math scores between 2013 and 2019, while others' performance declined. For both 3rd and 6th grade assessments,[6] Peru, the Dominican Republic, Honduras, and Nicaragua showed progress, although the Dominican Republic is still at the tail of the distribution on math mean scores in the region. The performances of Guatemala, Costa Rica, and Uruguay declined in the same period (See Graphs 25 and 26). In addition, **most students in the region are performing at the minimum level of proficiency.** Findings for early math show that on average 52.3 percent of the 3rd grade students in the region performed at the minimum level of performance (Level II) on the math ERCE. The percent of students performing at Level I was 81 percent in the Dominican Republic, 65 percent in Nicaragua and Guatemala, 50 percent in El Salvador, and 47 percent in Honduras (see Graph 21). For end of primary math, just 17.4 percent of 6th grade students reached the minimum level of performance (Level III) on the math ERCE test. The percent of students performing at Level I was 77 percent in the Dominican Republic, 66 percent in Nicaragua and Guatemala, 58 percent in El Salvador, and 55 percent in Honduras (see Graph 23). For lower secondary in all of the LAC participating countries in PISA, (grade 7 and higher), more than half of the students performed at the lowest level and below minimum proficiency in math.[7] The percent of students from participating PISA countries performing at Level I was 90 percent in the Dominican Republic, 81 percent in Panama, 65 percent in Colombia, and 60 percent in Peru.

The results of the ERCE 2019 test[8] indicate that in 3rd grade, at the regional level, 55.7 percent of students managed to exceed Achievement Level I, which means that when reading texts appropriate to their age, they can partially locate information or relationships presented verbatim and making inferences from clearly suggested, highlighted, or reiterated information. Likewise, Peru, Costa Rica, and Brazil obtained results substantially higher than the regional average, with results of 75.6 percent, 74.7 percent, and 72.4 percent, respectively.

In 6th grade, as the same report also points out, the regional average of students who reach at least Level III is 31.2 percent, which means that the students evaluated, when reading texts of an appropriate complexity for their age, are at least able to make inferences from specific or secondary ideas or by integrating implicit ideas present in different parts of the text; and they also establish relationships between verbal and visual information and compare two texts according to their purpose and content. Among the countries, Costa Rica (54 percent) and Peru (49 percent) are the ones with the highest percentage of students at the highest levels.

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[6] Jamaica, Haiti, and Easter Caribbean Countries did not participate in ERCE 2013 or 2019.
[7] Students who scored below Level II in mathematics are considered "low-achieving students." According to OECD (2018a, p.105), "at Level II, students beginning to demonstrate the ability and initiative to use mathematics in simple real-life situations." Also, this level is considered by the United Nations as the "minimum level of proficiency" that all children should acquire by the end of secondary education.
[8] UNESCO. (2021). *Los aprendizajes fundamentales de Latinoamérica y el Caribe: Evaluación de logros de los estudiantes, Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Available at: https://es.unesco.org/fieldoffice/santiago/llece/ERCE2019

There is some progress in raising science mean scores between 2013 and 2019 in LAC. Out of the 14 countries with data in both periods, 6th graders in seven countries slightly improved their science mean score from 1 to 3 percent compared to TERCE 2013, including the Dominican Republic, Honduras, and Nicaragua. At the same time, on average, Mexico, Colombia, and Guatemala regressed in their performance in science (see Graph 32).

In terms of diversity and inclusion in learning outcomes, on average, girls in LAC outperform boys in reading, but in math and science boys outperform girls with a score difference of more than twice the OECD average.[9] The data also show higher socioeconomic segregation between schools in LAC countries than in the OECD. Argentina and Peru show that more than 20 percent of mathematics performance was related to socioeconomic status. In both cases, differences were statistically significant at $p < 0.05$ and $p < 0.001$, respectively (see Graph 29). Rural, poor, and Indigenous children are at a particular disadvantage in terms of reading skills. Rural students had lower reading scores than their urban peers on both the 2019 ERCE and PISA 2018.

There is a positive relationship between students' socioeconomic status (SES) and socio-emotional skills development. For the first time, ERCE incorporated a socio-emotional assessment for 6th grade of elementary school students in 2019 measuring empathy, openness to diversity, and school self-regulation skills.[10] In most countries, there is a positive association between SES and all three skills that ERCE measures. In the case of openness to diversity skills, all countries show a positive association. For empathy, all countries except Cuba show a positive association, but for self-regulation, Guatemala and the Dominican Republic were among the countries showing a positive association. Other key findings in non-cognitive skills measurement are that **schools make a difference in the development of these skills**, although their contribution is less than in the achievement of learning, and that **girls tend to have higher levels of socio-emotional skills compared to boys across all skills and all countries.**

PERFORMANCE INDICATORS

LAC countries spend a higher share of GDP on education (4.04 percent) than the world average (3.66 percent). Nearly one third of LAC countries with available data invest less in education than the world average, including Panama, Bahamas, Haiti, and Venezuela. Public expenditure on education varies widely in LAC, from 7.9 percent of GDP in Belize to 1.3 percent in Venezuela. In prioritized countries, public expenditure in education as a share of GDP is as follows for 2019: 4.51 percent in Colombia, 4.04 percent in the Dominican Republic, 4.23 percent in Ecuador, 3.39 percent in El Salvador, 3.20 percent in Guatemala, 1.68 percent in Haiti (year 2018), 4.91 percent in Honduras, 5.16 percent in Jamaica, 3.44 percent in Nicaragua, and 3.47 percent in Paraguay. From a per-pupil point of view, LAC countries invest less in primary and secondary education than Finland, Spain, and Malaysia after controlling for differences in cost of living. The average expenditure per pupil on secondary education in LAC countries ($2,535 PPP) is higher than on primary education ($2,485 PPP). On average, households in Latin America and the Caribbean spend more on education than OECD countries.

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[9] See Graphs 18,19, 28, 29, and 33.

[10] Countries included in the ERCE socio-emotional skills test are Argentina, Brazil, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay.

Disaggregating by area of residency, spending on education in urban areas is higher than in rural areas for all countries in LAC with available data.

Enrollment rates increased between 2011 and 2019 in pre-primary,[11] secondary, and tertiary education, and most children complete primary school. Pre-primary and tertiary level enrollment rates increased dramatically in the region between 2011 and 2019. For example, the pre-primary enrollment rate went from 68.3 percent in 2011 to 78.1 percent in 2019. Similarly, enrollment rates in tertiary education grew from 43.8 percent in 2011 to 52.7 percent in 2018. In pre-primary education, Peru, Costa Rica, Bolivia, Suriname, and Barbados showed the highest increases among LAC countries. In tertiary education, Chile, Colombia, Mexico, Costa Rica, and Argentina pulled up the LAC average. Gross intake ratios are particularly high in LAC countries compared to the global average. Additional information on enrollment and survival rates is available in Section 4 of this report.

Private enrollment in LAC has increased in the last decade and is higher than the global average. In 2019, 20 percent of primary school-aged students in LAC were enrolled in private schools compared to 17 percent in 2010. This rate is higher than the world average (around 14.7 percent). Between 8 percent and 26 percent of primary school students attend private schools in LAC, but in Belize and Chile, the rates are even higher, exceeding 60 percent. There is a lower rate of growth in private secondary school enrollment. The regional average increased from 18.9 percent in 2010 to 19.07 percent in 2019. According to Elacqua, Iribarren, and Santos (2018),[12] the reasons for the increase in private education in Latin America are the growth of the middle class as a result of the economic boom of recent years; the lack of state capacity in some countries of the region due to budget limitations to meet the growing demand for primary and secondary education; government policies that encouraged the growth of the private sector, such as financial and legal incentives for private schools. Data from the TERCE 2019 study show that the type of school (private), has a positive association with learning achievement, i.e., learners from private schools perform better than learners from public schools. This association, however, is reduced or disappears when controlling for socioeconomic level.

Regarding the financing models for private schools in Latin America and the Caribbean, the same authors point out,[13] the Chilean government provides vouchers to private for-profit and non-profit schools, whether they are religious or secular; in Colombia, the government subsidizes some secular and religious private schools and charter schools. In the case of Argentina, the Dominican Republic, and Ecuador, their respective governments mainly subsidize religious private schools; Haiti subsidizes private for-profit and non-profit schools (religious and secular); and Brazil, Mexico, Panama, and Peru do not subsidize private schools. However, Peru provides subsidies to a chain of Catholic schools (Fe y Alegría), which represent less than 2 percent of total enrollment. Ecuador is the only country that prohibits non-subsidized schools for profit.

LAC countries have made some progress in increasing the share of trained teachers between 2013 and 2019, but Peru, Belize, Ecuador, and Panama are still lagging in providing the minimum necessary pedagogical qualifications to teachers in primary education (see Graph 47). Belize

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[11] Pre-primary education refers to educational programs designed for children between the ages of three and five years old (https://data.unicef.org/topic/education/pre-primary-education/).
[12] Elacqua, G.; Iribarren, M.L; Santos, H. (2018). Private Schooling in Latin America. Trends and Public Policies. Inter-American Development Bank.
[13] Idem.

and the Dominican Republic saw the largest increases in teacher certifications between 2013 and 2019; both increased the share of qualified teachers by 53 percentage points (pp) and 13 pp, respectively. In the case of Belize,[14] the increase in the number of trained teachers at the primary level was due to the support of the Ministry of Education in the development and delivery of an Associate of Arts in Primary Education Program in universities and colleges. Three additional programs were subsequently developed: 1) a Certificate in Elementary Education, 2) an Associate Degree in Early Childhood Education, and 3) a Certificate in Early Childhood Education. Leadership certification programs have also been developed for elementary and secondary school principals. Likewise, this increase in the percentage of trained teachers occurred because of the expansion and greater access to teacher training programs, as well as the introduction and application of laws and regulations for the granting of licenses to teachers.

SCHOOL READINESS

Access to preschool is increasing, with most services delivered and financed primarily by the private sector. Six countries—Peru, Uruguay, Paraguay, Argentina, Chile, and El Salvador—have continued to increase the percentage of their education budgets dedicated to pre-primary education, while most countries have stagnated or reduced their investment in the pre-primary level. **Attendance in pre-primary education is associated with higher scores in ERCE 2019** for both science and math. **Institutional arrangements to manage and provide childcare and early-childhood education differ in LAC.** Pre-primary education is free and mandatory for children 3 to 5 years old in Brazil and Mexico, while in Colombia it is mandatory for 5-year-old children. Pre-primary education is free in Jamaica but with low coverage. Early childhood[15] care is very limited and has low enrollment rates in the region. **Few countries provide integrated systems for childcare services including health, nutrition, social protection, and early childhood education.** Chile and Jamaica have established integrated systems with the Ministry of Education in the lead. Mexico uses a split system that separates childcare from early childhood education with several public institutions in the lead.

WORK READINESS

Half of young people in the region continue their education beyond high school, and this rate is increasing. In 2019, 52.7 percent of high school graduates in the region enrolled in tertiary education, compared to 44.8 percent in 2012. Women are more likely to complete their university studies than men, regardless of income, although the gaps are small among the lowest 40 percent of the population.

Vocational technical education, which often provides a direct connection between education and work, is a relatively small share of secondary school enrollment in LAC. Although the indicator shows a growing trend between 2010 and 2019, less than 15 percent of those enrolled in secondary school are in vocational/technical education in the region, well below the rates in East Asia and Europe.

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[14] Government of Belize. Ministry of Education, Culture, Science and Technology. Belize Education Sector Plan 2021-2025.
[15] The definition of early childhood is from birth to eight years of age (source: https://www.unesco.org/en/education/early-childhood).

There is a mismatch between work and education, particularly for STEM (science, technology, engineering, and math) skills in the region. Almost 30 percent of Latin American firms were unable to find workers with the skills they need. The percentage of graduates in social sciences, law, business, and humanities in the region far surpasses the percentage of graduates in science and engineering.

AT-RISK YOUTH

Approximately 1.6 million children of primary school age are out of school in the region. On average, 5 percent of children do not attend primary school in LAC. This number is below the world average (8 percent), and in general, the percentage has decreased in recent years. **Out-of-school levels tend to be higher in lower secondary school than in primary school.** More than half of the countries in the region have out-of-school rates at the lower secondary level of more than 9 percent. However, most LAC countries remain below the world average (15.6 percent), and the regional average has been declining since 2013. Guatemala is an exception since approximately one in five youth of lower secondary school age do not go to school. **On average, 38 percent of young people (15-24 years old) study and work in the region.** Bolivia, Brazil, Paraguay, and Peru have the highest proportion of young people who study and work (approximately 1 in 3 young people). Young people in urban areas are more likely to study and work than their rural peers.

In LAC, 27.8 million young people[16] (21.4 percent) between the ages of 15 and 24 did not study or work in 2019. Nearly two thirds (18.1 million) of youth not in employment, education, or training (NEET) are women. The higher share of female NEET is likely associated with the high teenage pregnancy rates in LAC (youth fertility rate average of 61.2 births per 1,000 women ages 15-19 in 2019). Nearly half of the mothers between the ages of 10 and 19 in LAC are dedicated exclusively to housework, have one-third the opportunities (6.4 percent vs. 18.6 percent) to obtain a university degree than those who postponed motherhood, and earn on average 24 percent less money. Likewise, school drop-out is positively correlated with engaging in crime and violence. **Young people between 15 and 24 years old represent 42 percent of the unemployed in the region in 2021.** In that year, the youth unemployment rate in LAC was 21.6[17]percent, which represents a decrease of 2.41 percentage points with respect to the unemployment rate in the region during 2019,[18] as well as slightly above the world average and higher than that of North America and Europe.

COVID-19 PANDEMIC IMPACT ON EDUCATION

The COVID-19 pandemic is the greatest shock education systems in the LAC region have experienced in recent history. Early during the pandemic (April 2020), schools were closed in 23 countries and 12 independent states in the region. As a result, it is estimated that more than 159 million children stopped attending school, representing more than 95 percent of enrolled learners in LAC. The pandemic ravaged the region. Several countries (Brazil, Mexico, Peru, Argentina, and Colombia) showed

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[16] The United Nations, for statistical purposes, defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States (source: https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf). For its part, the International Labor Organization classifies people as "adults" as all those who are at least 25 years old.

[17] Source: https://www.ilo.org/shinyapps/bulkexplorer18/?lang=en&segment=indicator&.

[18] Source: https://www.ilo.org/shinyapps/bulkexplorer18/?lang=en&segment=indicator&.

some of the highest numbers of absolute and per capita COVID cases and deaths worldwide, with three LAC countries among the top six in the world for total deaths from COVID-19: Brazil, with 660,000 deaths, Mexico with 323,000, and Peru with 212,000. **On average, schools in LAC have remained closed for 168 school days from the beginning of the pandemic in March 2020 until the beginning of February 2022, equivalent to the loss of almost an entire academic year.** For most countries, over 90 percent of children were able to participate in distance learning activities in the first months after the school closures. However, countries like Bolivia (22.6 percent), Honduras (17 percent), and Guatemala (13.3 percent) have high percentages of children not engaged in educational activities.[19]

Lack of Internet and access to a computer device, as well as teacher-related problems (no contact with pupils or no provision of homework) are among the main reasons for lower participation in educational activities by students. As of 2020, only 77 percent of households in LAC report access to Internet, and this number is reduced to 45 percent in rural areas. Even though students from the most advantaged households have access to a computer at home (94 percent on average for the region), this number is significantly reduced for the most vulnerable students (29 percent). The gap in access to home computers between the most advantaged and the most vulnerable households is greater among low-income countries in the region.

As a result of learning loses during the pandemic, it is projected that learning poverty[20] could increase by 11.5 percentage points for the LAC region (from 51 to 62 percent of students), which would represent roughly an increase of 7.6 million learning poor. Simulations from the World Bank indicate that LAC has the second largest absolute increase in learning poverty, behind only South Asia. In the scenario that schools would stay closed for 10 months (a reality for several countries in the region), **the average loss of learning adjusted years of school (LAYS) could be as high as 1.3 years** (from a baseline of 7.7 years to an estimated LAYS of 6.4 years due to COVID). It is also estimated that **the percentage of students below the minimum proficiency level could be increased by 16 percentage points, from 55 percent at baseline to 71 percent.** The region would be hit hardest in terms of the share of students below the minimum proficiency level. Measured by the test scores in PISA, average learning levels could drop by 38 PISA points.

Remote learning strategies vary, but almost all governments in the region explored and continue exploring different channels for education delivery, mainly through television, radio, and Internet platforms. In some cases, like Argentina, Colombia, and Guatemala, Ministries of Education (MOEs) are distributing home learning kits (exercises, books) for families with fewer resources. A key challenge is ensuring equity in learning for children in rural areas, migrants, refugees and returnees, Indigenous people, learners with disabilities, and those in remote areas through various alternative options.

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[19] This indicator refers to overall "engagement in any education or learning activity," and does not specify the type, quality, or frequency of the engagement. The data comes from high-frequency phone surveys, which might limit the weight of informants from rural areas.

[20] Learning poverty is defined as the percentage of 10-year-old children who cannot read and understand a simple story. See: Learning Poverty (worldbank.org).

Implementation of vaccine rollout plans for the population and prioritization for teachers in the region varied widely, even among high-income countries. Chile and Panama had on average the highest proportion of vaccinated teachers (98 percent and 86 percent, respectively), while Uruguay had a lower teacher vaccination rate (71 percent in August 2021). Colombia included teachers in the priority group of front-line workers, resulting in 90 percent of primary and secondary Colombian teachers fully vaccinated by October 2021. Honduras, Jamaica, and Paraguay included teachers in Group 2; Ecuador and Guatemala included them in Group 3 or lower. The government of the Dominican Republic and El Salvador did not specify teachers within a priority group, but they are among the countries with the highest percentage of teachers fully vaccinated. Haiti is the LAC country with the lowest percentage of population vaccinated (1.5 percent as of April 2022).

1. INTRODUCTION

In 2014, LAC/RSD commissioned a summary analysis of education trends.[21] This new report updates the 2014 study and analyzes how the COVID-19 pandemic has affected student learning and education systems, particularly for the most marginalized. It will inform future USAID education programming in both basic (pre-primary to lower secondary) and higher education in the LAC region with particular attention to the Dominican Republic, El Salvador, Guatemala, Honduras, the Eastern & Southern Caribbean, and Haiti. Whenever possible, the report sheds light on programs with an emphasis on migrant populations in Colombia, Ecuador, and Paraguay. The report aims to contribute to the regional and global knowledge in education programming.

This desk review of secondary sources draws on descriptive statistics available in global databases and conducts a quantitative synthesis of diverse education studies. It provides an analysis of the findings to highlight trends and gaps that most affect equity in the education system. An inventory of existing datasets and key sources used for data collection is available in the references. The report provides an updated analysis of education trends and the effects of COVID-19 in education. With this design in mind, data was collected focusing on existing studies and on the databases described in the references section (e.g., UNESCO Institute of Statistics, World Bank Education DataBank, Global Education Database (GED) etc.) and relevant studies, national statistics institutions, and other sources including education and economic journals. Research was conducted using English and Spanish-language sources from electronic databases such as Google Scholar, PubMed, Education Resources Information Center, ECONLIT, etc.

The first limitation of this analysis is data availability. USAID education investments and programming target some of the poorest countries in the region. While this report highlights data from such countries whenever possible, national education data that is current and disaggregated by gender, socio-economic status, race/ethnicity, urban/rural, and persons with disabilities is not always available.[22] The second limitation of this analysis is related to the timing of the data. For most of the indicators pulled from global databases for the purpose of this report, data is not available beyond the school year ending in 2019. Given that the COVID-19 pandemic did not start until 2020, this makes understanding its impact on the education sector a challenge. To mitigate this, the report draws on secondary data from studies that highlight the impact of COVID-19 on learning progress. These include studies from national education systems and national and local consultations and surveys on education and COVID-19, as well as simulations of learning loss conducted by international organizations and research institutions.

The report is structured as follows: Section 2 discusses public and private spending in education across countries; Section 3 provides a summary of student reading, math, science, and socio-emotional learning across grades 3, 6, and secondary school (age 15); Section 4 reviews regional performance indicators such as enrollment and completion rates; Section 5 analyzes early childhood education and school readiness; Section 6 discusses secondary and tertiary school performance for work readiness; Section 7 provides an overview of youth at risk of being out-of-school, school to work transitions, and youth

[21] https://www.edu-links.org/resources/summary-analysis-education-trends-lac
[22] Appendix 2 includes an analysis of available data related to learners with disabilities.

unemployment; Section 8 highlights trends to watch including gender equity and private school enrollment and quality; and finally Section 9 analyzes the impact of COVID-19 on the education sector.

2. SPENDING INDICATORS

2.1. PUBLIC EXPENDITURE AS PERCENT OF GDP

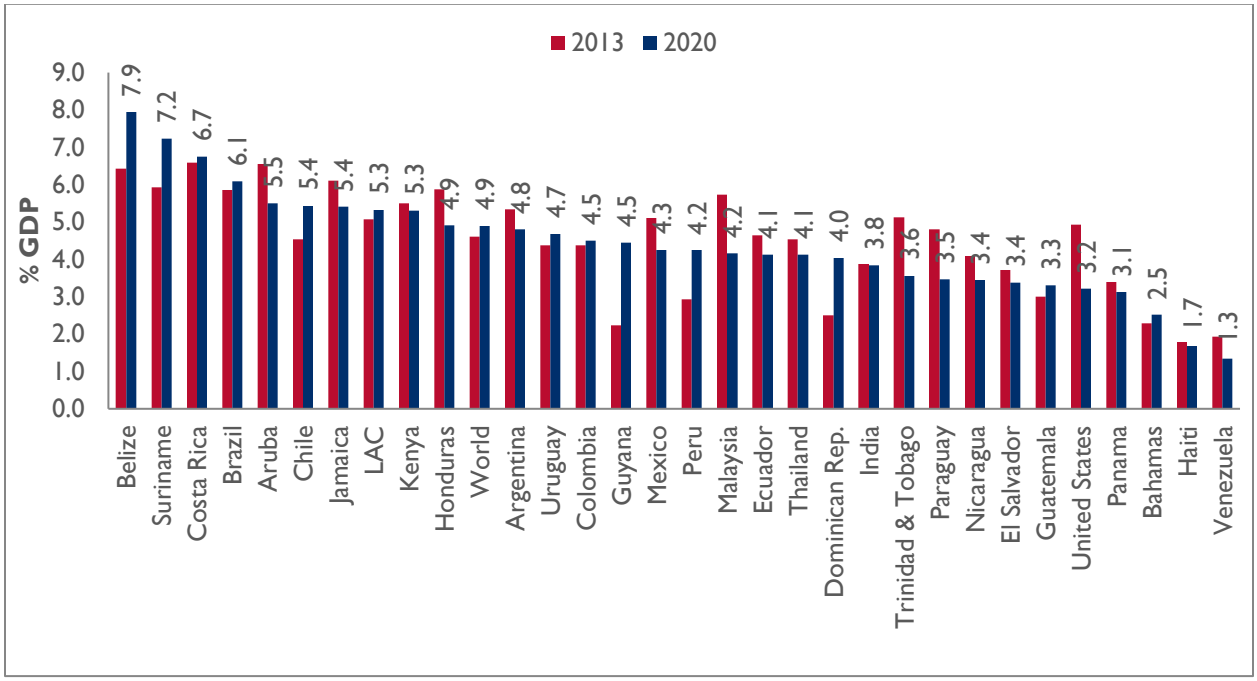
Public expenditure on education varies widely in Latin American and Caribbean (LAC), from 7.9 percent of GDP in Belize to 1.3 percent in Venezuela. As can be seen in Graph 1, seven countries pulled up the region's average (5.3 percent of GDP) in 2020: Belize (7.9 percent), Suriname (7.2 percent), Costa Rica (6.7 percent), Brazil (6.1 percent), Aruba (5.5 percent), Chile (5.4 percent), and Jamaica (5.4 percent). In contrast, there are countries that spend a lower share of national income on education, such as Panama (3.1 percent), Bahamas (2.5 percent), Haiti (1.7 percent), and Venezuela (1.3 percent).

Between 2013 and 2020, average public expenditure in education as a percent of the GDP decreased in most countries in LAC, including Venezuela, Haiti, Panama, El Salvador, Nicaragua, Paraguay, Trinidad & Tobago, and Paraguay, among others (see Appendix 3, Table A.13). Guyana, the Dominican Republic, Belize, Suriname, and Peru saw notable increases in public expenditure on education during 2013 and 2020, ranging between 2.2 and 1.3 percentage points (pp) of GDP. Despite the notable increase in public expenditure on education in these countries, the Dominican Republic is still below the LAC region's average of 4.04 percent of GDP.

LAC countries spend a higher share of GDP on education (4.04 percent) than the world average (3.66 percent). Nearly one-third of LAC countries with available data invest less in education than the world average, including Panama, Bahamas, Haiti, and Venezuela. These countries spend around 3 percent or less on education—half of the 6 percent recommended by the *Programa de Promoción de la Reforma Educativa en América Latina y el Caribe* (PREAL)[23] Task Force. Several LAC countries including Honduras, the Dominican Republic, and Jamaica[24] also spend a larger percentage of GDP on education than the United States, although in absolute value, the United States still outspends almost everyone on a global scale.

[23] In English, PREAL is the Partnership for Educational Revitalization in the Americas.
[24] Specifically, these countries are Argentina, Belize, Brazil, Chile, Colombia, Costa Rica, Dominica, the Dominican Republic, Ecuador, Guyana, Honduras, Jamaica, Mexico, Peru, and Uruguay.

GRAPH 1: PUBLIC EXPENDITURE ON EDUCATION AS PERCENT GDP, SELECTED COUNTRIES, 2013 AND 2020



Notes: Data within two years of date listed, except 2020 data for Venezuela (2017), Aruba (2016), and Latin America & the Caribbean and the world (2019). LAC average includes all 33 LAC countries plus seven dependencies or other territories.

Source: For Latin America and the Caribbean countries data was extracted from CEPAL stats online database portal, for the rest, WorldBank EdStats. All data was extracted on January 21, 2022

2.2. PER PUPIL EXPENDITURE

From a per-pupil point of view, LAC countries invest less on primary and secondary education than Finland, Spain, and Malaysia[25] after controlling for differences in cost of living. Median spending on primary education per pupil, at $2,485 PPP, is lower than Malaysia, Finland, and Spain. In secondary education, average public spending per student also falls short ($2,535 PPP) compared to Finland ($11,024 PPP), Spain ($7,588 PPP), and Malaysia ($5,573 PPP). In other words, public expenditure on primary and secondary education in LAC countries represents just a third of average spending in Finland, Spain, and Malaysia. Per pupil public expenditure in LAC is around 37 percent higher than low- and middle-income countries for primary education, and around 69 percent higher for secondary education.

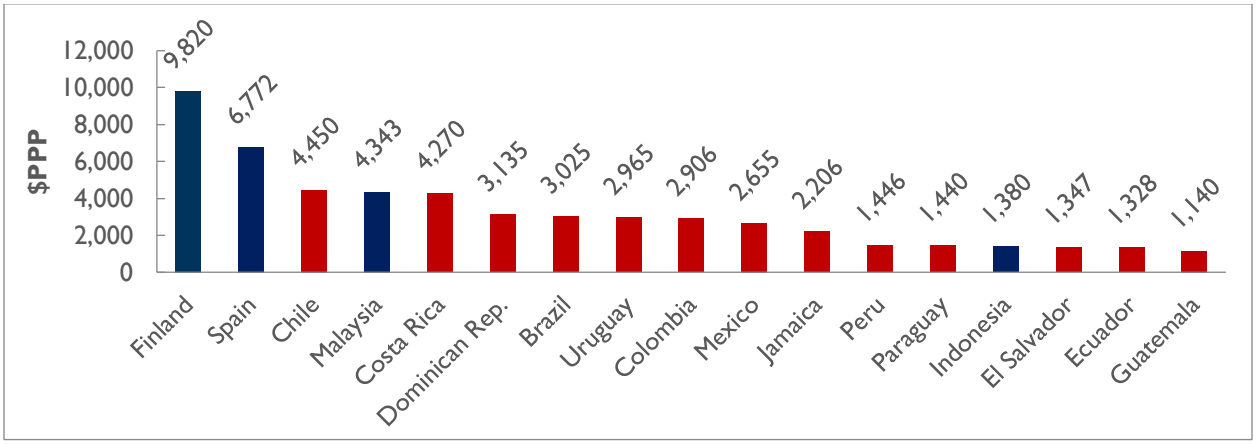
Nonetheless, as can be seen in Graph 2, spending varies widely in LAC, from less than $1,400 PPP per student in primary school in Guatemala, Ecuador, and El Salvador, to more than $3,000 PPP in Chile,

[25] Finland is included as a top performer in education indicators, while Malaysia is included as a potential economic competitor.

Costa Rica, the Dominican Republic, and Brazil.[26] Secondary school spending per pupil ranges from $255 PPP in Nicaragua to more than $5,000 PPP in Barbados (see Appendix 3, Table A.14).

Broadly speaking, average expenditure per pupil on secondary education in LAC countries ($2,535 PPP) is slightly higher than on primary education ($2,485 PPP). Costa Rica and Chile are the top performers of the region with investment on secondary education per pupil above $4,500 PPP, while El Salvador, Guatemala, and Ecuador are on the bottom of the distribution with spending per pupil in secondary education below $1,300 PPP. Similarly, Chile and Costa Rica recorded the highest expenditure per pupil on primary education above $4,200 PPP, while Guatemala, Ecuador, and El Salvador invest less than $1,400 PPP.

GRAPH 2: SPENDING PER PRIMARY SCHOOL PUPIL (2017 $PPP), SELECTED COUNTRIES, 2019

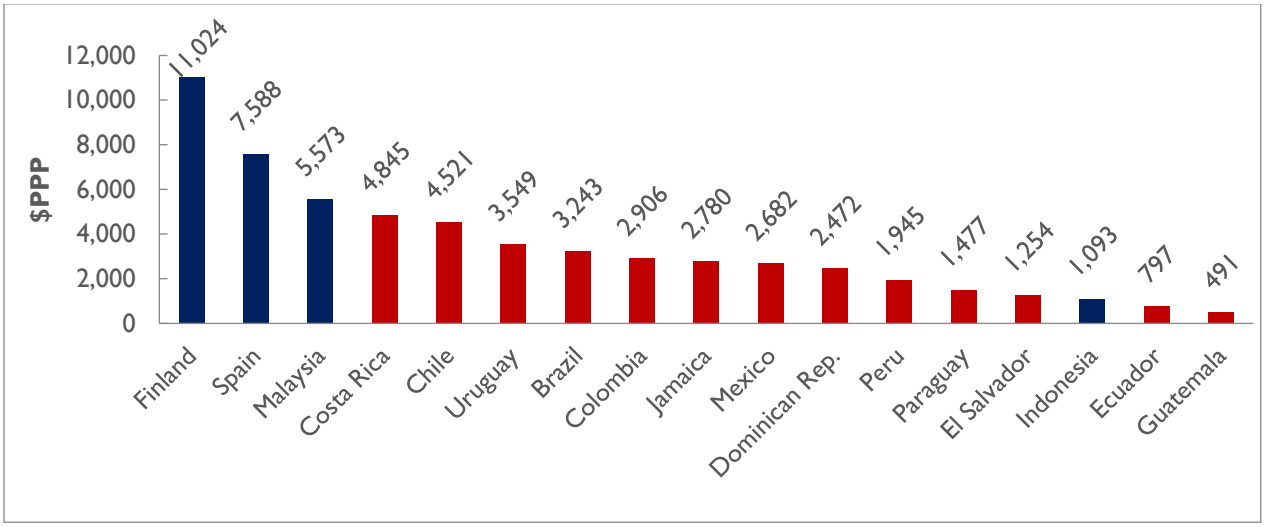


Notes: All data within two years of data listed. Comparison countries are marked in blue. Data are reported in U.S. purchasing power parity to control for differences in cost of living among countries. Table A.14 includes the list of countries. No data available for Bolivia, Nicaragua, Haiti, Honduras, among others.

Source: UNESCO Institute for Statistics (UIS)

[26] UNESCO Institute for Statistics (UIS) is the main source of education data for the EFA Global Monitoring Report. Public education spending per student is in purchasing power parity dollars (PPP$), which allows for direct comparison across countries of the relative value of the funding provided annually for education. The PPP$ are calculated using the Purchasing Power Parity rate, a rate of currency conversion that eliminates differences in price levels among countries. See http://www.uis.unesco.org/Education/Pages/FAQ.aspx.

GRAPH 3: SPENDING PER SECONDARY SCHOOL PUPIL (2017 $PPP), SELECTED COUNTRIES, 2019



Notes: All data within two years of data listed. Comparison countries are marked in blue. Data are reported in U.S. purchasing power parity to control for differences in cost of living among countries. Table A.14 includes the list of countries. No data available for Bolivia, Nicaragua, Haiti, Honduras, Panama, among others.

Source: UIS

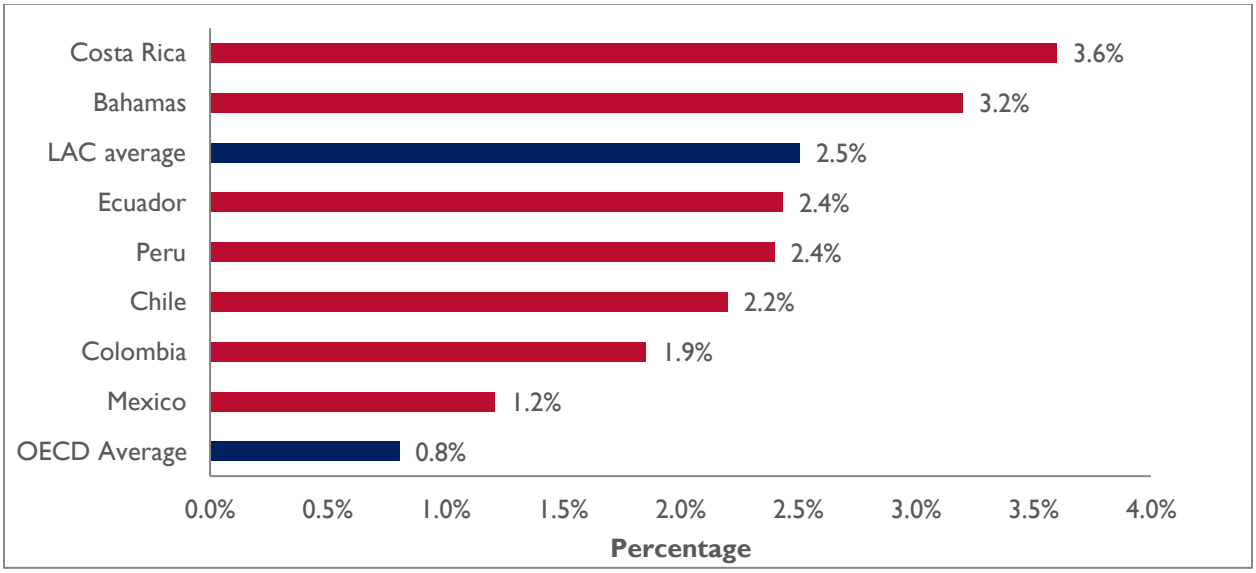
2.3. HOUSEHOLD EXPENDITURE

On average, households in Latin America and the Caribbean spend more on education than OECD countries. As shown in Graph 4, selected LAC countries with information available spend on average 2.5 percent of GDP on education compared to the OECD at 0.8 percent of GDP. Household expenditure on education ranges from under 2.0 percent of GDP in Mexico to over 3.0 percent of GDP in Costa Rica and the Bahamas (see Graph 4). In almost all LAC countries with information available, public expenditure is higher than household spending on education,[27] except in the Bahamas (3.2 percent household vs. 2.5 percent public[28]). According to Acerenza, S. & Gandelman, N. (2017, p. 13), LAC households tend to spend more on tertiary education and LAC governments spend more on secondary education.

Disaggregating by area of residency, spending on education in urban areas is higher than in rural areas for all countries in LAC with data available (see Graph 5). The gap is greater in Peru and the Bahamas, where, on average, private spending on education in urban areas is $1,000 PPP higher than in rural areas. In Uruguay, the gap is narrower, only $57 higher compared to households in rural areas. According to Acerenza, S. & Gandelman, N. (2017), part of this trend may be associated with higher income of inhabitants of urban areas, although the authors found that the difference is also present in terms of income allocation.

[27] Public expenditure on education is from World Bank-EdStats, while household education is from Acerenza, S. & Gandelman, N. (2017) for Costa Rica, Bahamas, Ecuador, and Peru, and OECD (2022) for Colombia, Chile, and Mexico.
[28] Percent household data is from 2013.

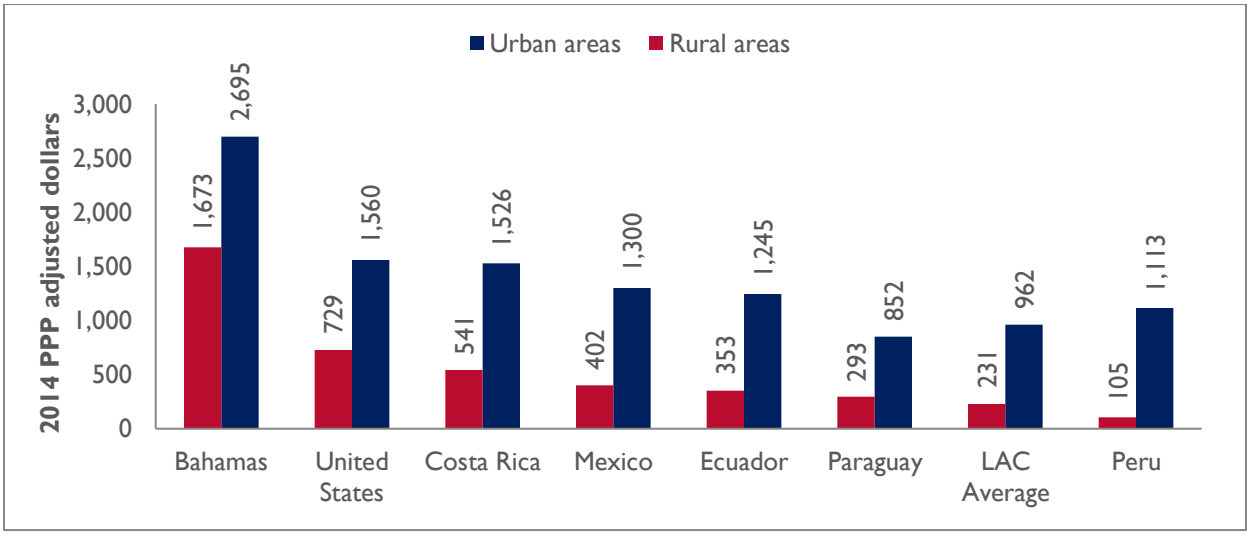
GRAPH 4: HOUSEHOLD EXPENDITURE ON EDUCATION, SELECTED COUNTRIES, 2019



Notes: Costa Rica from 2013, the Bahamas from 2013, Chile from 2011-2012, Ecuador 2011-2012, Paraguay 2011-2012; Colombia, Chile, and Mexico are from 2019 and include primary to tertiary education. LAC average includes Bahamas, Bolivia, Brazil, Chile, Costa Rica, Colombia, Ecuador, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay.

Sources: Acerenza, S. & Gandelman, N. (2017). *Household Education Spending in Latin America and the Caribbean: Evidence from Income and Expenditure Surveys*. IDB-WP-773. OECD (2022), Private spending on education (indicator). Doi: 10.1787/6e70bede-en (Accessed on March 14, 2022)

GRAPH 5: ANNUAL AVERAGE OF EDUCATIONAL EXPENSES BY AREA OF RESIDENCE, 2014 PPP ADJUSTED DOLLARS



Notes: Costa Rica from 2013, Mexico from 2014, Nicaragua from 2006-2007, the Bahamas from 2013, Brazil from 2008-2009, Ecuador 2011-2012, and Paraguay 2011-2012. LAC average includes Bahamas, Bolivia, Brazil, Chile, Costa Rica, Colombia, Ecuador, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay.

Source: Acerenza, S. & Gandelman, N. (2017). Household Education Spending in Latin America and the Caribbean: Evidence from Income and Expenditure Surveys. IDB-WP-773

2.4. AID EXPENDITURE

In the last decade, multilateral investment in the education sector has been reoriented in LAC countries, prioritizing pre-primary and secondary levels (see Appendix 3, Graph A.14). Between 2005 and 2007, 40 percent of all education funding from large multilaterals to LAC went to primary education projects (Fiszbein & Stanton, 2018). A decade later, the funding has been reduced to 26 percent. On the other hand, the proportion of financing for pre-primary and secondary education in the region has grown by more than 10 percentage points. According to the authors, in recent years these sectors have acquired great visibility and intervention priority for public policymakers and development professionals. This is due to the importance of providing a solid academic education to children from an early age and ensuring the development of skills and knowledge.

3. LEARNING OUTCOMES

Improvements with learning outcomes in LAC have been highly heterogeneous over the past decade. Countries with the highest learning outcomes in 2013 (Argentina, Uruguay, Costa Rica) have seen little gain, or even declining performance in early grade reading and math, while other countries (Peru, Brazil, Paraguay, and the Dominican Republic) have made remarkably large and sustained gains over the same period in early grade reading and math (See Graphs 15 and 25).

The region has, on average, a learning performance record that is well below OECD average.

The region's important advances in measuring and monitoring education access and quality have allowed for data on learning performance to be available. LAC is unique among developing regions in its consistent and wide implementation of international and national tests (see Table 1 and Section 3.2-3.4).[29] This section of the report presents country data on learning outcomes that are regionally and globally benchmarked by grade level (Grade 3, Grade 6, and secondary school (age 15)) and discipline (reading, mathematics, science, and socio-emotional skills) as collected by the regional ERCE and global PISA tests and as recommended for measuring United Nations Sustainable Development Goal 4.[30]

In terms of diversity and inclusion in the region in 2018 and learning outcomes on average, girls outperform boys in reading (see Graphs 18 and 19), but in math and science, boys outperform girls with a score difference of more than twice the OECD average (see Graphs 28 and 33). The data also show higher socioeconomic segregation between schools in Latin American countries than in the OECD countries. In Argentina and Peru, more than 20 percent of mathematics performance was related to socioeconomic status. Rural, poor, and Indigenous children are at a particular disadvantage in terms of reading skills. Rural students had lower reading scores than urban peers on both the 2019 ERCE and PISA 2018.[31]

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[29] Venezuela and Bolivia are exceptions to this trend, lacking a national system that tracks assessment consistently since 1998 and 2000, respectively.

[30] United Nations Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

[31] There are gaps on data availability for other important groups in terms of inclusion, since data on the results of students with disabilities are not available.

TABLE 1: NATIONAL ASSESSMENT SYSTEMS IN LATIN AMERICAN COUNTRIES, 2018[32]

COUNTRY	NAME OF ASSESSMENT	YEARS	FREQUENCY	AREAS	GRADES TESTED	CENSUS OR SAMPLES	BASED ON CURRICULUM	HIGH STAKES
Argentina	Operativo Nacional de 8valuación (ONE)	1993-2013	Annually	Reading, Math, Science	3, 6, 7, 12	Census and Samples	Yes	No
	Aprender	2013-2021		Reading, Math				
Bolivia	Sistema de Medición de la Calidad	1996-1997	-	Math, Reading	-	-	-	-
Brazil	Sistema de Avaliação da Educação Básica (SAEB)	1990 – 2019	Every two years	Portuguese, Math	1990-1993: 1, 3, 5, and 7	Sample	Yes	No
					1995-2011: 4, 8, and 11			
					2013-2017: 5, 9, 11, and 12	Census and samples		
					2019: 2, 5, 9, 11, and 12			
	Exame Nacional do Ensino Médio (ENEM)	1998-2012	Annually	Portuguese, Math, Science, Social Science	High school exit	Universal (Voluntary)	Yes	No
		2013-2018					Yes	Yes
	Prova Brazil	2005-2018	Every three years, until 2018	Math, Portuguese	4 and 8	Census	No	No
Chile	Sistema de Medición de la Calidad Educación (SIMCE)	1988-2019, 2021 ed. Was cancele d	Annually	Math, Reading, Science	4, 8, and 10 in different years	Census and samples	Yes	Yes
Colombia	Sistema de Evaluación de la Calidad de la Educación (SABER)	1991-2021	Annually	Reading, Math	3, 5, 7, 9, and 11	Samples until 1999, then census	Since 1999	No

[32] No data is available for Jamaica for the 2019-2021 school years. For its part, Haiti does not have updated data on its education sector since 1997 (source: https://datatopics.worldbank.org/education/country/jamaica; https://datatopics.worldbank.org/education/country/Haiti).

COUNTRY	NAME OF ASSESSMENT	YEARS	FREQUENCY	AREAS	GRADES TESTED	CENSUS OR SAMPLES	BASED ON CURRICULUM	HIGH STAKES
	SABER PRO	2004-2021		English, Math, Reading	High school exit	Universal (Voluntary)	Yes	Yes
	Exámenes de Calidad de la Educación Superior (ECAES)	Since 2003		English, Reading	College exit (degree specific)	Universal	Yes	Yes
Costa Rica	Pruebas nacionales	1998-2021	Annually	English, Math	II and III Cycle of Basic General Education	Census	Yes	No
Cuba	Sistema de Evaluación de la Calidad de la Educación (SECE)	Since 1996	Every second year	Math, Reading	6, 9, 12	Census (schools), sample of students	Yes	No
The Dominican Republic	Pruebas nacionales	2004-2021	Annually	Math, Reading, Science	3rd, 6th, and 9th grade	Census	Yes	Yes
Ecuador	SER Estudiante	2008-2021	Annually	Math, Reading, Science	4, 7, and 10 of Basic General Education	Sample	No	No
El Salvador	Prueba de Aprendizaje y Aptitudes para Egresados de Educación Media (PAES or AVANZO)	1997-2021	Annually	Math, Reading, Science	10 and 12	Census	Yes	Yes
	Strengthening Achievement in Basic Education (SABE)	1993-1998	Annually	Math, Reading	K, 3, 4, 5, 6, 9 in different years	Sample	Yes	No
	Sistema Nacional de Evaluación de los Aprendizajes (SINEA)	2001-2003	Every second year	Math, Reading, Science, English	3, 6, and 9	Sample	Yes	No
Guatemala	Programa Nacional de Educación del Rendimiento Escolar (PRONERE)	1999-2001	Annually	Math, Reading	3, 6	Sample	No	No
		Since 2004	Annually		1, 3, 6	Census	No	No
		Since 2005	Every three or four years		9	Census	No	No

COUNTRY	NAME OF ASSESSMENT	YEARS	FREQUENCY	AREAS	GRADES TESTED	CENSUS OR SAMPLES	BASED ON CURRICULUM	HIGH STAKES
		Since 2006	Annually		12	Census	No	No
Honduras	Unidad Externa de Medicion de la Calidad de la Educación (UMCE)	1997, 2000, 2004	Some years	Math, Reading	3, 6	Sample	No	No
	Evaluacion de Rendimiento Academico	Since 2007	Annually	Math, Reading	From 1 to 9	Sample	No	No
Mexico	Estándares Nacionales	1997–2004	Annually		2, 3, 4, 5, 6, 7, 8, 9 in different years	Sample	Yes	No
	Examen de la Calidad y el Logro Educativos (EXCALE)	2005	Annually	Math and Reading	3, 5, 6, 7, 8, 9 in different years	Sample	Yes	No
	Evaluación Nacional del Logro Académico en Centros Escolares (ENLACE)	Since 2006	Annually	Math, Reading	3, 4, 5, 6, 9	Census	Yes	No
Nicaragua	Sistema Nacional de Evaluación (SNE)	1996–97, 2002, 2006, 2010	Some years	Math, Reading, Science	4, 6, 9	Sample	Yes	No
Panama	Sistema Nacional de Evaluación del Proceso Educativo (SNEPE)	Since 1996	Every second year	Math, Reading, Science	3, 6, 9, 12	Sample (census in 2001 in Escuela Viva)	Yes	No
Paraguay	Sistema Nacional de Evaluación del Proceso Educativo (SNEPE)	Since 1996	Annually	Math, Reading	3, 6, 9, 12 in different years	Sample (census in 2001 in Escuela Viva)	Since 2006	No
Peru	Evaluación Nacional (initially named CRECER)	1996, 1998, 2001, 2004	Every second or third year	Math, Reading	4, 6, 11	Sample	No	No
	Evaluación Censal de Estudiantes (ECE)	Since 2006	Annually	Math, Reading	2 and 4 since 2007	Census	No	No

COUNTRY	NAME OF ASSESSMENT	YEARS	FREQUENCY	AREAS	GRADES TESTED	CENSUS OR SAMPLES	BASED ON CURRICULUM	HIGH STAKES
Uruguay	Programa de Evaluación de Aprendizajes	Since 1996	Every third year	Math, Reading	6	Sample plus voluntary option for other schools	Yes	No
Venezuela	Sistema Nacional de Medición y Evaluación del Aprendizaje (SINEA)	1998	Once	Math, Reading	6	Sample	Yes	No

Sources: Vegas and Petrow, 2008, Table 3.1, pp. 39-45. Fiszbein and Stanton, 2018, Appendix B, pp 53-55.

Additionally, some LAC countries also participate in international learning assessments, which are summarized in Table 2.

TABLE 2: INTERNATIONAL ASSESSMENTS IN LATIN AMERICA

TOOL DESCRIPTION	YEARS	GRADES TESTED	COUNTRIES ASSESSED (LATEST)
ERCE. UNESCO's Regional Comparative and Explanatory Study is a large-scale assessment that tests primary students from all over Latin America in reading, mathematics, and science. The tests are designed to measure learning achievement, and study them in relation to characteristics of the students, their families, their teachers, and their schools.	1997, 2006, 2013, 2019	Primary Grade 3 and 6 Also includes families, schools and teachers as research areas	Argentina, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, and Uruguay
PISA. The Program for International Student Assessment is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years.	2000, 2003, 2006, 2009, 2012, 2015, 2018	Lower secondary	Argentina Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Mexico, Panama, Peru, and Uruguay

3.1. LITERACY RATES

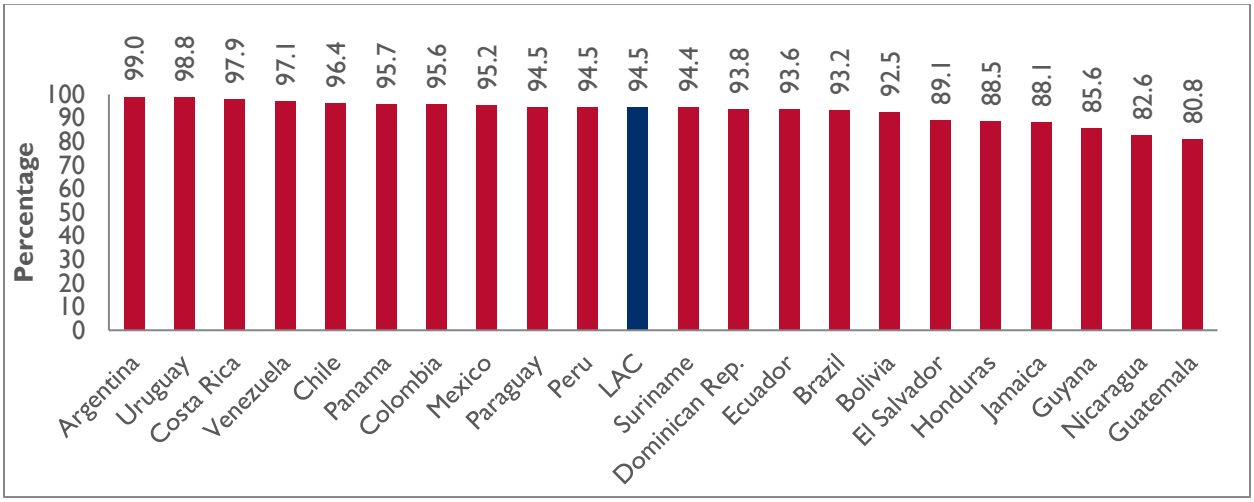
A. ADULT AND YOUTH LITERACY RATES

Adult literacy rates in most LAC countries show that nine out of ten individuals ages 15 and older can read and write a simple sentence about their daily lives, yet this regional average hides important caveats. As shown on Graph 6, on average, literacy rates among adults in LAC stood at 94.5 percent in 2018; however, El Salvador, Honduras, Nicaragua, and Guatemala lag in comparison to their regional peers, with rates below 90 percent. Literacy rates among young adults (15–24-year-olds) are higher in LAC than literacy rates among adults (+15-year-olds). As shown on Graph 7, 98.6 percent of young adults are literate. Yet while youth in the Dominican Republic can read and write

better than the average youth in LAC, youth in El Salvador, Honduras, Guatemala, and Haiti, are struggling to do so. This data disaggregation highlights the need to continue to invest in evidence-based literacy interventions.

Latin American literacy rates among young people ages 15-24 are well above global averages and similar to those of developed countries and East Asia (see Graph 6 and Appendix 3, Tables A.3 and A.4). Young people in LAC represent less than 1.41 percent of 635 million illiterate young people worldwide.[33] These illiteracy rates are usually based on self-reporting from household surveys rather than tests of actual literacy skills. Reading skills assessments typically show lower literacy rates than those based on self-reporting.[34]

GRAPH 6: ADULT LITERACY RATES (AGES 15+), LAC, 2018



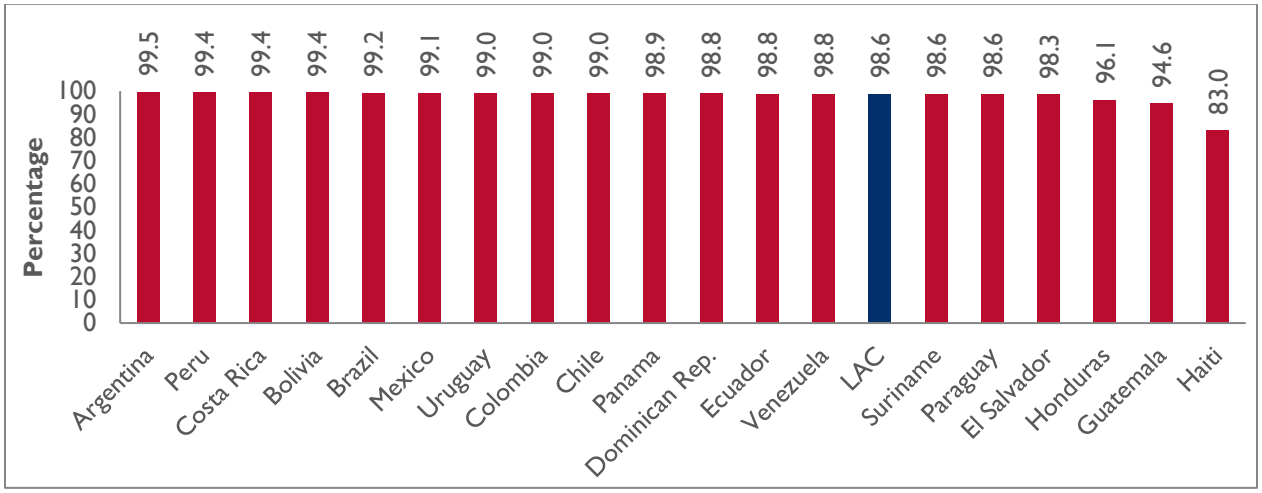
Notes: Data within two years of date listed, except Bolivia and Nicaragua (2015); the Dominican Republic, Haiti, and Venezuela (2016), and Chile (2017). Cuba, Guyana, and Jamaica were omitted since data is older than 2015. LAC average includes 33 LAC countries in addition to two selected territories.

Source: CEPAL Stats retrieved on January 20, 2022

[33] Calculations based on data on total number of illiterates by region from World Bank, EdStats online database, consulted on January 20, 2022.

[34] From UNESCO datasheet "Countries with Literacy Rates Based on Reading Assessment" available at http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx. UNESCO's *2014 Education for All Global Monitoring Report* also notes that test-based literacy assessments show lower rates than self-reports from surveys.

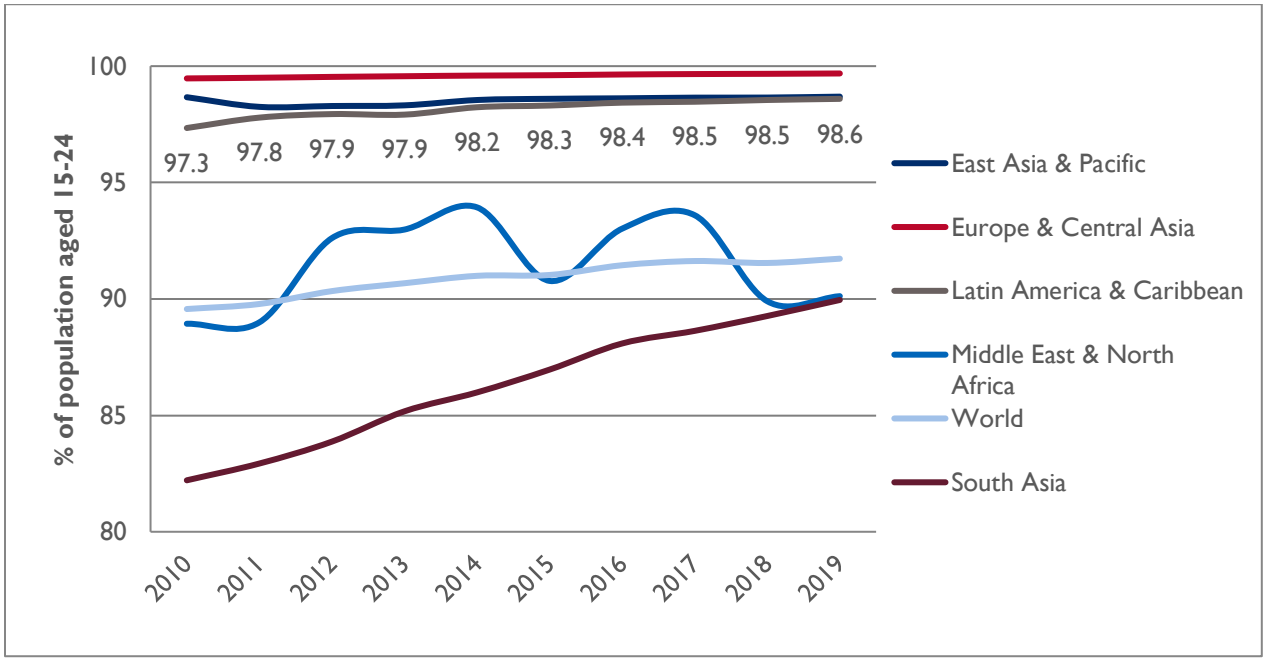
GRAPH 7: YOUTH LITERACY RATES (AGES 15-24), LAC, 2020



Notes: Data within two years of date listed, except Bolivia (2015); the Dominican Republic, Haiti, and Venezuela (2016); and Chile (2017). Cuba was omitted since data is from 2012. There is no data for Nicaragua. LAC average includes 23 LAC countries with data available.

Source: CEPAL Stats retrieved on January 20, 2022

GRAPH 8: YOUTH LITERACY RATES BY REGION, 2010–2019[35]



Note: WorldBank data includes information for all 33 LAC countries plus selected territories when data is available for a given year.

Source: World Bank, EdStats online database, consulted January 20, 2022

[35] Youth literacy rates in Middle East & North Africa have been erratic during 2010 and 2019, increasing slightly from 88 percent in 2010 to 90 percent in 2019. Still, the region has one of the world's lowest youth literacy rates.

As can be seen in Tables 3 and 4, literacy rates among adults and young people have increased or held steady since 2010 in countries where rates were already close to 100 percent. Yet, the Dominican Republic, El Salvador, and Honduras saw important increases in adult and youth literacy rates between 2010 and 2018, with rates increasing by nearly 2 percentage points. Haiti is the only country in LAC with adult literacy rates of less than 70 percent and youth literacy rates below 90 percent (CEPAL Stats, 2022).

TABLE 3: ADULT LITERACY RATE (PERCENT POPULATION AGES 15+), SELECTED COUNTRIES, 2005, 2010, 2015, AND 2018

	2005	2010	2015	2018
Argentina		98.95	99.18	99.00
Bolivia				
Brazil		90.38	92.05	93.23
Chile		96.82	96.87	96.40
China		95.12		96.84
Colombia	92.85	93.37	94.25	95.09
Costa Rica				97.86
Cuba				
Dominican Republic		89.54	91.99	93.78
Ecuador		91.85	94.46	92.83
El Salvador		84.49	87.97	89.01
Guatemala				
Guyana				
Haiti				61.69
Honduras		84.76	87.91	87.21
India				74.37
Jamaica				
Kenya				81.53
Malaysia		93.12		94.85
Mexico	91.63	93.07	94.47	95.38
Nicaragua	78.00			
Panama		94.09		95.41
Paraguay		93.87	95.55	94.02

	2005	2010	2015	2018
Peru	87.91		94.16	94.41
Philippines				
South Africa		92.88	94.37	87.05
Spain	97.75	97.75	98.14	98.44
Suriname		94.68		94.38
Thailand	93.51	96.43	92.87	93.77
Trinidad & Tobago				
Turkey	88.23	92.66	95.60	96.15
Uruguay		98.07	98.52	98.70
Venezuela			96.61	97.13
Vietnam				95.00

Note: Comparison countries are in red.

Source: World Bank, World Development Indicators.

TABLE 4: YOUTH LITERACY RATE (PERCENT POPULATION AGES 15 - 24), SELECTED COUNTRIES, 2005, 2010, 2015, AND 2018

	2005	2010	2015	2018
Argentina		99.30	99.56	99.51
Bolivia				
Brazil		97.51	98.96	99.20
Chile		98.84	99.35	99.01
China		99.64		99.78
Colombia	97.96	98.10	98.53	98.85
Costa Rica				99.43
Cuba				
Dominican Republic		96.81	97.61	98.84
Ecuador		98.65	99.13	99.26
El Salvador		96.03	97.95	97.97
Guatemala				
Guyana				

	2005	2010	2015	2018
Haiti				82.99
Honduras		95.15	96.01	96.52
India				91.66
Jamaica				
Kenya				87.83
Malaysia		98.42		96.85
Mexico	97.64	98.43	98.94	99.32
Nicaragua	87.01			
Panama		97.64		99.10
Paraguay		98.61	98.65	98.28
Peru	97.12		99.01	99.02
Philippines				
South Africa		98.64	98.96	95.32
Spain	99.54	99.59	99.66	99.72
Suriname		98.38		98.65
Thailand	98.05	96.60	98.15	98.14
Trinidad & Tobago				
Turkey	96.12	98.22	99.49	99.75
Uruguay		98.78	98.93	98.88
Venezuela			99.01	98.76
Vietnam				98.41

Note: Comparison countries are noted in red.

Source: World Bank, World Development Indicators.

B. LITERACY RATES AMONG OLDER ADULTS

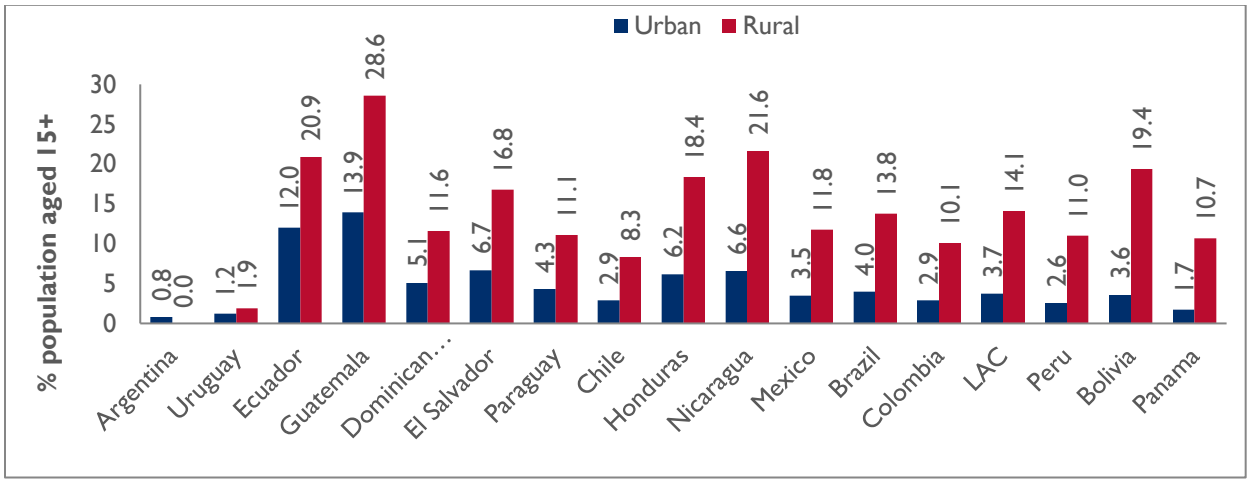
Although literacy rates are generally improving among all age groups, illiteracy remains concentrated among older cohorts with less recent schooling experience. As can be seen in Table A.5 in Appendix 3, adults age 50 and older have the highest illiteracy rates in all LAC countries that have data available, with particular lags in Central America. While countries such as Argentina, Chile, and Uruguay have illiteracy rates of less than 10 percent for this age group, nearly a third or more of the population age 50 and over are illiterate in El Salvador, Guatemala, Honduras, and Nicaragua.

Women over 50 have the highest illiteracy rates (when compared by age and gender) in the LAC region, except for Uruguay, where women in all age groups have lower illiteracy rates than men.[36]

C. LITERACY RATES AMONG ADULTS BY RESIDENCE AND INCOME

Adult illiteracy rates are also two to almost six times higher in rural areas than in urban areas in countries with data available. As shown in Graph 9, although the gaps between rural and urban residents have decreased in most countries, it increased by 1.2 percentage points (pp) in Bolivia between 2010 and 2018 (see also Appendix 3, Table A.6). Additionally, Mexico saw the illiteracy gap slightly increase by 0.5 pp between 2010 and 2015. Rural women usually have the highest illiteracy rates, particularly in Guatemala where more than a third are illiterate (see Appendix 3, Table A.7).

GRAPH 9: ADULT ILLITERACY RATE (POPULATION AGE 15+), BY GEOGRAPHIC AREA 2018



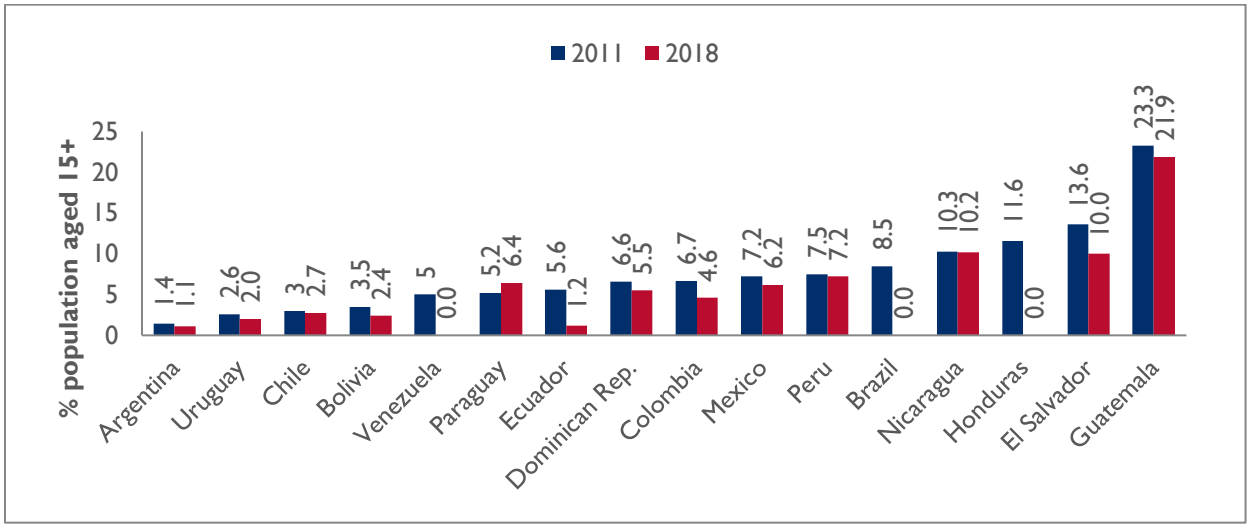
Notes: Data within two years of date listed. Countries ordered from lowest to highest gap in illiteracy rates. Guatemala and Nicaragua data are from 2014, Bolivia is for 2016, and Chile is for 2017. No available data for rural area in Argentina.

Source: CEPAL Stats retrieved on January 20, 2022

Poorer populations are more likely to be illiterate, with gaps of more than 20 pp between the poorest 30 percent and the richest 40 percent of adults aged 15 and older in Guatemala. The country made little progress reducing the gap between 2011 and 2018; 28 percent of the poorest 30 percent is illiterate, while only 5–6 percent of the richest 40 percent is illiterate. Gaps between rich and poor have declined modestly in most countries (between 0.3 and 2 pp), but El Salvador and Ecuador reduced the gap by more than 4 pp. Gaps between rich and poor in Paraguay appeared to widen slightly during the eight-year period. (See Graph 10 and Appendix 3, Table A.8.)

[36] Sistema de Información de Tendencias Educativas en América Latina (SITEAL) online database.

GRAPH 10: DIFFERENCE IN ADULT ILLITERACY RATES BETWEEN POOREST 30 PERCENT AND RICHEST 40 PERCENT OF THE POPULATION, 2011 AND 2018



Notes: Data within two years of date listed. Countries ordered from the lowest to the highest gap in illiteracy rates. Guatemala data is for 2014 and Nicaragua for 2015.

Source: SITEAL online database, consulted on January 20, 2022

3.2. READING

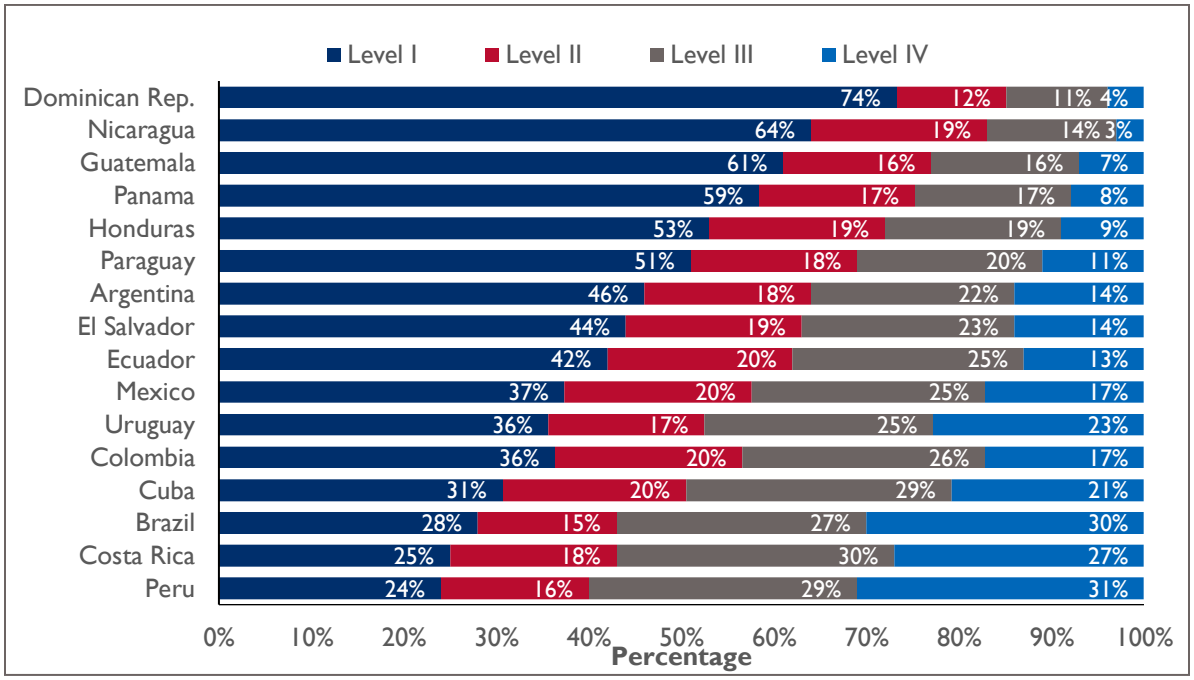
A. EARLY GRADE READING (GRADES 2/3)

In selected LAC countries, 55.7 percent of 3rd grade children achieved the minimum required level (Level I) on reading assessment of the UNESCO's *Estudio Regional Comparativo y Explicativo* (ERCE) 2019. This means that only a half of students assessed in 16 LAC countries are able to at least locate information or relationships presented literally and make inferences from clearly suggested, highlighted, or reiterated information. However, reading scores in the region are heterogenous: Brazil, Costa Rica, and Peru are at the top of the distribution with scores above the region's average, while the Dominican Republic, Nicaragua, and Guatemala performed well below regional peers.

As shown in Graph 11, the three countries with the highest share of students that scored above Level I are Peru (75.6 percent), Costa Rica (74.7 percent), and Brazil (72.4 percent). In contrast, at the bottom of the distribution, the three countries with the lowest share of students scoring above the minimum required level are the Dominican Republic (27 percent), Nicaragua (36.1 percent), and Guatemala (39.3 percent). Put differently, more than 60 percent of 3rd grade students in the Dominican Republic, Nicaragua, and Guatemala performed at this low level (see Graph 12). Countries lagging behind the LAC average include Panama, Honduras, Paraguay, and Argentina. On average, more than 44 percent of participating 3rd-grade students scored at the lowest levels in reading on the ERCE 2019 test.

This evidence suggests that many children and young people struggle to acquire the reading skills they need as a foundation for learning. Reading plays a critical role in acquiring new knowledge, both in formal schooling and beyond the classroom. Therefore, it is essential that students master basic literacy skills early (ideally by the 3rd grade) or risk falling behind.

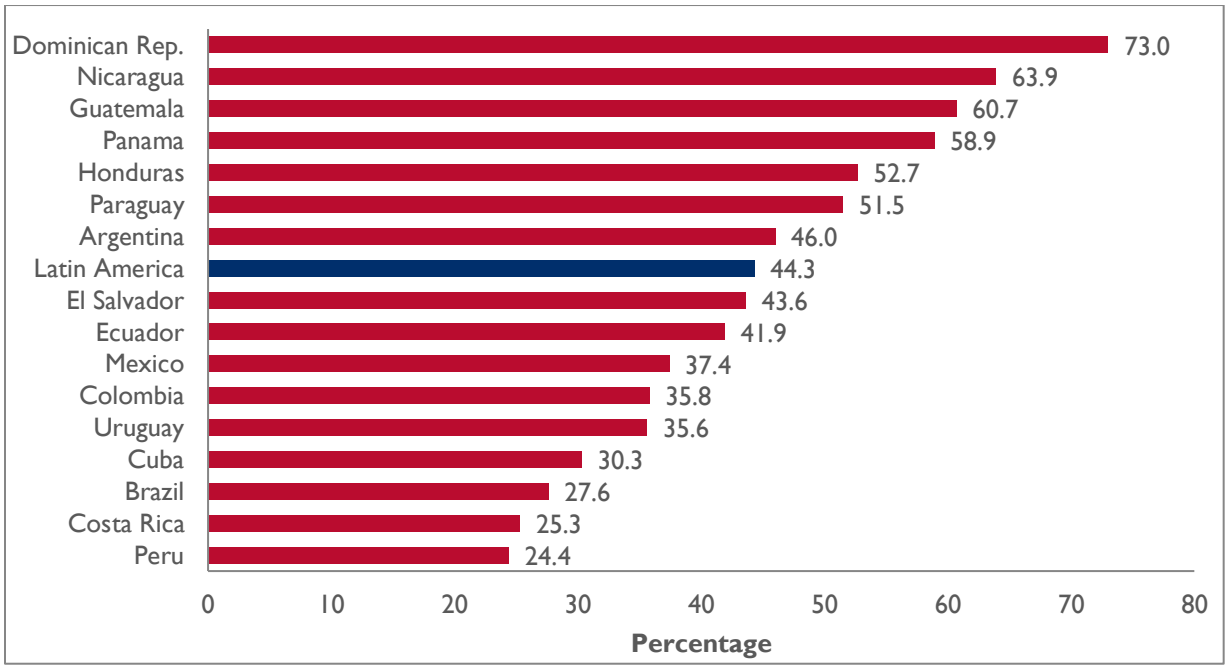
GRAPH 11: DISTRIBUTION OF ACHIEVEMENT LEVELS ON ERCE READING TEST (3RD GRADE STUDENTS)



Notes: Level II is the minimum level of performance on 3rd grade reading test. Level III is the minimum level of performance on 6th grade reading test

Source: UNESCO ERCE 2019

GRAPH 12: PERCENTAGE OF 3RD GRADE STUDENTS SCORING AT THE LOWEST LEVELS ON THE TERCE READING TEST, 2019

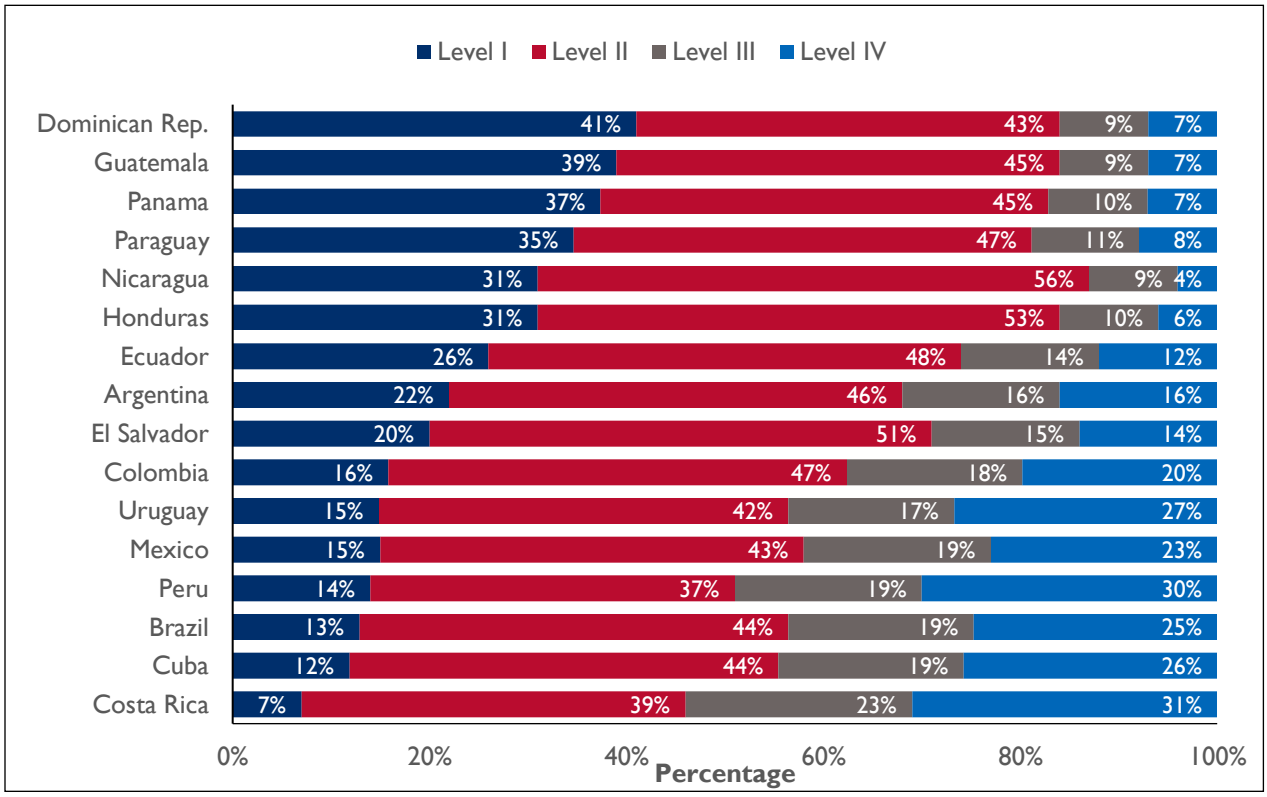


Source: UNESCO ERCE 2019

B. END OF PRIMARY SCHOOL READING (GRADE 6)

In selected LAC countries, 31.2 percent of students achieved at least the minimum required level (Level III) on the reading ERCE assessment. According to ERCE, 6th grade students that perform at Level III are able to at least make inference from specific or secondary ideas, or by integrating implicit ideas in the text. They also establish relationships between verbal and visual information and compare texts based on their content and purpose. Countries with scores above the regional average for 3rd grade are also top performers on 6th grade reading assessments (See Graphs 15 and 16). As can be seen in Graph 13, Costa Rica (54 percent) and Peru (49 percent) have the highest share of students at the top levels. Similarly, countries with scores below the regional average in 3rd grade show the same pattern in 6th grade. Nicaragua (15.2 percent), Guatemala (15.9 percent), Honduras (16.2 percent), and the Dominican Republic (16.3 percent) have the lowest share of 6th grade students scoring in the top levels compared to the other ERCE participating countries. Graph 14 shows the percentage of students scoring at the lowest level in the reading test (less than Level III). Nicaragua, Honduras, Guatemala, and the Dominican Republic are the worst performers, with more than 80 percent of students scoring at the lowest levels. Paraguay and Panama also lagged behind regional peers on the 6th grade reading assessment.

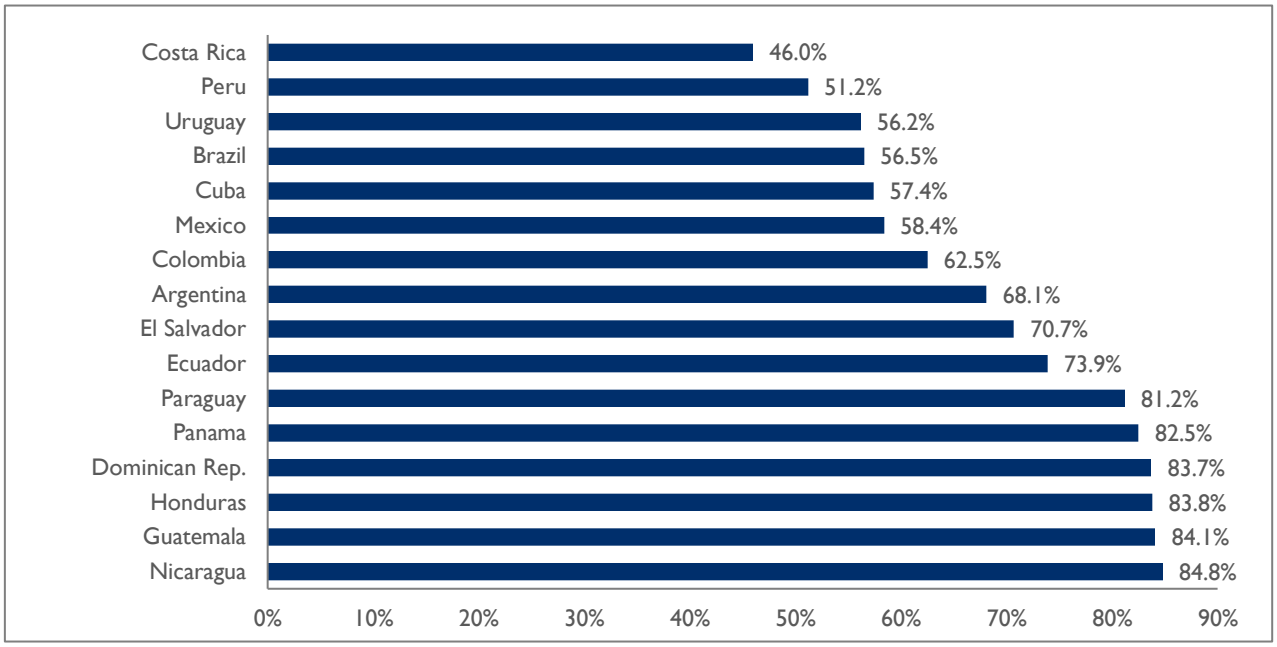
GRAPH 13: DISTRIBUTION OF ACHIEVEMENT LEVELS ON ERCE READING TEST (6TH GRADE STUDENTS)



Note: Level III is the minimum required level for 6th grade students on the reading ERCE test.

Source: UNESCO ERCE 2019

GRAPH 14: PERCENTAGE OF 6TH GRADE STUDENTS SCORING AT THE LOWEST LEVELS ON THE ERCE READING TEST, LATIN AMERICAN COUNTRIES, 2019



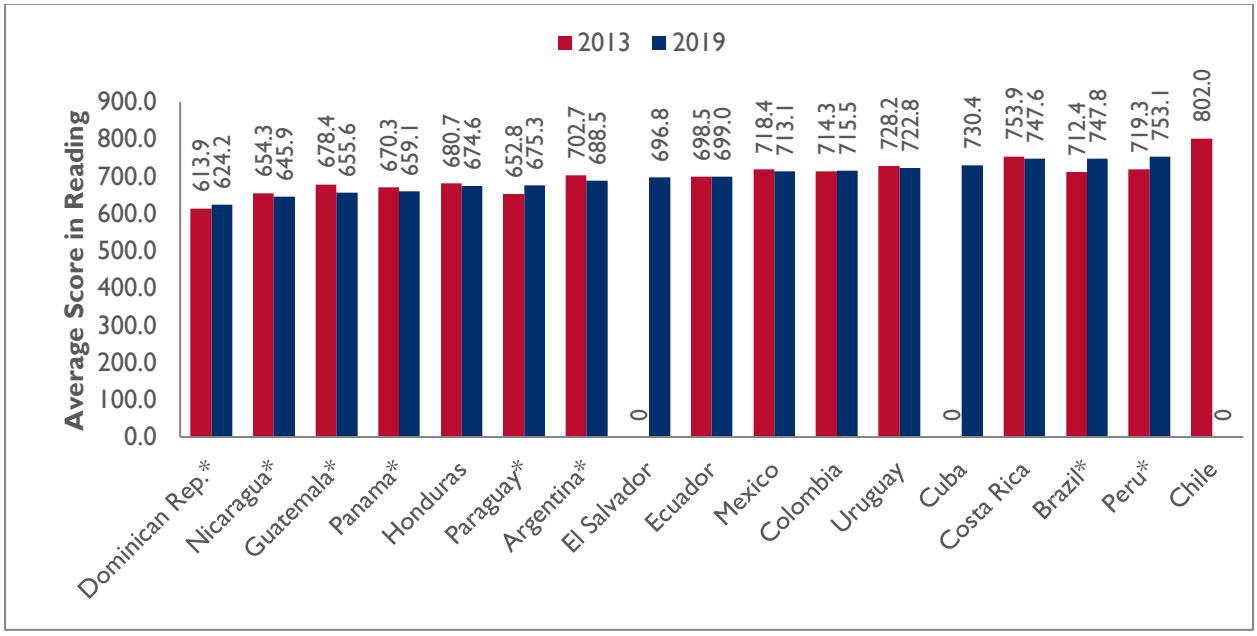
Source: UNESCO ERCE 2019

C. PROGRESS IN RAISING LEARNING

As can be seen in Graphs 15 and 16, there is also heterogeneity in learning progress both in 3rd and 6th grades. In 3rd grade reading, four countries showed higher scores in ERCE 2019 compared to the Third Regional Comparative and Explanatory Study (TERCE) 2013 (Peru, Brazil, Paraguay, and the Dominican Republic), Mexico maintained the same results from the previous test, while the remaining eight countries showed lower results in the 2019 assessment. In 6th grade, Peru, Brazil, Paraguay, and the Dominican Republic also showed progress in 2019 compared to TERCE 2013, and Costa Rica and Ecuador maintained their results, while the rest of LAC countries participating from the assessment deteriorated.

According to UNESCO (2021, pp. 14), Peru, Brazil, and the Dominican Republic showed statistically significant progress on the ERCE test in both 3rd and 6th grade. Peru made the greatest progress in both these grades. Brazil stands out for its progress in 3rd grade. The Dominican Republic also shows progress in 3rd and 6th grades, even though its initial level in ERCE 2013 (also called TERCE for third round of ERCE) was very low and continues to be below the regional average.

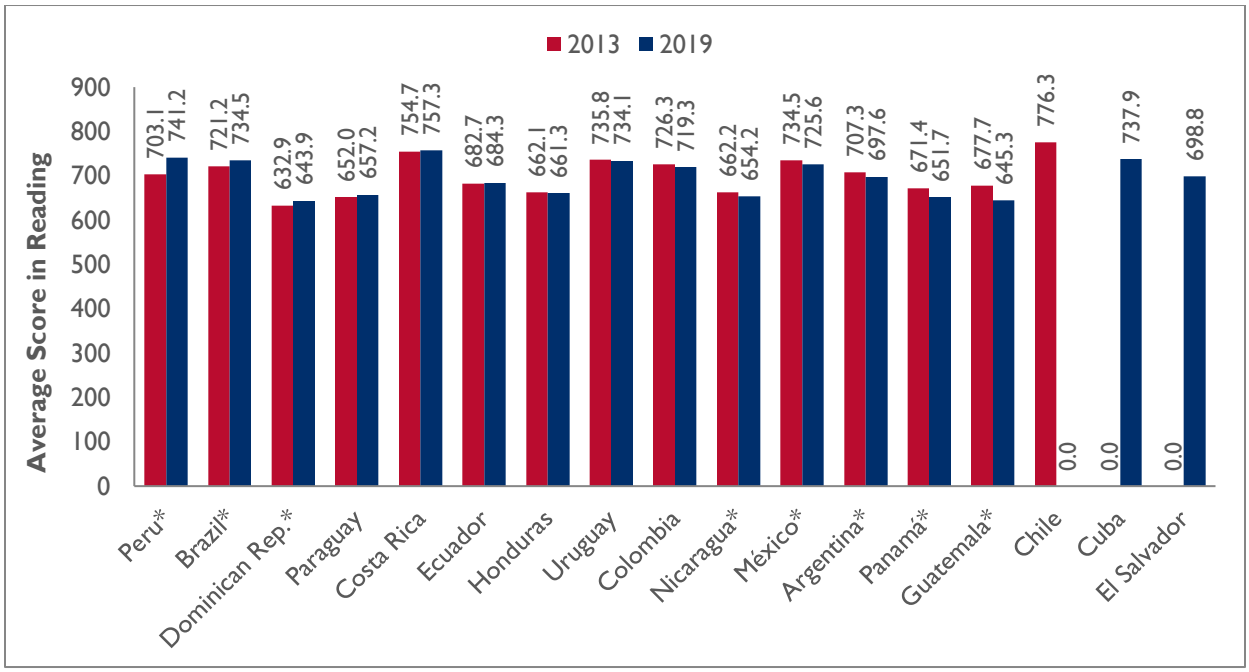
GRAPH 15: 3RD GRADE STUDENTS TERCE AND ERCE AVERAGE SCORE IN READING



Notes: For Colombia, Costa Rica, Ecuador, Honduras, Mexico, and Uruguay, differences in reading scores were not statistically significant. Note: * Countries that observed statistically significant changes in the results obtained.

Source: UNESCO, ERCE 2019

GRAPH 16: 6TH GRADE STUDENTS TERCE AND ERCE AVERAGE SCORE IN READING



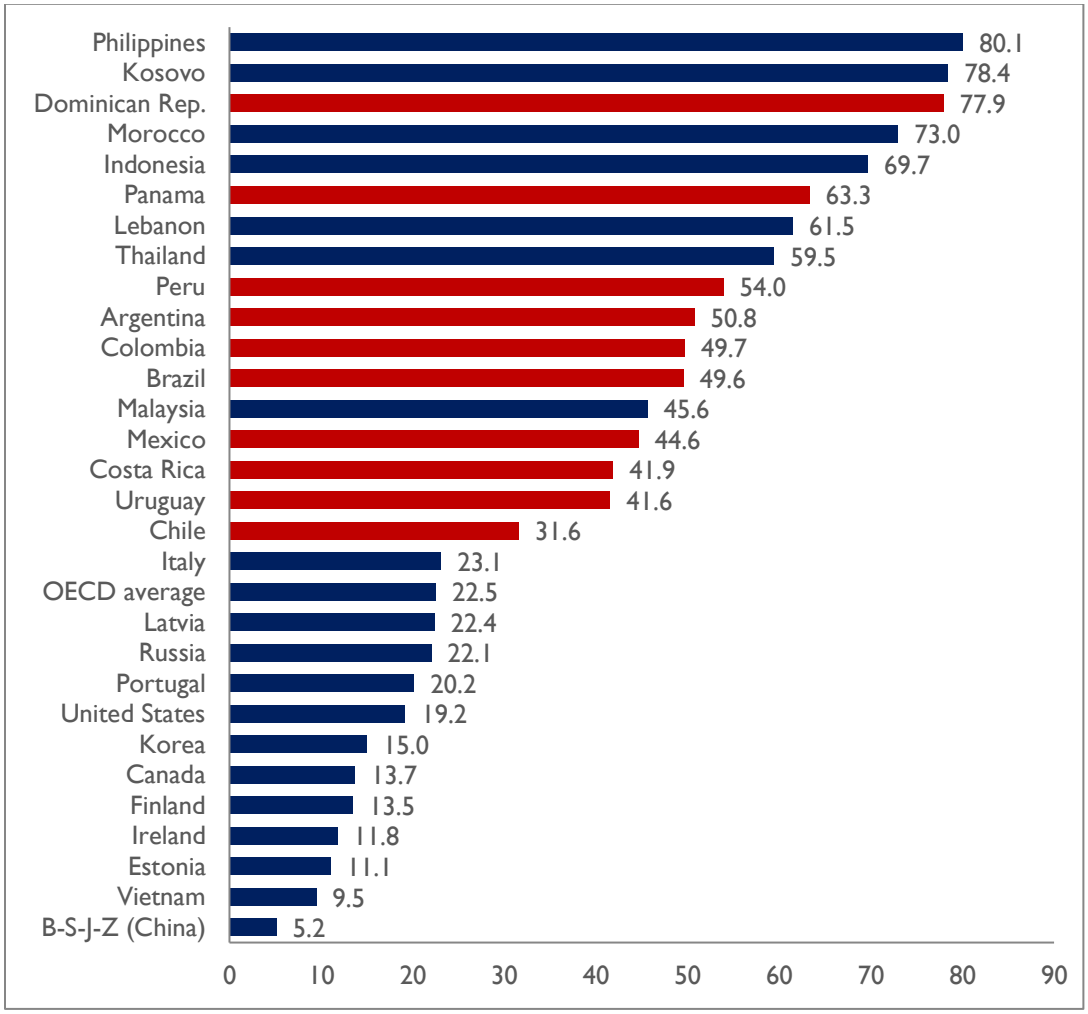
Notes: Only Peru, Brazil, and the Dominican Republic showed statistically significant progress.
* Countries that observed statistically significant changes in the results obtained.

Source: UNESCO, ERCE 2019

D. LOWER SECONDARY READING

Global tests of 15-year-olds show similar deficits in young people's ability to use reading as a tool for work or further learning in selected LAC countries, although performance within the region varies widely.[37] The Dominican Republic and Panama are at the tail end of the distribution, with 78 percent and 63 percent of students scoring at the lowest levels on the PISA 2018 test, respectively. The top performers in the region are Chile, Uruguay, Costa Rica, and Mexico, where between 30 and 45 percent of students scored at the lowest levels. Notwithstanding this, there is plenty of room for improvement in the region, since all LAC countries lag behind most OECD countries. More than 30 percent of participating Latin American students performed at the lowest levels in reading on the most recent PISA 2018 test, compared to less than 20 percent of students in top performing countries (see Graph 17.) Less than 1 percent of Latin American students performed at the highest reading proficiency levels on PISA 2018 (see Appendix 3, Table A.2).

GRAPH 17: PERCENTAGE OF STUDENTS SCORING AT THE LOWEST LEVELS ON THE PISA READING TEST, 2018



[37] Note should be made that assessments in secondary school target the students that are still enrolled and attending school. If these scores accounted for the students that are not in school, performance would be worse.

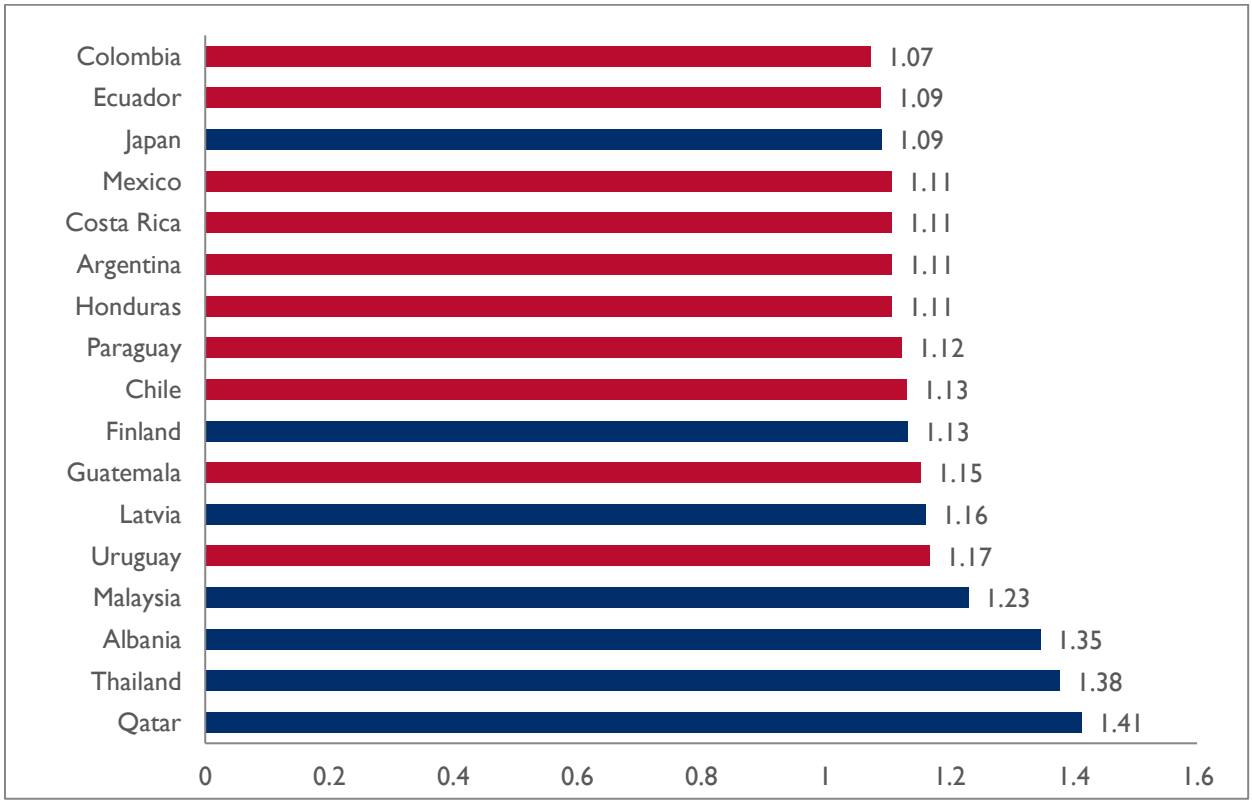
Notes: Selected countries include top performer, Shanghai, the top five countries (not including economies like Hong Kong or Singapore), bottom five countries, all LAC participants, Spain, Portugal, United States, and Canada. Finland is also included as a previous top performer, Vietnam as an up and comer, Latvia and Russia as countries with similar gross domestic product (GDP), and Indonesia, Malaysia, and Thailand as potential economic competitors. Ecuador, Guatemala, Honduras, and Paraguay: data refer to 2017 and were collected as part of the PISA for Development assessment.

Source: OECD, 2018a, Annex B1, Table I.B1.1

E. READING PERFORMANCE BY GENDER

Reading performance in selected LAC countries tends to be higher among girls and young women, and the gap is wider in some LAC countries. As shown in Graphs 18 and 19, the narrowest gender gaps (less than 20 points) were observed in Colombia, Ecuador, Mexico, Costa Rica, and Argentina. In particular, Peru, Argentina, and Mexico narrowed the gender gap in reading performance between 2009 and 2018. In Peru, both boys and girls improved their performance over time, while in Argentina, girls' performance did not change and boys improved significantly. Gender disparity in favor of girls is particularly wide in Guatemala compared to the rest of LAC countries (girls scored 15 percent above boys) that participated in PISA 2018, followed by Brazil where girls outperformed boys by 26 score points on average. However, gender differences in participating Latin American countries were generally lower than the OECD average, and Colombia had the second lowest gap of all participating countries.

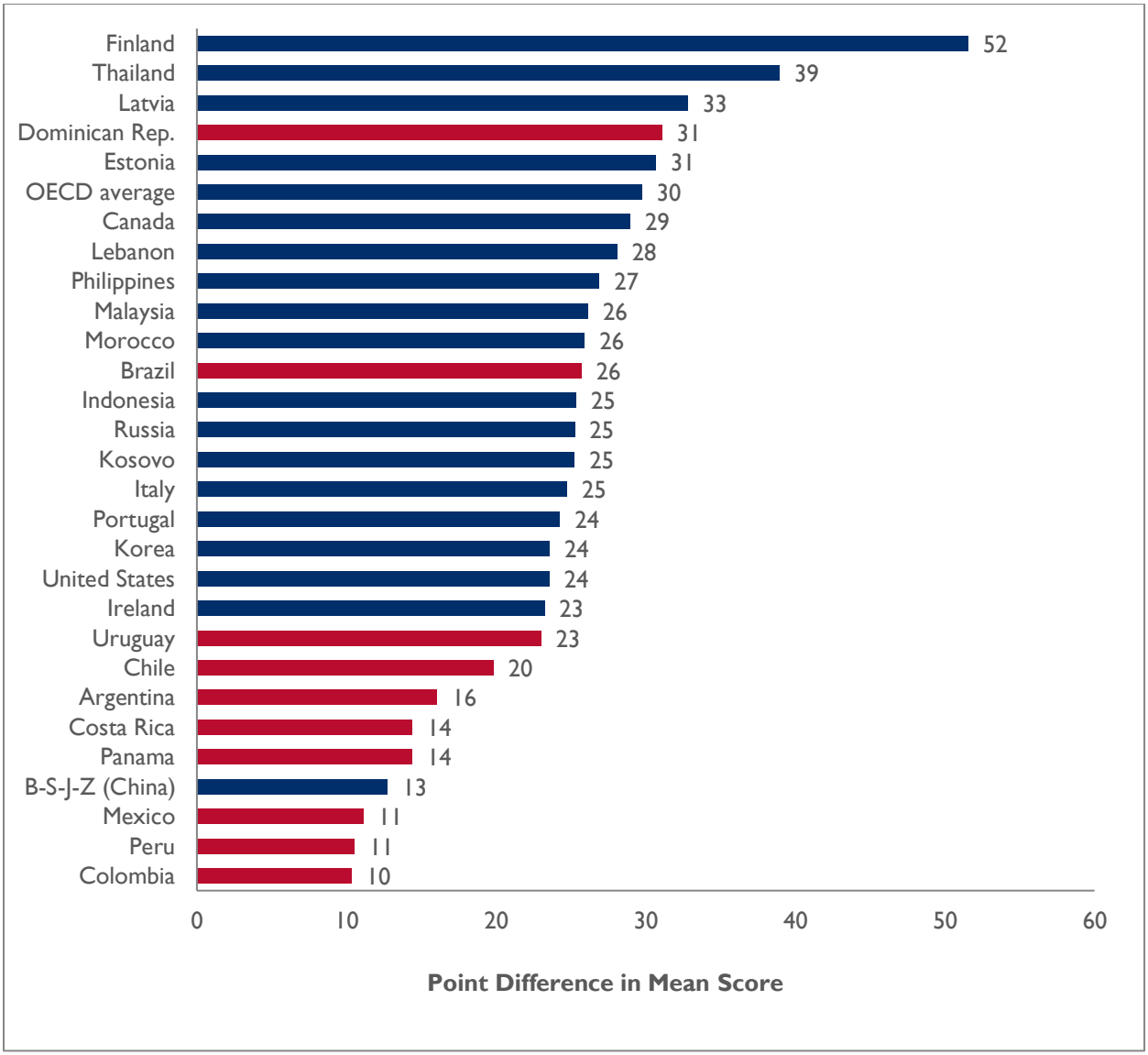
GRAPH 18: PARITY INDEX DIFFERENCE IN READING SCORES BETWEEN 15-YEAR-OLD BOYS AND GIRLS ON PISA, 2018



Notes: Values of the parity index below 1 indicate a disparity in favor of boys. Values of the parity index above 1 indicate a disparity in favor of girls. Values equal to 1 indicate equal shares of both groups. Ecuador, Guatemala, Honduras, and Paraguay data refer to 2017 and were collected as part of the PISA for Development assessment.

Source: OECD, 2018a, Annex B1, Table I.B1.50

GRAPH 19: POINT DIFFERENCE IN READING MEAN SCORES BETWEEN 15-YEAR-OLD GIRLS AND BOYS ON PISA, 2018



Notes: Selected countries include top performer, Shanghai, the top five countries (not including economies like Hong Kong or Singapore), bottom five countries, all LAC participants, Spain, Portugal, the United States, and Canada. Finland is included as a previous top performer, Vietnam as an up and comer, Latvia and Russia as countries with similar GDP, and Indonesia, Malaysia, and Thailand as potential economic competitors. All participating countries showed significant differences in reading in favor of girls. Latin American countries are marked in red.

Source: OECD, 2019b, Annex B, Table II.B1.7.1

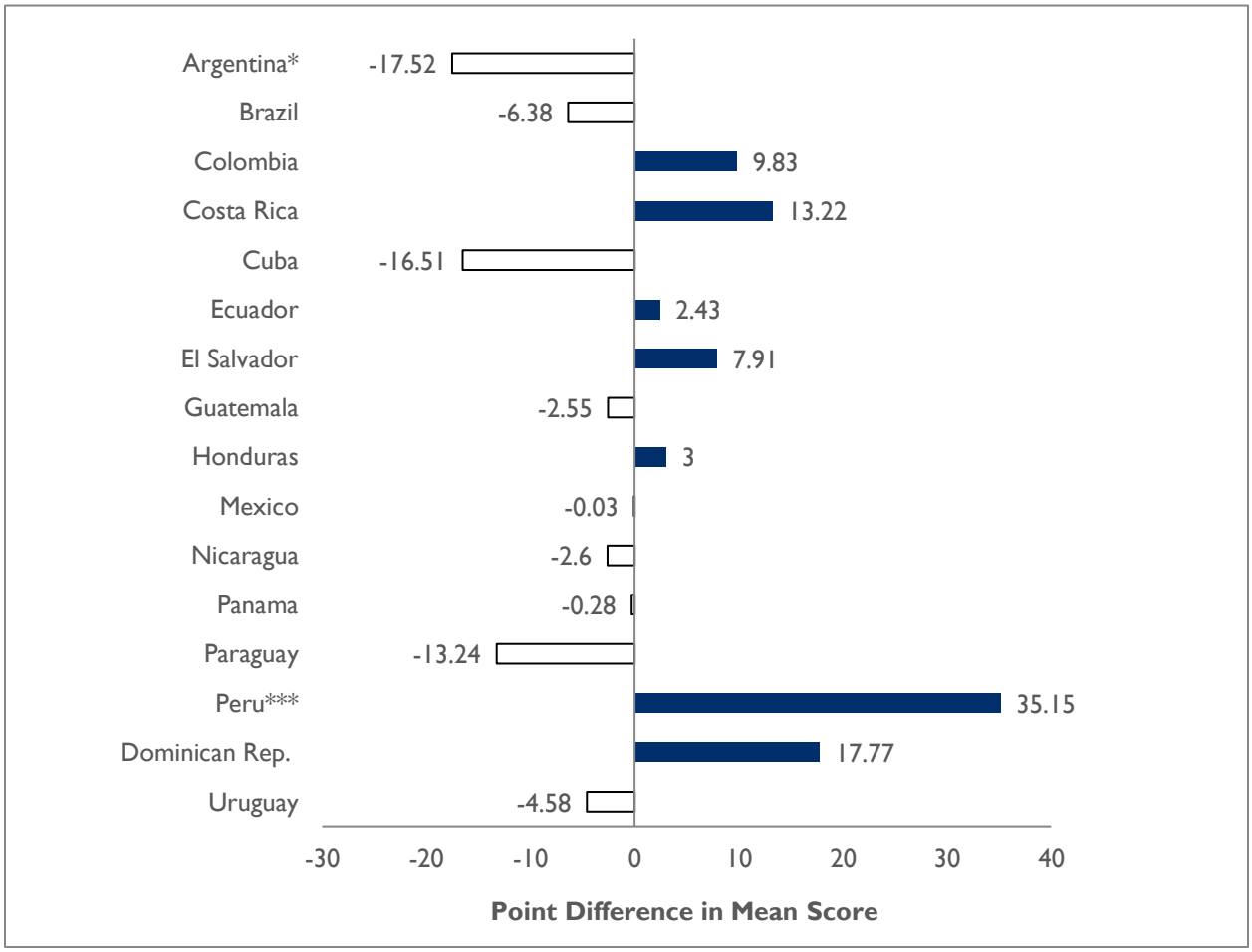
By 3rd and 6th grade, girls usually show stronger reading performance than boys. Thirteen countries out of 16 showed significant gender differences favoring girls on the 3rd-grade ERCE reading test (see

Appendix 3, Graph A.1). Gender differences in reading performance are also evident among older students. In all participating LAC countries except Guatemala, gender differences in favor of girls in reading are statistically significant in 6th grade.

F. READING PERFORMANCE BY RESIDENCE AND INCOME

Differences in ERCE reading performance between urban and rural areas are only evident in Peru and Argentina. However, as can be seen in Graph 20, the gap in Argentina favored rural peers over urban students in the Second Regional Comparative and Explanatory Study (SERCE) test. In the rest of the ERCE countries, there were no statistically significant results. In Peru, urban residents tend to score 45 points higher than rural peers in the ERCE reading test, while in PISA, all LAC countries showed socioeconomic disparities that favored advantaged students (see Appendix 3, Graph A.2). In particular, socioeconomic disparities are wide in Peru, Argentina, and Colombia; the narrowest gap among LAC countries participating in ERCE 2019 is in Chile.

GRAPH 20: URBAN 3RD GRADERS' ADVANTAGE OVER RURAL PEERS IN MEAN ERCE READING SCORES (CONTROLLING FOR SOCIOECONOMIC STATUS), 2019



Note: Countries with * present a statistically significant result ($p < 0.01$).

Source: UNESCO ERCE 2019

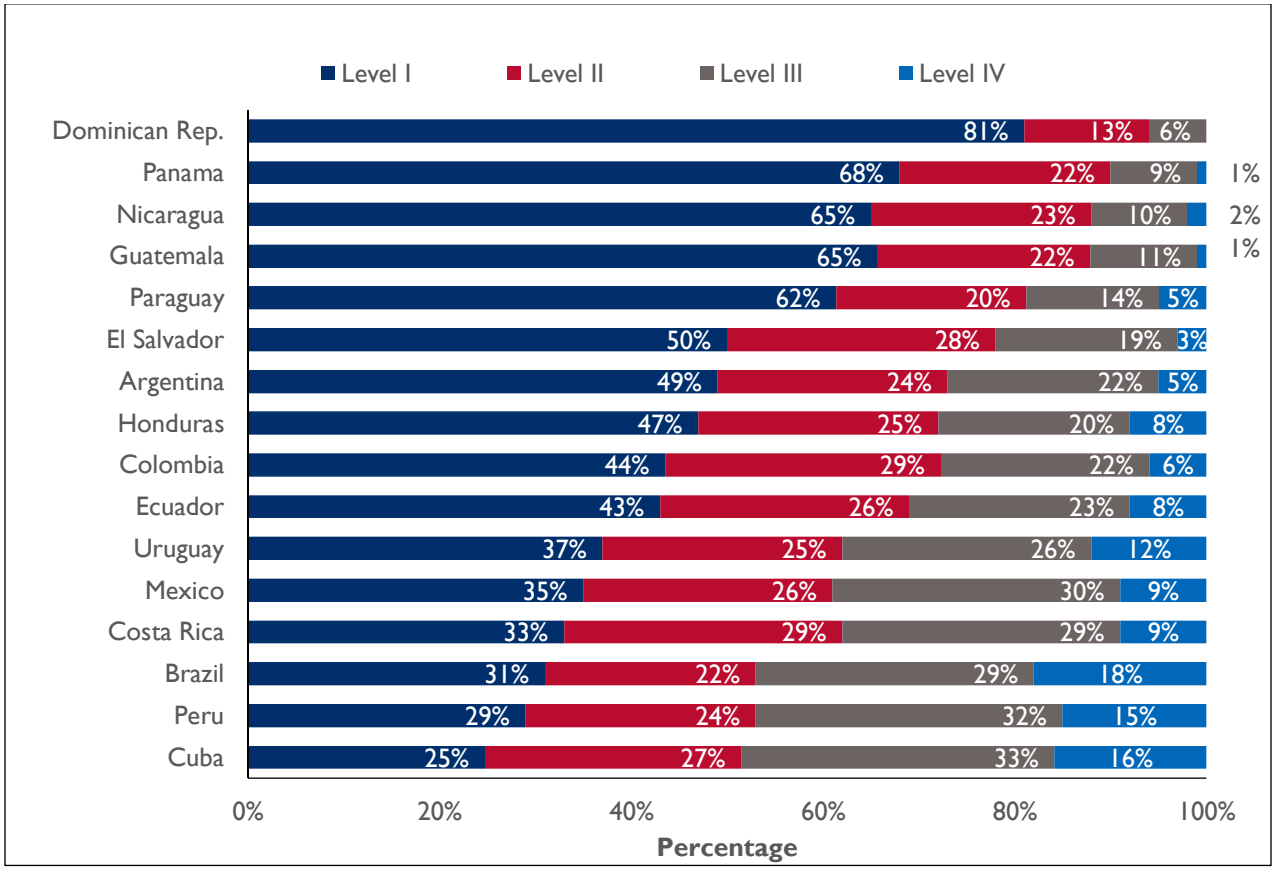
As reported by the World Bank (2021), "within countries, achievement gaps between schools remain strongly associated with socioeconomic segregation. Remarkably, however, the greatest differences in learning levels occur within classrooms." Beyond the differences among countries in the region, the largest gaps in learning achievements are concentrated within the classroom, with 60 percent of the variation in ERCE scores coming from within the classrooms (ERCE is applied to a complete classroom in each school and grade). This means that, within a single classroom, while some students are just learning to recognize letters, others are already reading complete stories, presenting teachers with a huge pedagogical challenge. As further addressed in Section 9, in light of the current COVID-19 pandemic, countries must take urgent action to prevent further learning losses. One of the most effective measures is to promote a more personalized education.

3.3. MATH

A. EARLY GRADE MATH (GRADE 3)

On average, slightly more than half of the 3rd grade students (52.3 percent) in the region achieve at least Level II on the math ERCE test. This means that they are able to write and add natural numbers, identify elements of geometric figures, analyze and organize information in tables and graphs, and identify units of measurement. As can be seen in Graph 21, Cuba had the highest score on math among LAC participants, with 75 percent of 3rd grade students scoring at the highest levels. Peru (70.7 percent), Brazil (69 percent), and Costa Rica (67 percent) followed. At the tail of the distribution is the Dominican Republic, where just 19 percent of 3rd grade students scored above Level I, followed by Panama (32 percent), Nicaragua (35 percent), and Guatemala (35 percent). In these last four countries, there are practically no Level IV scores (less than 2 percent of students achieved this level).

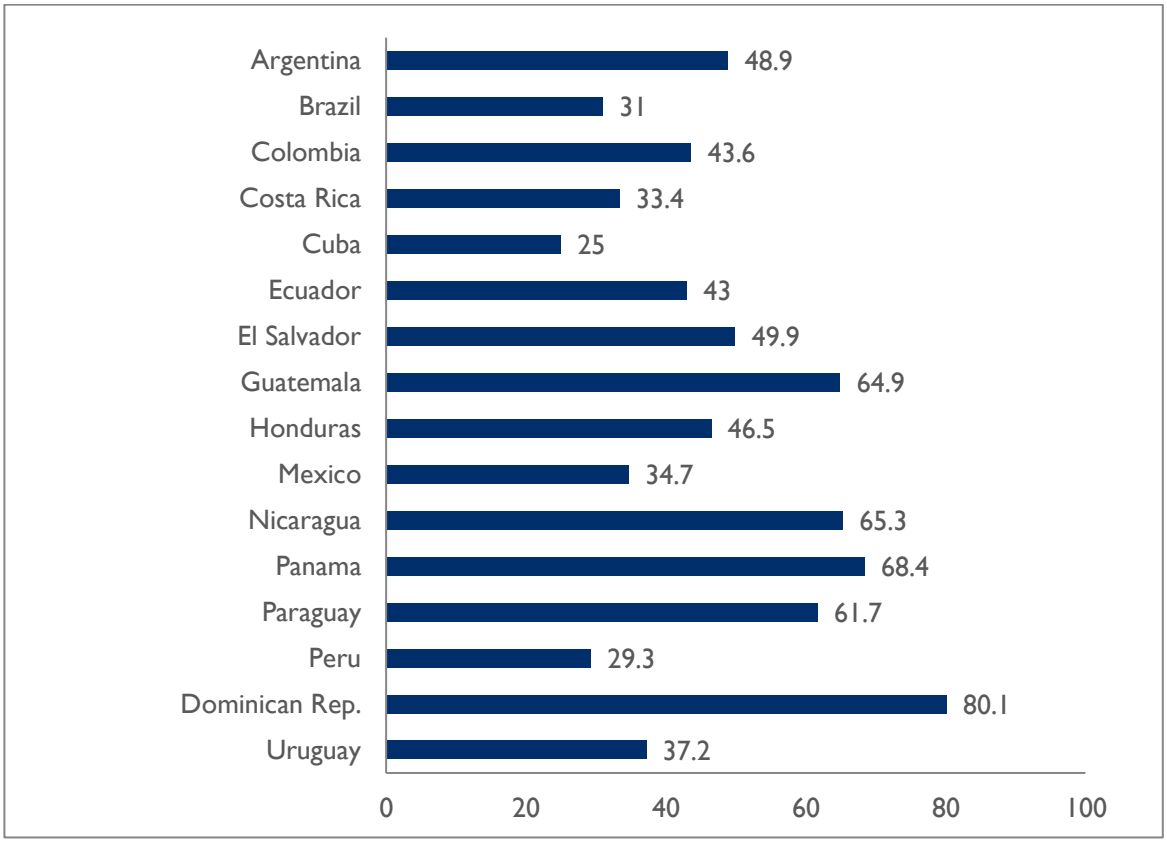
GRAPH 21: DISTRIBUTION OF ACHIEVEMENT LEVELS ON ERCE MATH TEST (3RD GRADE STUDENTS)



Note: Level II is the minimum level of performance on 3rd grade math test.

Source: UNESCO, ERCE 2019

GRAPH 22: PERCENTAGE OF 3RD GRADE STUDENTS SCORING AT THE LOWEST LEVEL ON THE ERCE MATH TEST, LATIN AMERICAN COUNTRIES, 2019



Note: ERCE had four performance levels, ranging from Level I (lowest) to Level 4 (highest).

Source: UNESCO, 2021. ERCE 2019 Results: The fundamental learnings in Latin America and the Caribbean. Student Achievement Assessment. Section 2. Graph 7. Consulted February 11, 2022

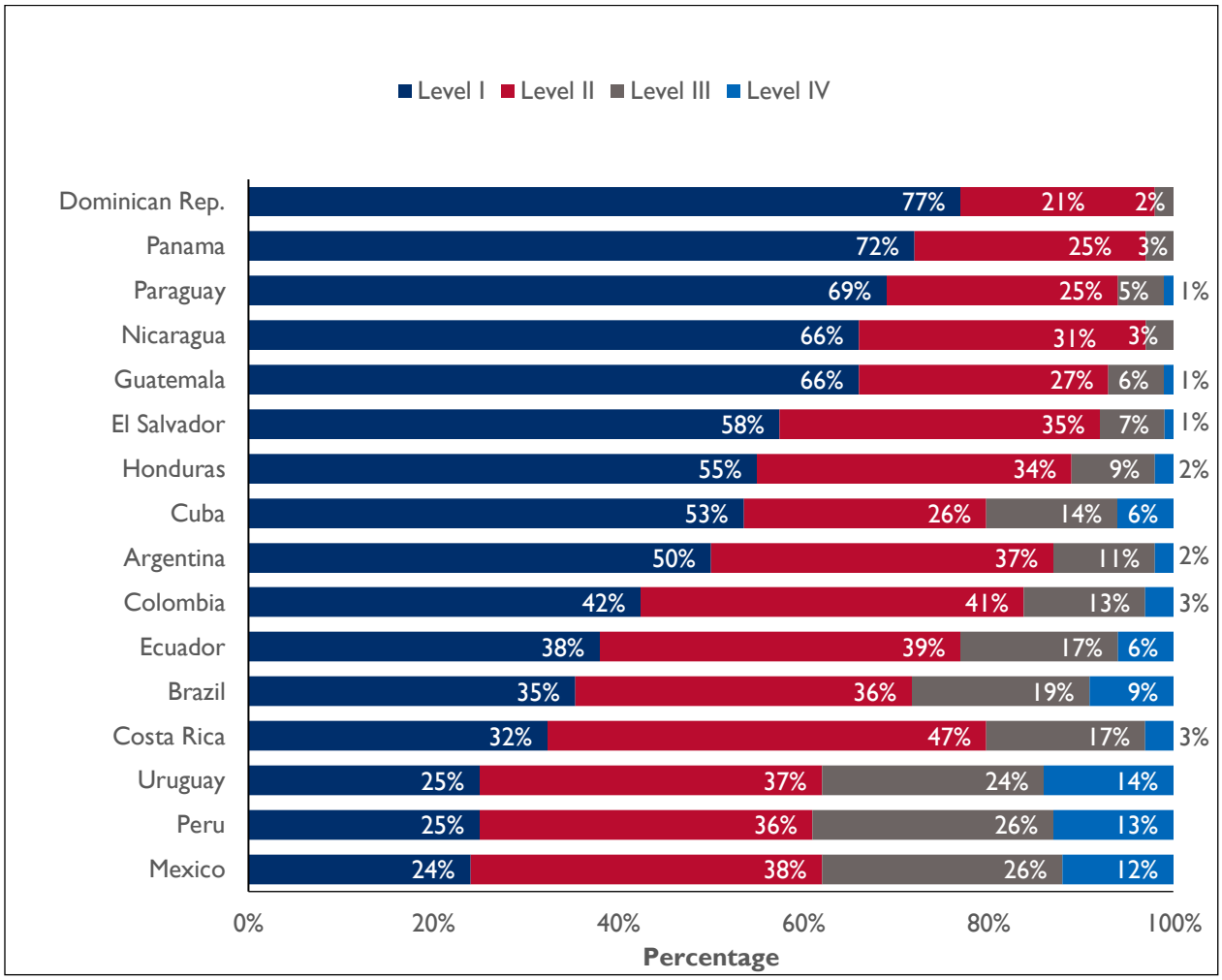
B. END OF PRIMARY SCHOOL MATH (GRADE 6)

In participating LAC countries, 6th grade students show low levels of achievement in math. As shown in Graph 23, on average, just 17.4 percent of 6th grade students in the countries participating in ERCE reached at least Level III, which is the minimum required score on the math test. According to UNESCO (2021, p. 17) these students are capable of solving problems that require interpreting information in various formats, including tables and graphs; using two or more arithmetic operations; estimating areas and perimeter; calculating additions and subtractions of fractions; and identifying perpendicularity and parallelism relationships in the plane.

Math performance varies widely across the region. For example, only 2 percent of 6th grade students in the Dominican Republic scored at least at Level III on the ERCE math test. Similarly, in Panama only 3 percent of 6th grade children performed above Level III. There were seven countries with practically no Level IV performance: the Dominican Republic, Panama, Paraguay, Nicaragua, Guatemala, El Salvador, and Honduras. On the other hand, the three countries with the best performance in 6th grade and a higher percentage of students above Level III are Peru (38.9 percent), Mexico (38 percent), and Uruguay (38 percent). Finally, ERCE showed statistically significant gender differences in math for 6th grade

students in Argentina, Brazil, Costa Rica, Guatemala, and Nicaragua, with boys having an advantage over girls.

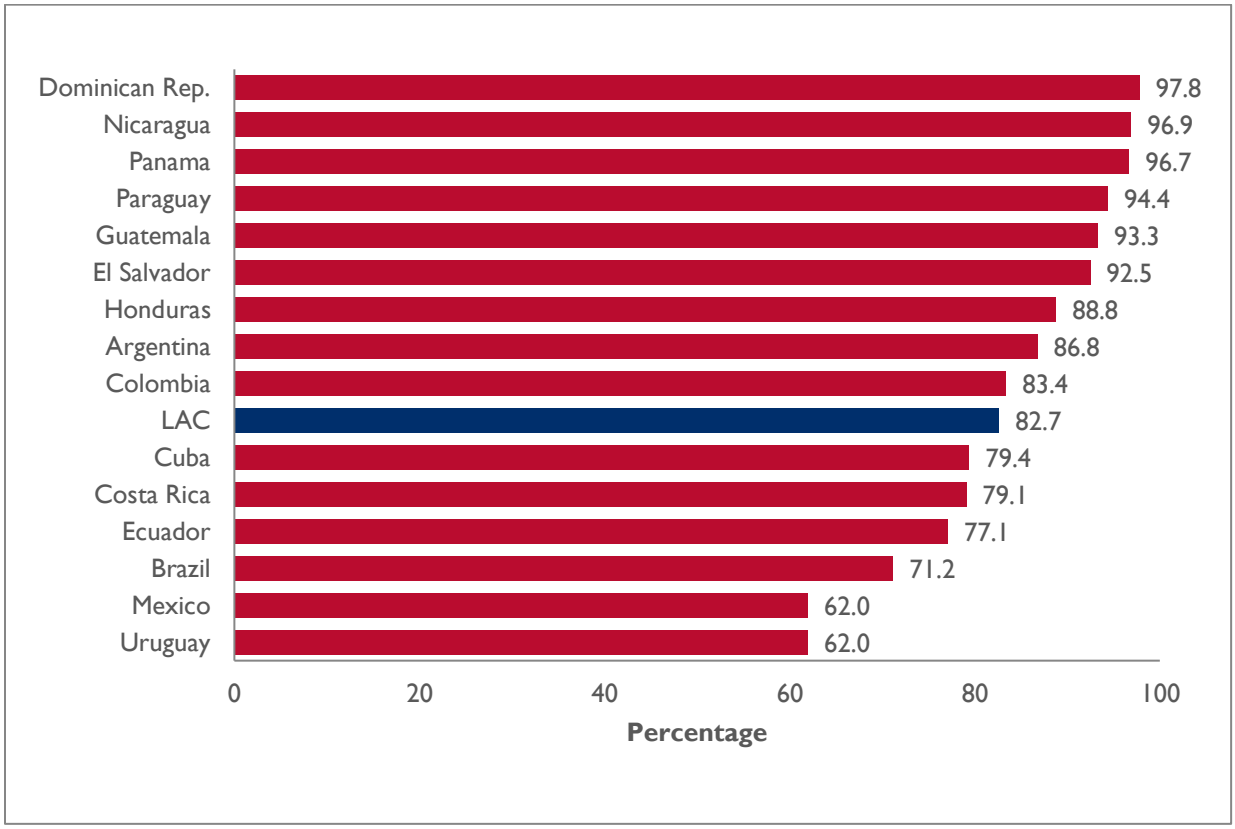
GRAPH 23: DISTRIBUTION OF ACHIEVEMENT LEVELS ON ERCE MATH TEST (6TH GRADE STUDENTS)



Note: Level III is the minimum level of performance on 6th grade math test.

Source: UNESCO, ERCE 2019

GRAPH 24: PERCENTAGE OF 6TH GRADE STUDENTS SCORING AT THE LOWEST LEVELS ON THE ERCE (2019) MATH TEST

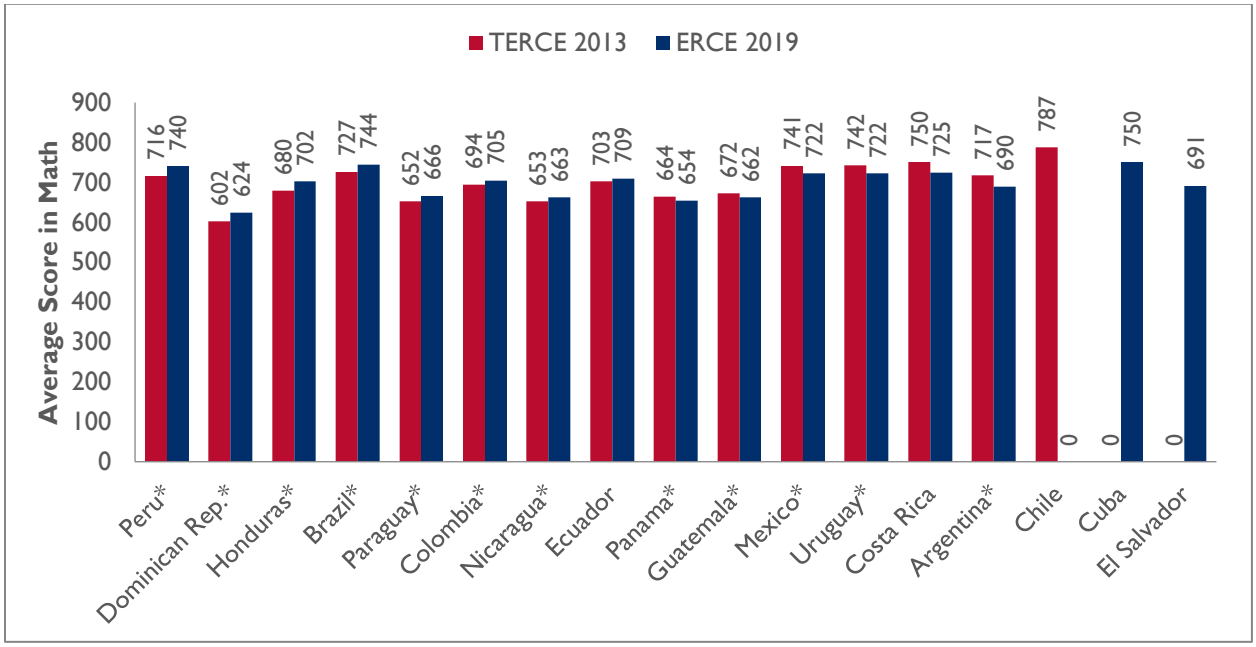


Source: UNESCO, ERCE 2019

C. PROGRESS IN RAISING LEARNING

Participating LAC countries have made little progress in raising math scores between 2013 and 2019, while some countries' scores have regressed from the previous ERCE 2013 test. As shown in Graph 25, eight countries slightly improved their 3rd-grade student math scores, with Peru, the Dominican Republic, and Honduras showing the most significant progress among the LAC countries participating in TERCE. However, the Dominican Republic is still at the tail of the distribution of math mean scores in the region. The performance of six countries on the 3rd-grade math test regressed in 2019, with Argentina, Costa Rica, and Uruguay showing the largest declines. Third-grade students in Ecuador maintained their performance from the 2013 TERCE math test. As can be seen in Graph 26, in terms of 6th grade math assessments, two countries maintained their results, and most of the variations with respect to 2013 were of small magnitude. Peru, Brazil, and Honduras showed the most marked progress in 2019, while Costa Rica, Uruguay, Mexico, Argentina, and Guatemala saw a decline in performance.

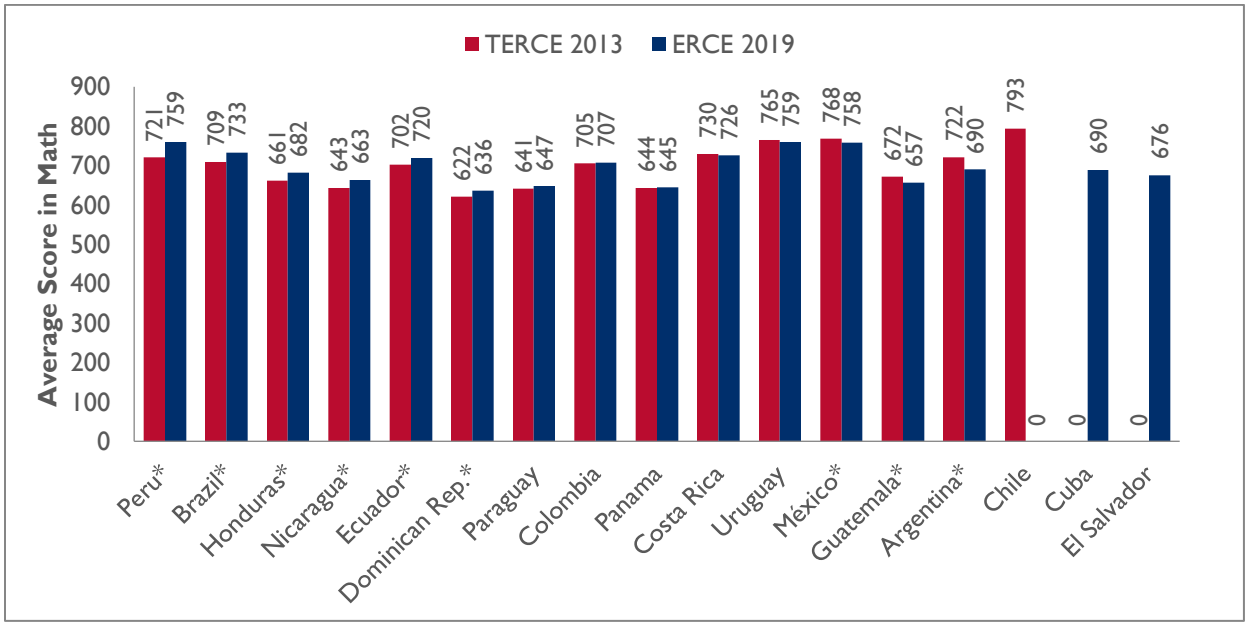
GRAPH 25: 3RD GRADE STUDENTS TERCE AND ERCE AVERAGE SCORE IN MATH



Notes: In the case of Ecuador, there is no statistically significant differences between the average TERCE 2013 and ERCE 2019 scores. Countries that observed statistically significant changes in the results obtained are marked with an *.

Source: UNESCO, ERCE 2019

GRAPH 26: 6TH GRADE STUDENTS TERCE AND ERCE AVERAGE SCORE IN MATH



Notes: In the case of Colombia, Costa Rica, Panama, Uruguay, and Paraguay, there are no statistically significant differences between the average TERCE 2013 and ERCE 2019 scores. Countries that observed statistically significant changes in the results obtained are marked with an *.

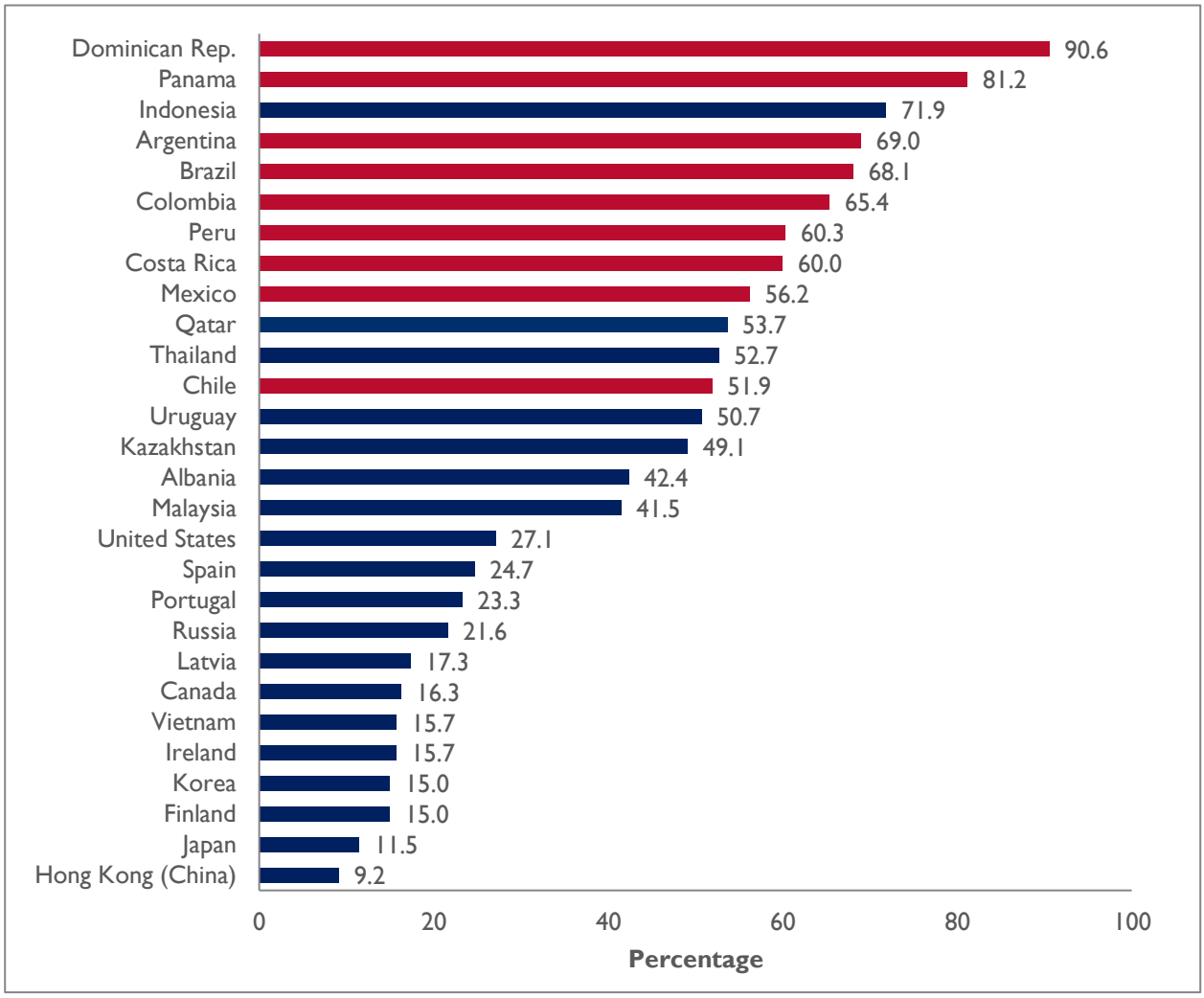
Source: UNESCO, ERCE 2019

D. LOWER SECONDARY MATH

In LAC countries participating in PISA, most 15-year-old students struggle to meet the minimum proficiency level in math. On the most recent global test of student achievement, PISA 2018, more than half of 15-year-old Latin American students performed at the lowest levels[38] on the math exam. As shown in Graph 27, performance on the math test varies widely in the region; the Dominican Republic and Panama have the highest share of low-achieving students in LAC, 90 percent and 81 percent, respectively. In Argentina, Brazil, and Colombia, about two thirds of 15-year-old students scored at the lowest levels of the PISA math test in 2018. Peru, Mexico, and Costa Rica have the lowest proportion of low-achieving students among participating LAC countries. Nearly all LAC countries assessed have a higher proportion of students scoring at the lowest levels on the PISA math test than all OECD countries, as well as Vietnam and Thailand. Chile has the lowest share of low-achieving students among LAC countries assessed, and is the only country in the region that performs better in this indicator than Thailand and Qatar. Overall, less than 1 percent of Latin American students assessed performed at the highest level on math (Level 6), compared to close to 12 percent in Vietnam and nearly a third of students in top-performing Hong Kong.

[38] Students who scored below Level II in mathematics are considered as "low-achieving students." According to OECD (2018a, p.105): "at Level II, students beginning to demonstrate the ability and initiative to use mathematics in simple real-life situations." Also, this level is considered by the United Nations as the "minimum level of proficiency" that all children should acquire by the end of secondary education.

GRAPH 27: PERCENTAGE OF STUDENTS SCORING AT THE LOWEST LEVEL ON THE PISA MATH TEST, SELECTED COUNTRIES, 2018



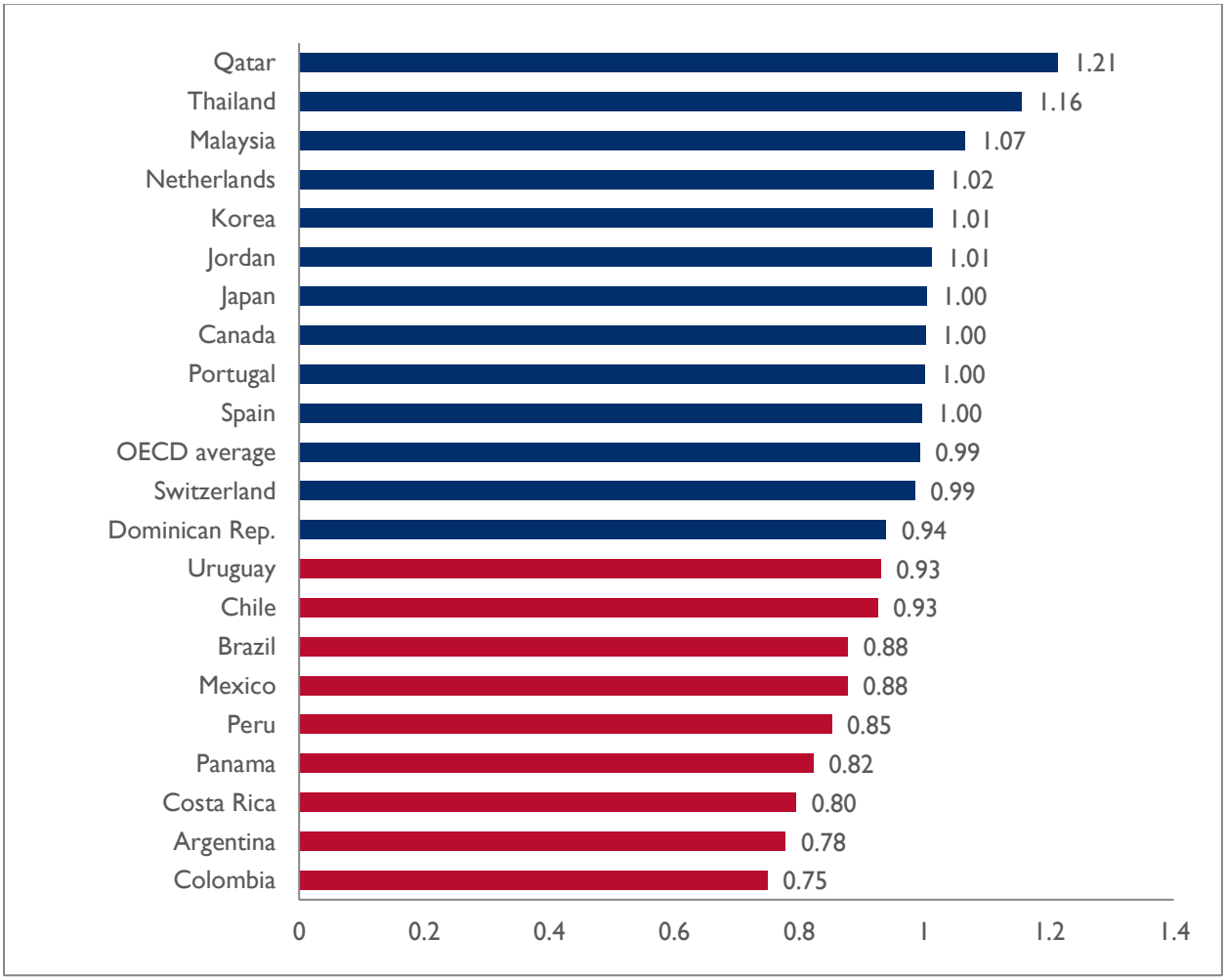
Notes: Selected countries include top performer, Shanghai, the top five countries (not including economies like Hong Kong or Singapore), bottom five countries, all LAC participants, Spain, Portugal, United States, and Canada. Finland is also included as a previous top performer, Vietnam as an up and comer, Latvia and Russia as countries with similar GDP, and Indonesia, Malaysia, and Thailand as potential economic competitors.

Source: OECD, 2018a, Annex B, Table 1.2.1a

E. MATH PERFORMANCE BY GENDER

In the LAC countries participating in PISA, boys tend to score higher on math tests. LAC countries that participate in PISA had among the highest gender differences in math for 15-year-old students. The gap is wider in Colombia, Argentina, and Costa Rica, while the gap is narrower in the Dominican Republic, Uruguay, and Chile (UNESCO, 2019).

GRAPH 28: PARITY INDEX DIFFERENCE IN MATH SCORES BETWEEN 15-YEAR-OLD BOYS AND GIRLS ON PISA, 2018



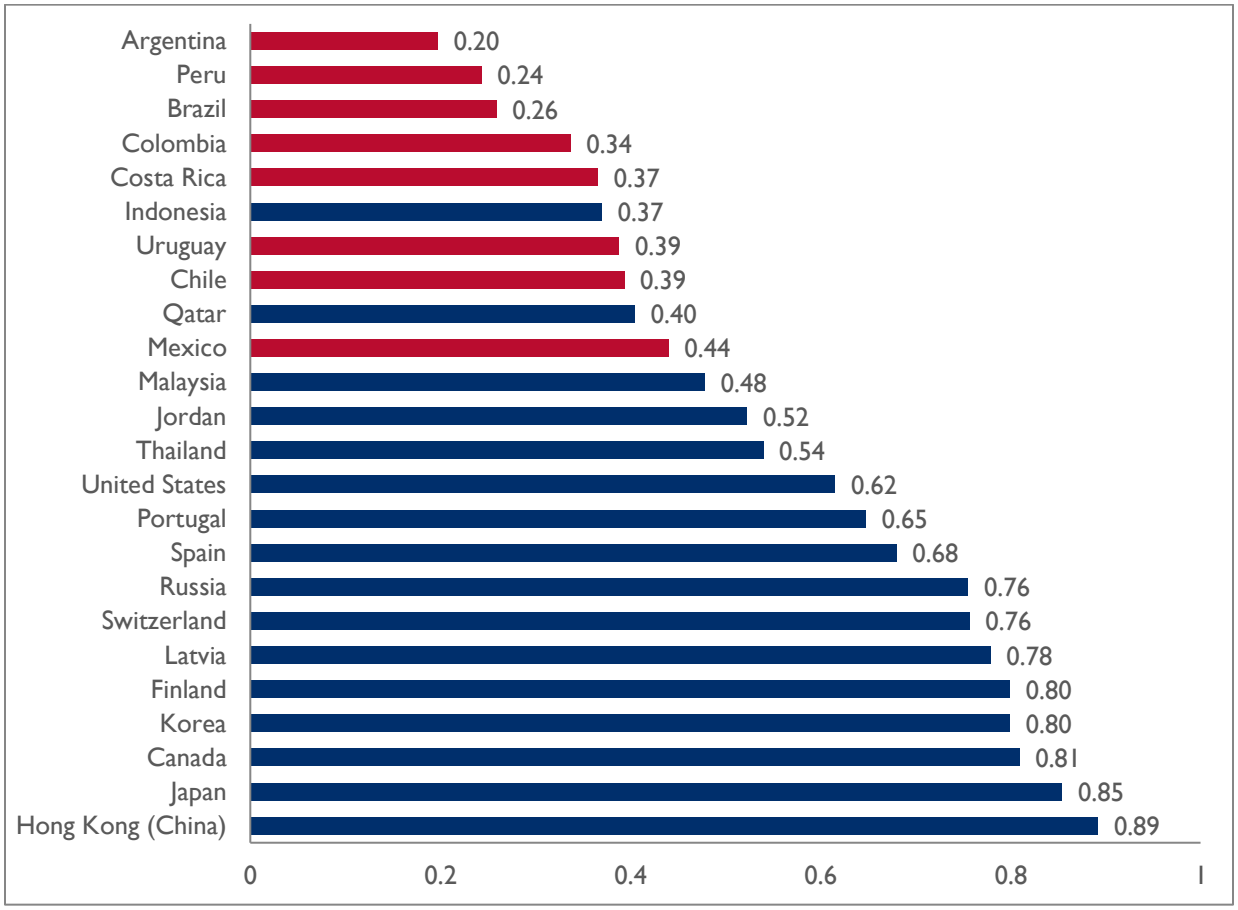
Notes: Values of the parity index below 1 indicate a disparity in favor of boys. Values of the parity index above 1 indicate a disparity in favor of girls. Values equal to 1 indicate equal shares of both groups. Ecuador, Guatemala, Honduras, and Paraguay data refer to 2017 and were collected as part of the PISA for Development assessment.

Source: OECD, 2018a, Annex B1, Table I.B1.50

F. MATH PERFORMANCE BY INCOME

Poor students often perform worse than their wealthy peers in math. An OECD analysis of the most recent PISA math results found that socioeconomically advantaged students performed better in math tests, and the gap is greater in most LAC countries assessed. Disparities in favor of advantaged students are particularly wide in Argentina, Peru, Brazil, Colombia, and Costa Rica. In Argentina and Peru, more than 20 percent of mathematics performance was related to socioeconomic status (OECD, 2018b, p.56). Children from low-income families tend to face many barriers to learning such as fewer educational resources, books, games, etc., while families with high income are more likely to provide financial support to their children and more educational resources at home (OECD, 2018b, p.50).

GRAPH 29: SOCIOECONOMIC DISPARITIES IN MINIMUM ACHIEVEMENT IN MATHEMATICS (PARITY INDEX FOR DISADVANTAGED STUDENTS, COMPARED TO ADVANTAGED STUDENTS ON PISA MATH TEST), 2018

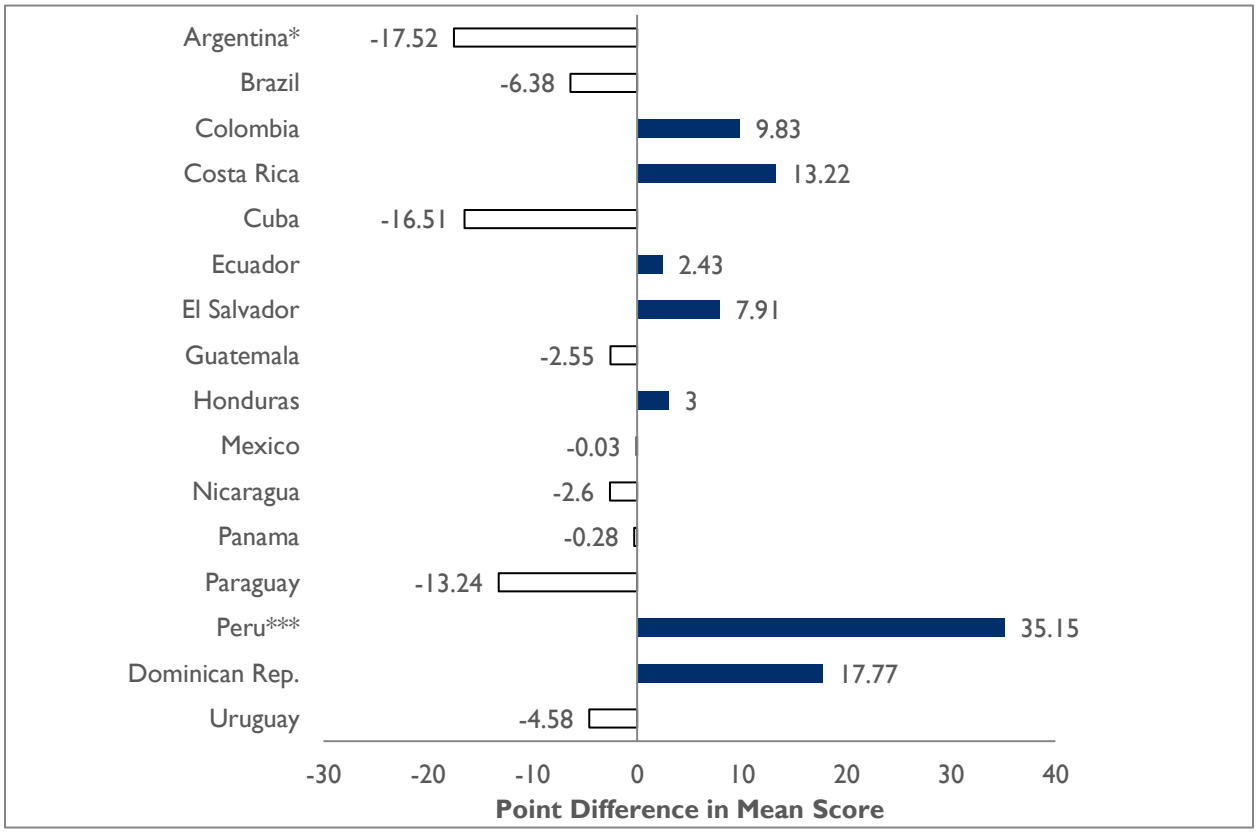


Notes: Socioeconomically advantaged students are students in the top quarter of the PISA index of economic, social, and cultural status (ESCS) in their own country/economy. Socioeconomically disadvantaged students are students in the bottom quarter of the PISA index of ESCS in their own country/economy. Values of the parity index below 1 indicate a disparity in favor of advantaged students. Values of the parity index above 1 indicate a disparity in favor of disadvantaged students. Values equal to 1 indicate equal shares of both groups.

Source: OECD, 2018a, Annex B1, Table I.B1.50

Results from UNESCO show that, for countries participating in ERCE 2019, schools located in urban sectors with a larger population (of 10,000 or more inhabitants) **do not present differences in achievement with those in sectors with a smaller population size after controlling for socioeconomic status**. The results of the study indicate that, after controlling for the socioeconomic status of schools and students, urban schools do not show a systematic advantage in learning achievement. In fact, statistically significant differences in favor of urban schools are only observed in Peru, after considering the socioeconomic differences of the student body. Even in the case of Argentina, urban schools obtain lower levels of learning than expected after controlling for socioeconomic differences. The literature in this field shows that there are differences between urbanized and rural centers in access to goods, services, job opportunities, development, and employment related to school readiness (McEwan, 2008). Likewise, the schools in these sectors usually serve a population with a lower socioeconomic level. For these reasons, the apparent advantages of urban schools disappear when socioeconomic differences between schools are controlled for.

GRAPH 30: URBAN 3RD GRADERS' ADVANTAGE OVER RURAL PEERS IN MEAN ERCE MATH SCORES (CONTROLLING FOR SOCIOECONOMIC STATUS), 2019



Note: Countries with * present a statistically significant result $p < 0.05$ and with *** $p < 0.001$.

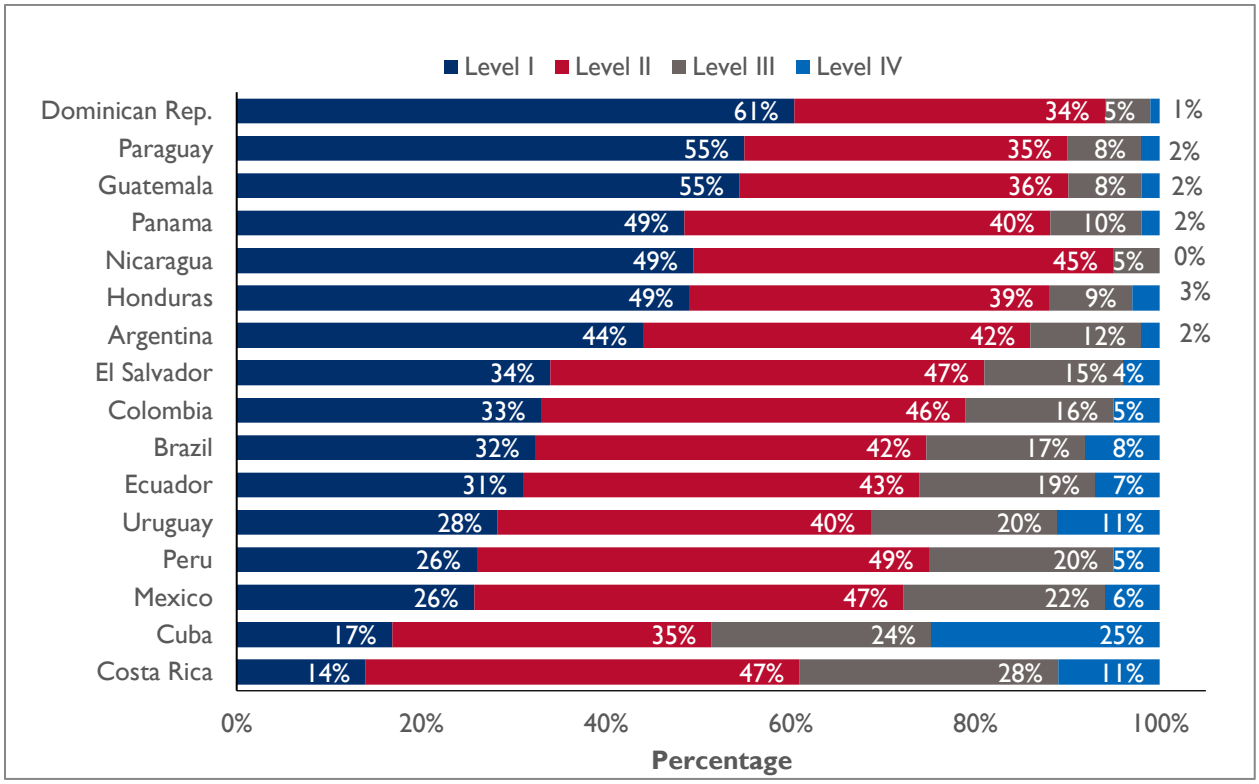
Source: UNESCO ERCE 2019

3.4. SCIENCE

A. END OF PRIMARY SCHOOL SCIENCE

In LAC countries assessed in ERCE 2019, 6th grade students show low levels of achievement in science. On average, only 21 percent of 6th grade students from LAC countries participating in ERCE 2019 achieved at least the minimum proficiency level (Level III). According to UNESCO, at this level, students are capable of identifying questions and hypotheses that are scientific in nature; they are also capable of evaluating the relevance of an experimental design and drawing conclusions from information presented in charts. As can be seen in Graph 31, Cuba, Costa Rica, and Uruguay reached the highest percentage of students achieving Level III performance: 48 percent in Cuba, 39 percent in Costa Rica, and 31 percent in Uruguay. In contrast, the Dominican Republic and Nicaragua lag behind regional peers; in the Dominican Republic only 6 percent of 6th grade students reach at least Level III, while in Nicaragua it is 5 percent.

GRAPH 31: DISTRIBUTION OF ACHIEVEMENT LEVELS ON ERCE SCIENCE TEST (6TH GRADE STUDENTS)



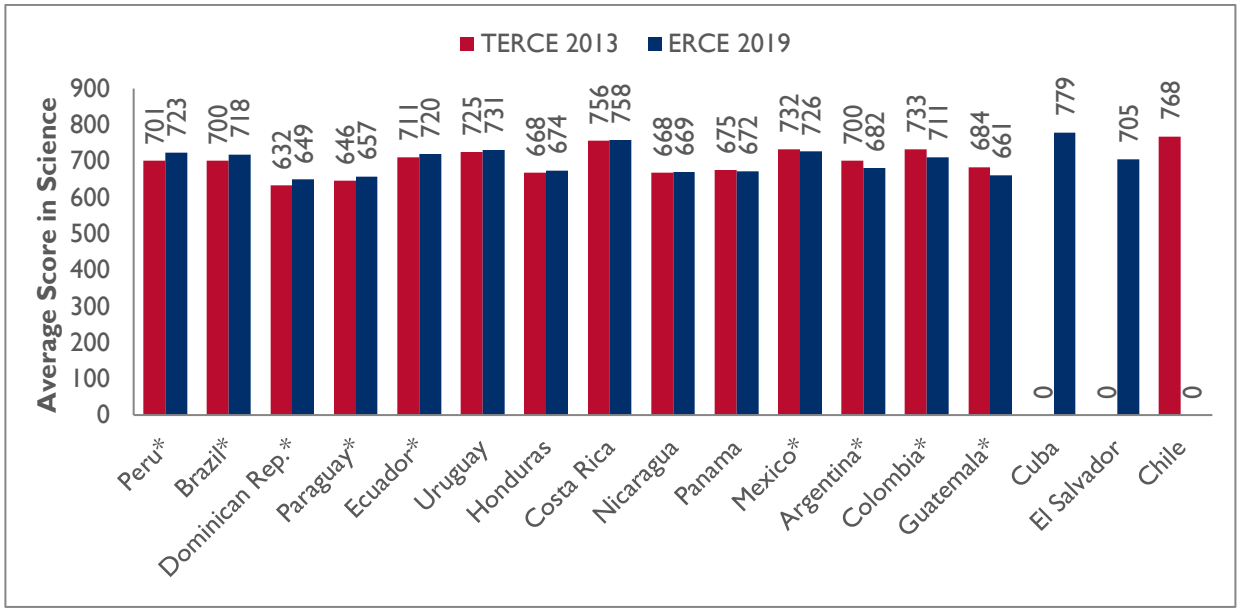
Note: Level III is the minimum level of performance on 6th grade science test.

Source: UNESCO, ERCE 2019

B. PROGRESS IN RAISING LEARNING

In LAC countries assessed in ERCE, there is some progress in raising science mean scores between 2013 and 2019. Out of the 14 countries with data in both periods, seven countries slightly improved their science mean score for 6th graders between 1 to 3 percent compared to TERCE 2013 including the Dominican Republic, Honduras, and Nicaragua. At the same time, on average, Mexico, Colombia, Argentina, and Guatemala regressed in their performance in science.

GRAPH 32: 6TH GRADE STUDENTS TERCE AND ERCE AVERAGE SCORE IN SCIENCE



Notes: In the case of Costa Rica, Honduras, Nicaragua, Panama and Uruguay, there are no statistically significant differences between the average TERCE 2013 and ERCE 2019 scores. Countries that observed statistically significant changes in the results obtained are marked with an *.

Source: UNESCO, ERCE 2019

C. LOWER SECONDARY SCIENCE

Young people in LAC countries assessed in PISA also face challenges to meet proficiency levels on science tests. As shown in Table 5, more than half of 15-year-old students performed at the lowest levels in Brazil, Peru, Colombia, and Argentina on the 2018 PISA science test. Students that achieve Level II show minimum competencies to engage in science-related issues. Chile registered the lowest share of students scoring below Level II (35.3 percent) in PISA 2018 among LAC countries. The proportion of 15-year-olds at the highest level of the science test is very low in the region, ranging between 0.1 percent in Costa Rica to 1 percent in Chile.

TABLE 5: PERCENTAGE OF STUDENTS SCORING AT THE HIGHEST AND LOWEST LEVELS ON THE PISA SCIENCE TEST, SELECTED COUNTRIES, 2018

	BELOW II (LESS THAN 409.54 POINTS)	LEVEL V OR ABOVE (ABOVE 633.33 POINTS)
Indonesia	60.0	0.1
Brazil	55.4	0.8
Peru	54.5	0.2
Argentina	53.5	0.5
Colombia	50.4	0.4
Qatar	48.4	2.2

	BELOW II (LESS THAN 409.54 POINTS)	LEVEL V OR ABOVE (ABOVE 633.33 POINTS)
Costa Rica	47.8	0.1
Albania	47.0	0.2
Mexico	46.8	0.3
Thailand	44.5	0.7
Uruguay	43.9	0.7
Malaysia	36.6	0.6
Chile	35.3	1.0
OECD Average	22.0	6.8
Spain	21.3	4.2
Russia	21.2	3.1
Portugal	19.6	5.6
United States	18.6	9.1
Latvia	18.5	3.7
Korea	14.2	11.8
Canada	13.4	11.3
Finland	12.9	12.3
Japan	10.8	13.1
Estonia	8.8	12.2
Vietnam	3.9	12.1
B-S-J-Z (China)	2.1	31.5

Notes: Selected countries include the top performer, the top five countries (not including economies like Hong Kong or Singapore), bottom five countries, all LAC participants, Spain, Portugal, United States, and Canada. Finland is included as previous top performer, Vietnam as an up and comer, Latvia and Russia as countries with similar GDP, and Indonesia, Malaysia, and Thailand as potential economic competitors.

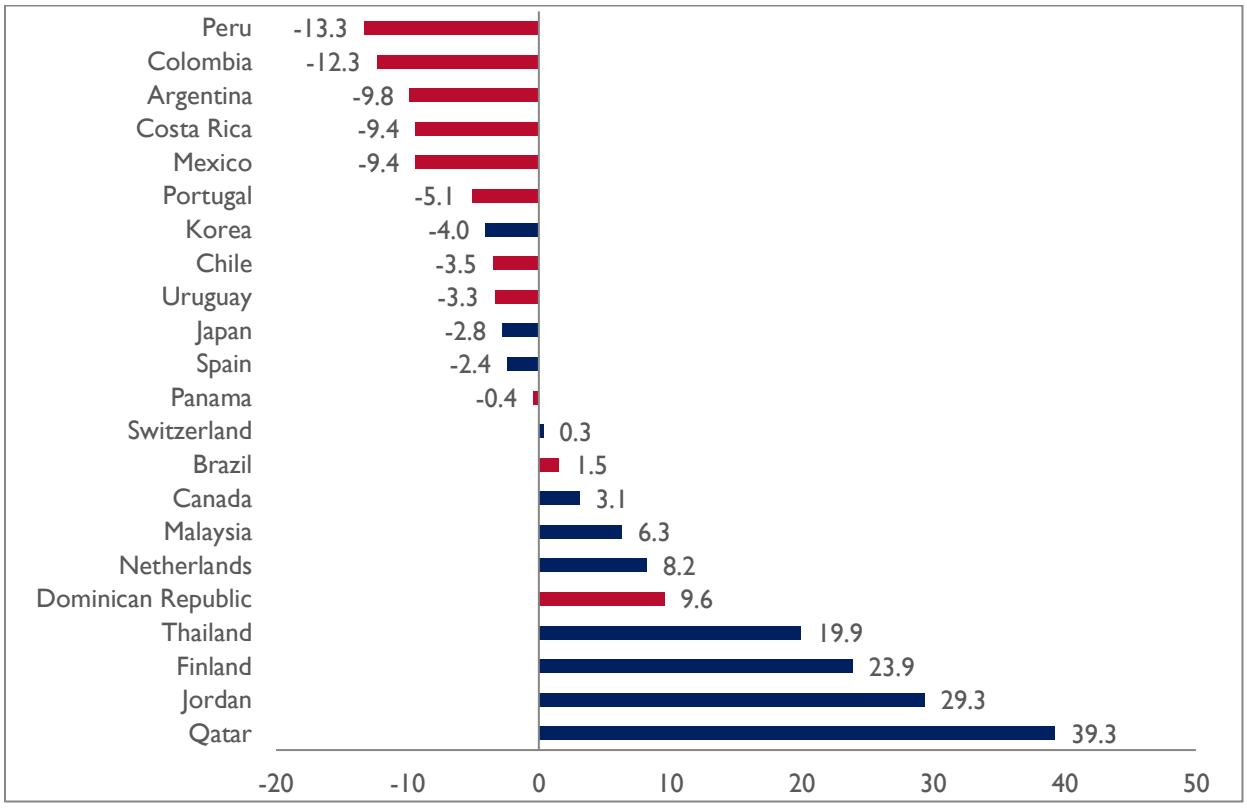
Source: OECD (2019). *PISA 2018 Results: What Students Know and Can Do. Student Performance in Mathematics, Reading and Science.* Volume 1. Annex B, Table I.B1.9. Consulted February 11, 2022

D. SCIENCE PERFORMANCE BY GENDER

In science, gender differences are dependent on grade level. In LAC countries assessed, 15-year-old girls tend to score lower than boys on PISA 2018, except in the Dominican Republic and Brazil, where disparity favors girls. Nonetheless, the ERCE 2019 science test showed disparity in favor of girls in 6th grade. Only 7 of 16 participating countries had significant gender differences on the science test, all

differences favored girls. Argentina, Brazil, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, and Nicaragua had no statistically significant gender differences in science.

GRAPH 33: POINT DIFFERENCE IN SCIENCE MEAN SCORES BETWEEN 15-YEAR-OLD GIRLS VS. BOYS ON PISA, 2018



Notes: Values below zero means disparity in favor of boys, values above zero means disparity in favor of girls, otherwise indicate equal shares between both groups.

Source: OECD, 2018b, Annex B1, Table II.B1.7.45

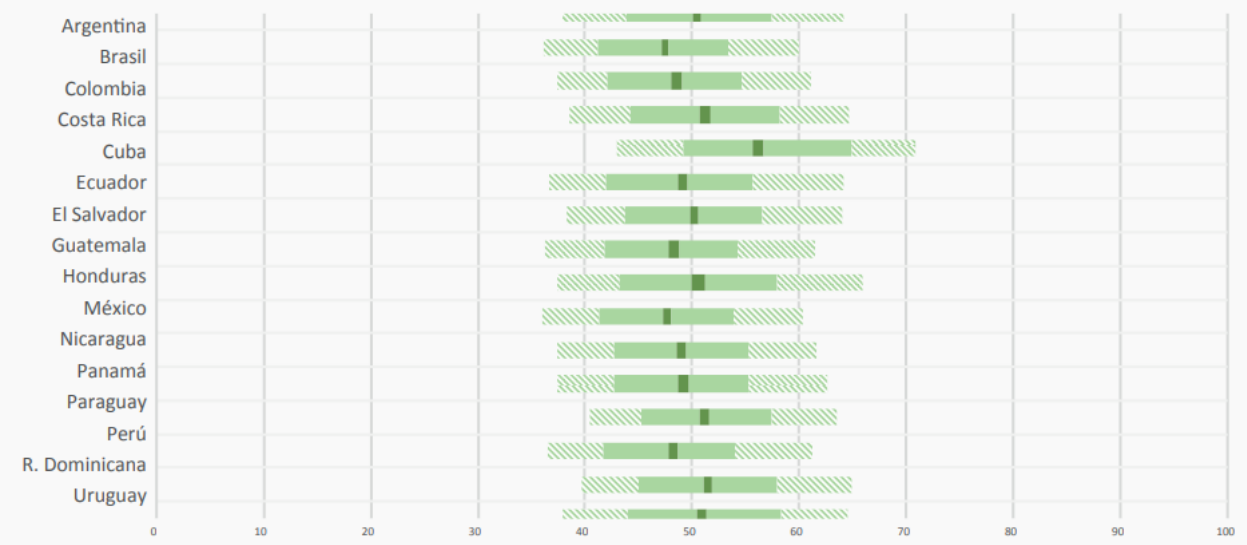
3.5. SOCIO-EMOTIONAL SKILLS

ERCE 2019 included a socio-emotional skills assessment of 6th grade students on the skills of empathy, openness to diversity, and school self-regulation.[39] The report suggests not interpreting the results as a direct consequence of the actions of the schools of each country. This is because, first, socio-emotional skills have only recently been incorporated into official curricula, which means that teachers have not necessarily been systematically trained to promote them. Second, students' experiences outside of school also have an impact on the development of these social-emotional skills.

[39] Countries included in ERCE socio-emotional skills test are Argentina, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, and Uruguay.

Broadly speaking, Cuban[40] students showed higher levels of empathy than the regional average, Cuba and Costa Rica reported higher levels of openness to diversity than the rest of the region, and almost all LAC countries showed similar positive levels of school self-regulation skills, except for Brazil and Cuba, which are above the regional average (see Graphs 34, 35, and 36).

GRAPH 34: DISTRIBUTION OF EMPATHY SCORES BY COUNTRY

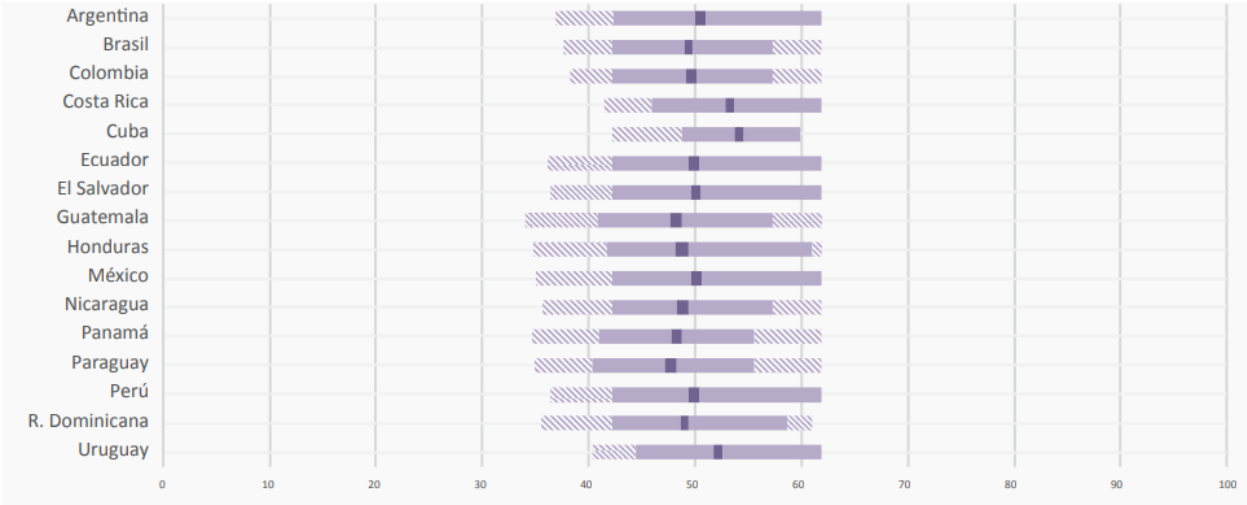


Notes: In the bar graphs, the center includes a dark rectangle that represents the mean. Its width represents the confidence interval of the mean. Then a bar is shown extending to the left and right representing the 25th and 75th percentiles, and beyond that, at the lighter ends of this same bar are the mean and its 95 percent confidence interval (2 standard deviations) 10th and 90th percentiles.

Source: UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved May 12, 2022, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

[40] UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved Mar 17, 2021, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

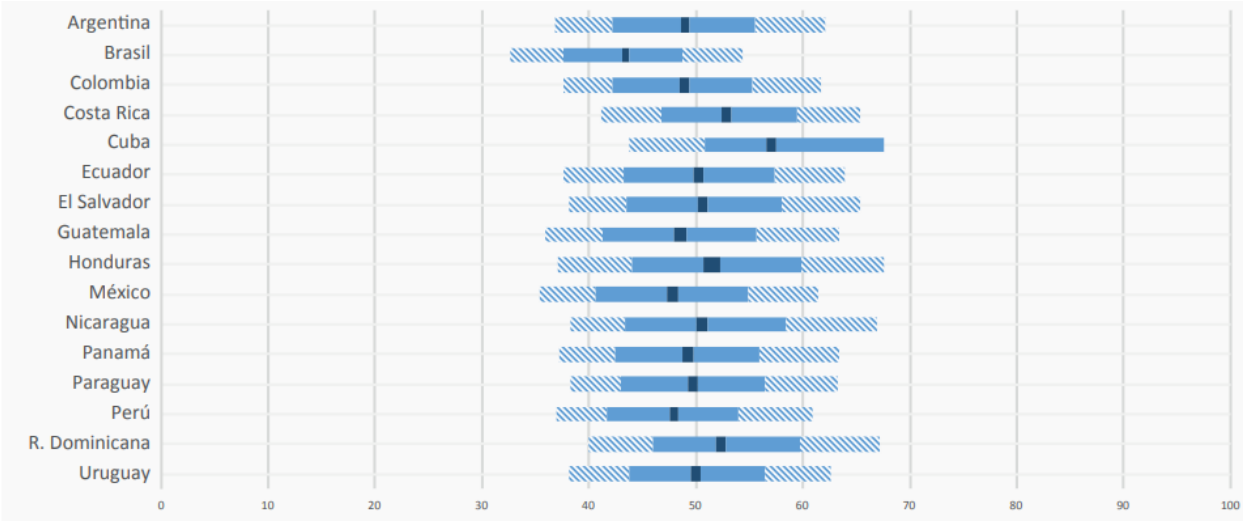
GRAPH 35: DISTRIBUTION OF OPENNESS TO DIVERSITY SCORES BY COUNTRY



Notes: In the bar graphs, the center includes a dark rectangle that represents the mean. Its width represents the confidence interval of the mean. Then a bar is shown extending to the left and right representing the 25th and 75th percentiles, and beyond that, at the lighter ends of this same bar are the mean and its 95 percent confidence interval (2 standard deviations) 10th and 90th percentiles.

Source: UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved May 12, 2022, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

GRAPH 36: DISTRIBUTION OF SELF-REGULATION SKILLS SCORES BY COUNTRY



Notes: In the bar graphs, the center includes a dark rectangle that represents the mean. Its width represents the confidence interval of the mean. Then a bar is shown extending to the left and right representing the 25th and 75th percentiles, and beyond that, at the lighter ends of this same bar are the mean and its 95 percent confidence interval (2 standard deviations) 10th and 90th percentiles.

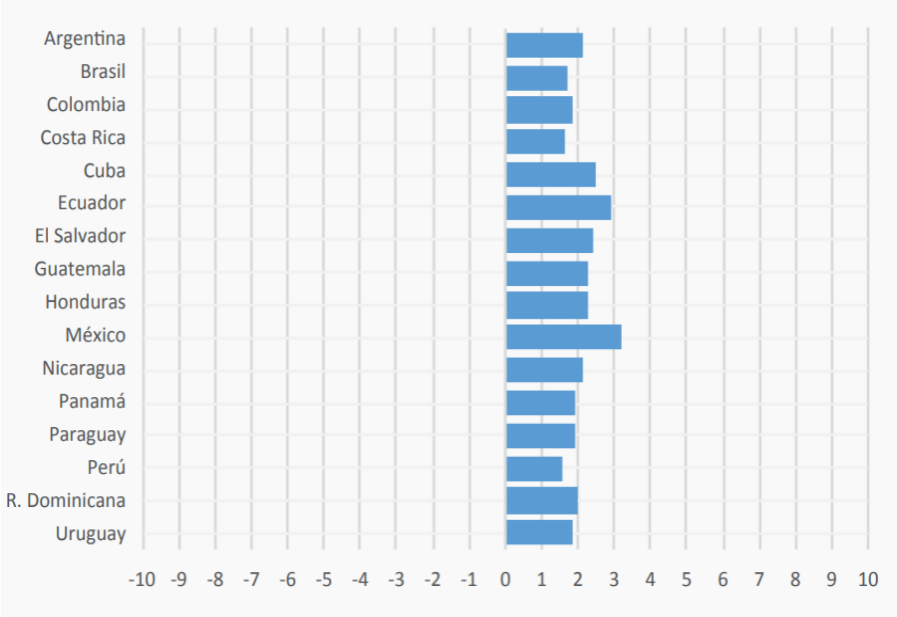
Source: UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved May 12, 2022, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

There is a positive relationship between students' socioeconomic status and socio-emotional skills development. In most countries, there is a positive association between SES and all three skills that ERCE measures. In the case of openness to diversity skills, all countries show a positive

association. For empathy, all countries except Cuba showed a positive association, but for self-regulation Guatemala and the Dominican Republic were among the countries showing a positive association. More information about the positive relationship between SES and socio-economic status is available in Appendix 3, Graph A.37.

Girls tend to have higher levels of socio-emotional skills compared to boys, across all skills and in all countries. (See Graphs 37, 38, and 39.) The gender gap is statistically significant in all the participating countries, and the difference between boys and girls is 2 to 4 points. This implies that 6th grade girls reported a higher level of self-regulation, empathy, and valuing diversity than boys, especially in Mexico, Brazil, Ecuador, and Uruguay. Other key findings in non-cognitive skills measurement are that **schools make a difference in the development of these skills**, although their incidence is less than in the achievement of learning.[41]

GRAPH 37: DIFFERENCES BETWEEN MALE AND FEMALE STUDENTS IN 6TH GRADE OF SCHOOL SELF-REGULATION SKILLS

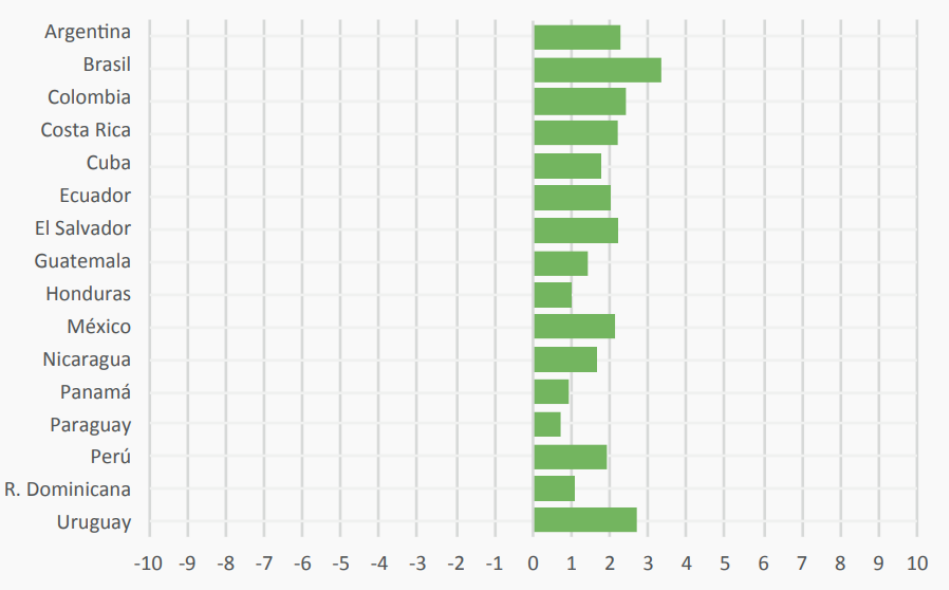


Notes: Each bar represents the difference between the average score of girls compared to boys on the corresponding self-regulation skills. Values more than 0, indicate differences in favor of girls. Solid colors imply a statistically significant difference.

Source: UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved Mar 17, 2021, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

[41] ERCE 2019 reports the extent to which the scores on the various measures of social-emotional skills reflect similarities that might be attributable to the effect of the schools that students attend is described below. For this purpose, UNESCO used the intraclass correlation, an indicator whose value can vary between 0 and 1. The most common trend between countries is that the variability between schools is about 10 percent.

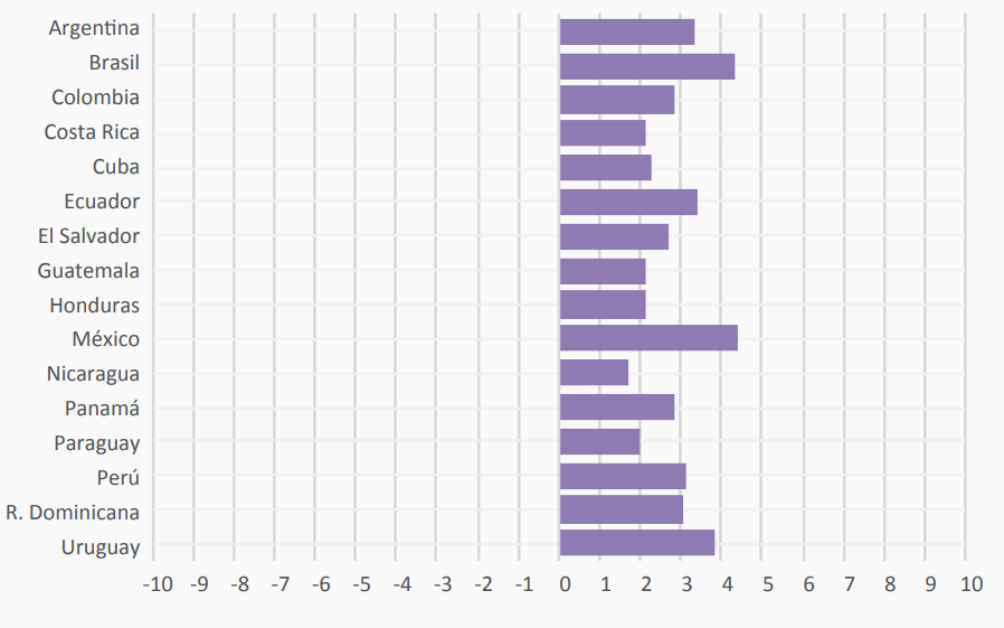
GRAPH 38: DIFFERENCES BETWEEN MALE AND FEMALE STUDENTS IN 6TH GRADE OF EMPATHY SKILLS



Notes: Each bar represents the difference between the average score of girls compared to boys on the corresponding socio-emotional skill. Values more than 0, indicate differences in favor of girls. Solid colors imply a statistically significant difference.

Source: UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved Mar 17, 2021, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

GRAPH 39: DIFFERENCES BETWEEN MALE AND FEMALE 6TH GRADERS OF OPENNESS TO DIVERSITY SKILLS



Notes: Each bar represents the difference between the average score of girls compared to boys on the corresponding socio-emotional skill. Values more than 0, indicates difference in favor of girls. Solid colors imply a statistically significant difference.

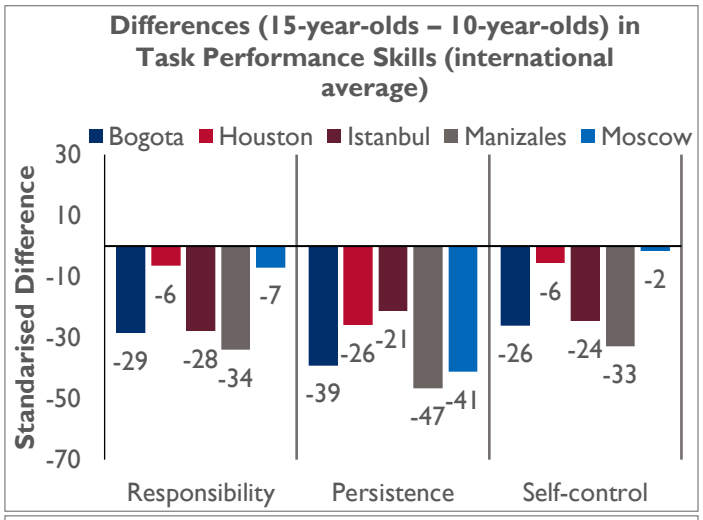
Source: UNESCO (2021, Dec). *Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019)*. Santiago, Chile. Retrieved Mar 17, 2021, from: https://unesdoc.unesco.org/ark:/48223/pf0000380240

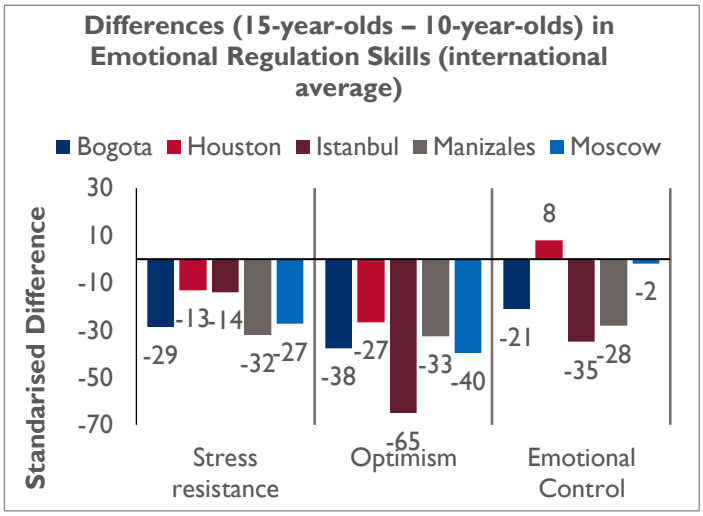
The OECD also conducted a Survey on Socio and Emotional Skills (SSES) in 2021. The SSES assesses the conditions and practices that foster or hinder the development of socio-emotional skills for 10 and 15-year-old students.[42] Socio-emotional skills covered on the SSES are organized into five traits: openness, task performance (conscientiousness), engaging with others (extraversion), collaboration (agreeableness), and emotional regulation (neuroticism). Ten cities participated in the survey but only two correspond to one LAC country: Bogotá (Colombia), Daegu (Korea), Helsinki (Finland), Houston (United States), Istanbul (Turkey), Manizales (Colombia), Moscow (Russia), Ottawa (Canada), Sintra (Portugal), and Suzhou (China).

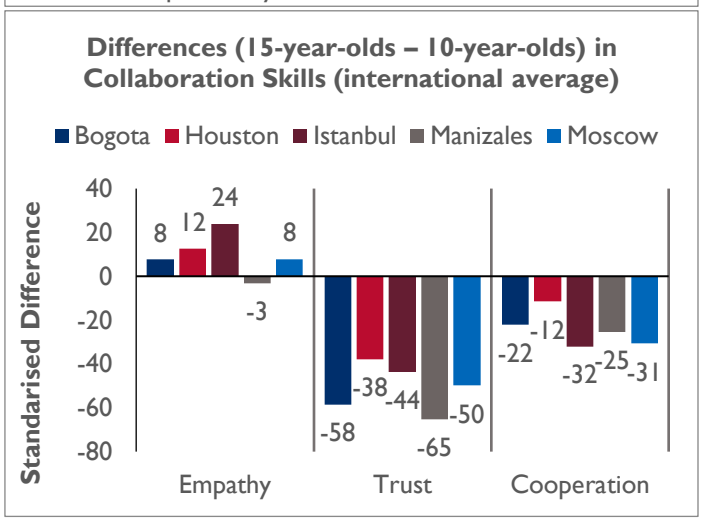
As can be seen in Graph 40, the study suggests that **all 15-year-old students, independent of their gender and social background, reported lower social and emotional skills than 10-year-olds in Bogotá and Manizales (both Colombian cities) and on average across all participating cities.** Socio-emotional skills related to task performance and trust among students in Bogotá and Manizales drop notably between 10-year-old and 15-year-old students than in the other cities. The study also found a positive significant relationship between persistence, responsibility, and intellectual curiosity to school performance in 15-year-old students from the two Colombian cities. They also reported higher levels of tolerance, while Bogotá reported higher levels of empathy. Other skills of open-mindedness traits, such as creativity and curiosity, were found to be lower among 15-year-old students than 10-year-olds.

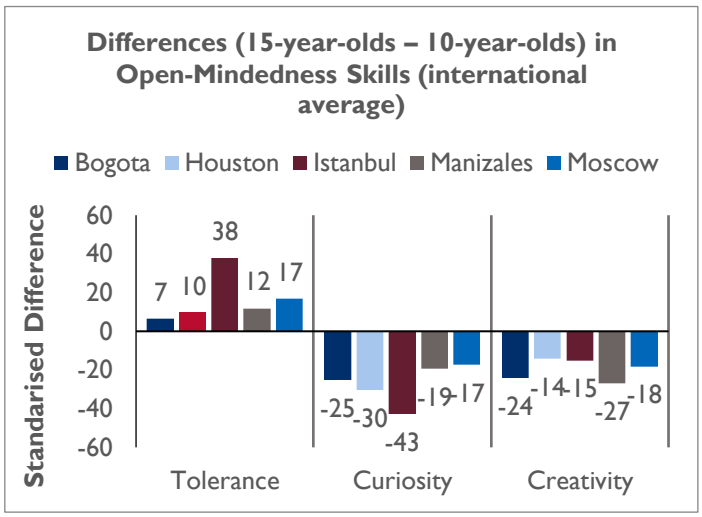
[42] The survey performs a self-assessment and an assessment by others to measure social-emotional skills. Respondents (students, teachers, and parents) indicate the extent of their agreement or disagreement with statements regarding their own (or the student's) beliefs, preferences, usual behaviors, attitudes, etc. The skills scales are standardized; the reference value is 500 and represents balanced responses, i.e., a student agrees three times, disagrees three times.

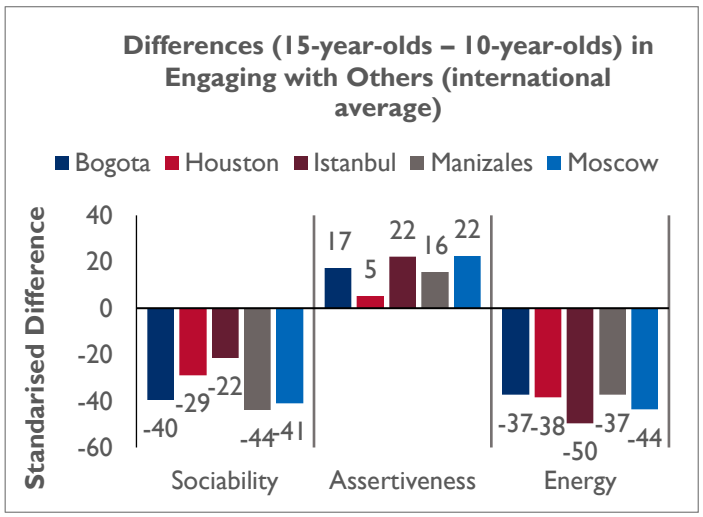
GRAPH 40: DIFFERENCES (15-YEAR-OLDS – 10-YEAR-OLDS) IN TASK PERFORMANCE SKILLS

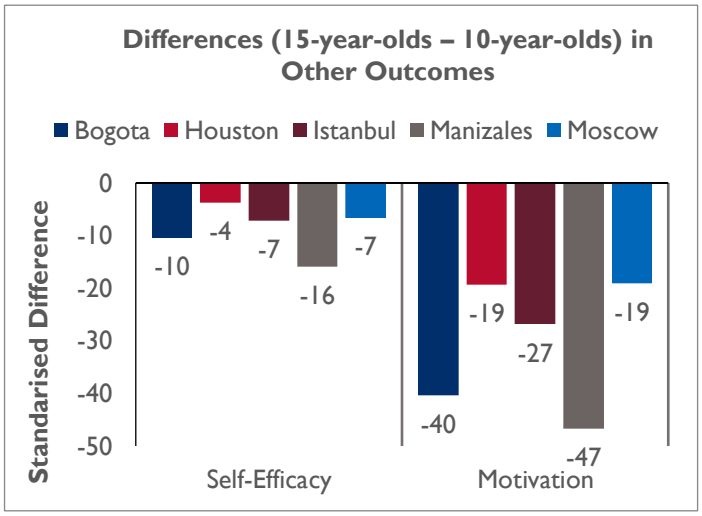












Note: Negative values represent higher socio-emotional skills for 10-year-olds students, positive values indicate higher 15-year-old students emotional skills compared to 10-year-old.

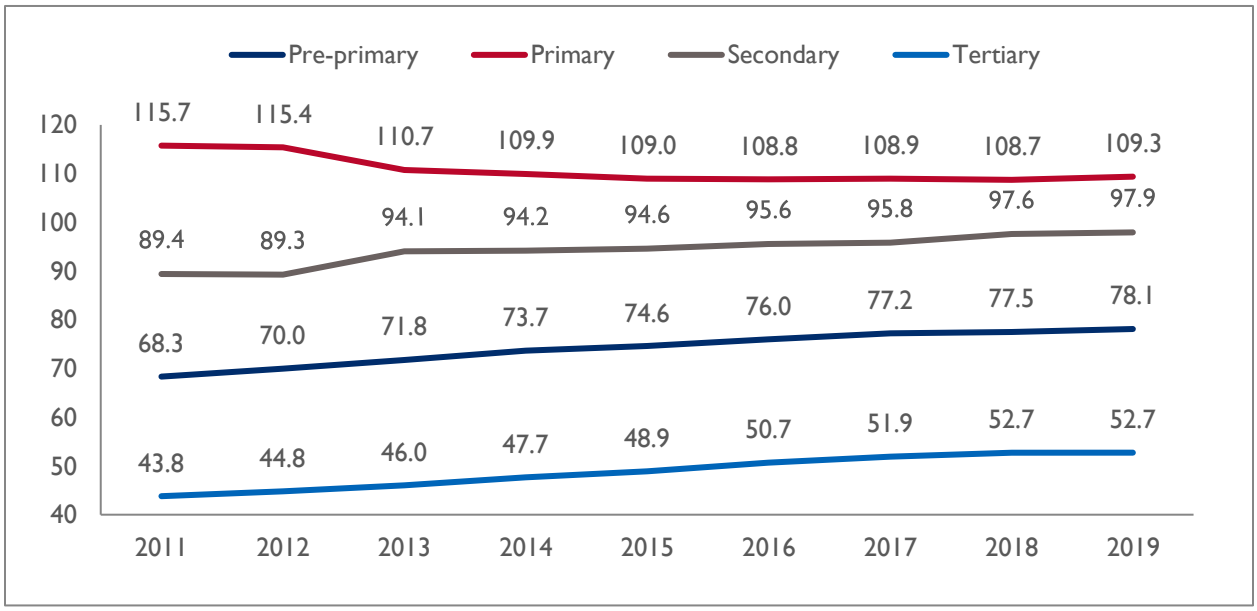
Source: OECD, SSES 2019 Database, Table A1.3

4. PERFORMANCE INDICATORS

4.1. REGIONAL ENROLLMENT RATES

Enrollment rates have increased since 2011 at pre-primary, secondary, and tertiary education, and most children complete primary school. Pre-primary and tertiary level enrollment rates increased in the region between 2011 and 2019. Factors that may have contributed to this result include: 1) the increased focus of multilateral investment in primary education during the last decade, as previously mentioned in this report; and 2) improvements in secondary school coverage. In pre-primary education, Peru, Costa Rica, Bolivia, Suriname, and Barbados showed the highest increases among LAC countries, while in Chile, Guatemala, and The Bahamas pre-primary enrolment rates declined between 2011 and 2019. (See Graph 41 and Appendix 3, Table A.11.) In tertiary education, Chile, Colombia, Mexico, Costa Rica, and Argentina pulled up the LAC average with increases between 9 and 18 pp in the same period mentioned above. Secondary enrollment rates increased slightly by 9 percent in the same period. The countries that recorded the higher increases were Costa Rica, Mexico, Peru, Uruguay, and Chile, while The Bahamas and Honduras declined. Primary school enrollment rates for the region decreased by 4 percent between 2011 and 2019; the drop was greater in El Salvador, Guatemala, Ecuador, and Argentina (between 7 and 19 pp).

GRAPH 41: ENROLLMENT RATES BY LEVEL OF EDUCATION, LATIN AMERICA, 2011–2019



Source: World Bank, EdStats online database, consulted on 1/20/2022.

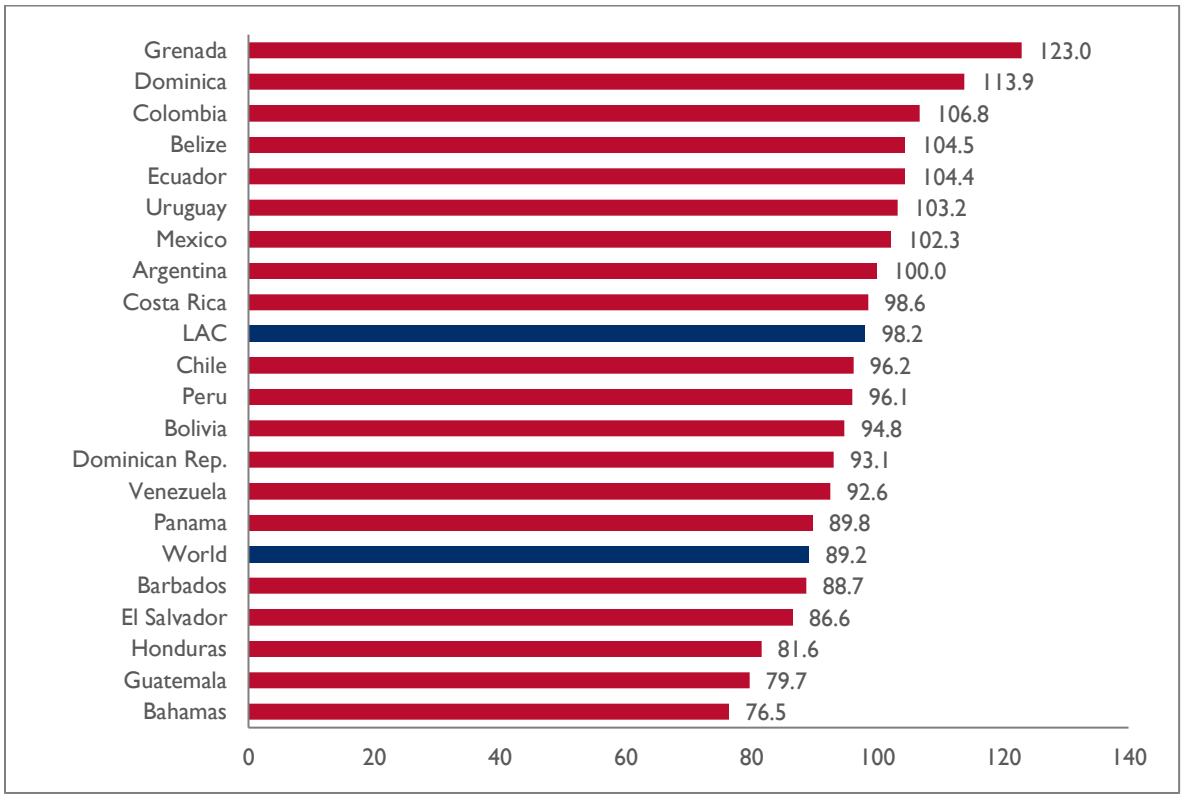
4.2. GROSS INTAKE AND YEARS OF FREE COMPULSORY EDUCATION

Gross intake ratios are particularly high in LAC countries compared to the world average (98 percent in LAC vs. 89 percent world). In 2018, the ratio exceeded 100 percent in seven LAC countries due to under-age or over-age students who enter primary school early or late (see Graph 42).

The region faces challenges in getting children into school on time; children are more likely to complete primary school if they enter at the right age.[43]

On average, 86 percent of children in LAC countries (excluding Haiti and Nicaragua) enrolled in the first grade of primary education eventually reach the last grade of primary education. However, survival rates vary widely within the region. Jamaica, Guatemala, and Honduras recorded survival rates in the range of 60-77 percent; Venezuela, El Salvador, the Dominican Republic, Uruguay, and Belize in the range of 80-90 percent. At the top of the distribution are Chile, Bolivia, Mexico, Ecuador, Colombia, Argentina, Costa Rica, and Peru with survival rates to the last grade of primary education in the range of 90-100 percent. Between 2015 to 2019, Colombia saw the highest increase in survival rates (23 pp), while survival rates in Jamaica, Venezuela, Uruguay, and the Dominican Republic declined during the same period.

GRAPH 42: GROSS INTAKE RATIO TO THE LAST GRADE OF PRIMARY EDUCATION, BOTH SEXES (%), 2018

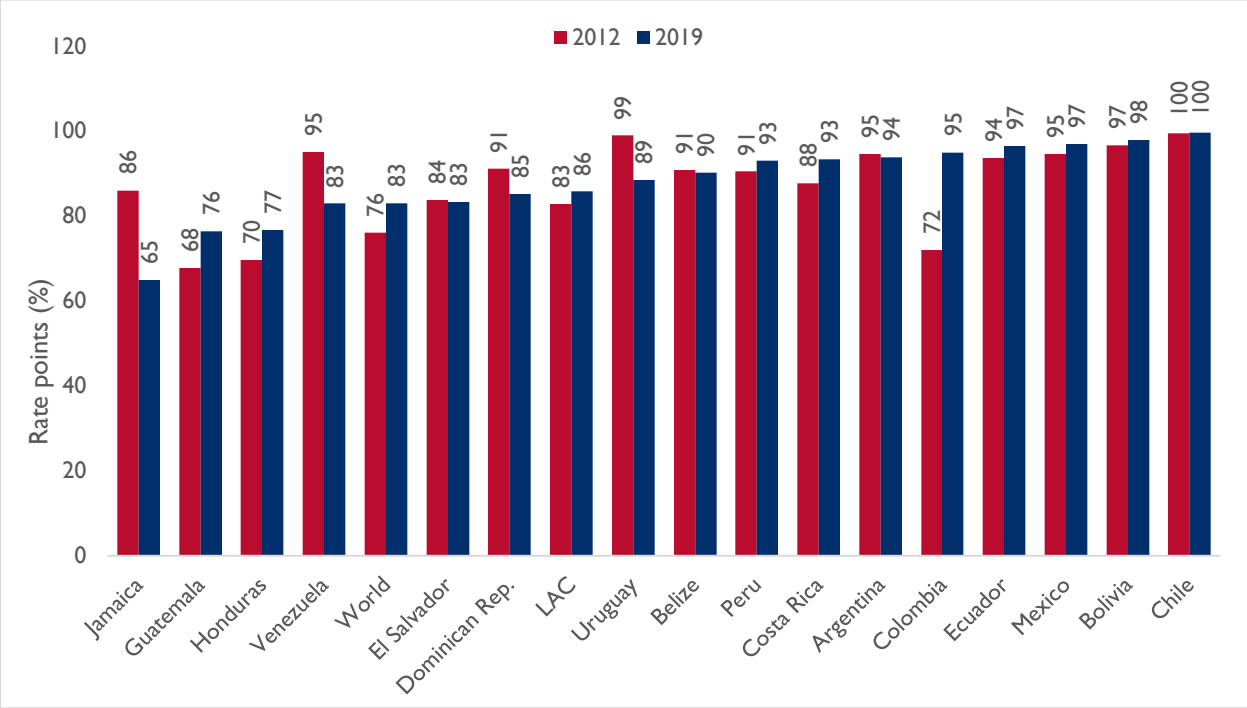


Notes: Data listed within two years. Total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary. The ratio can exceed 100 percent due to over-aged and under-aged children who enter primary school late/early and/or repeat grades.

Source: World Bank, EdStats, consulted on March 17, 2022

[43] UNESCO (2014). *EFA Global Monitoring Report: Teaching and Learning Achieving Quality for All*.

GRAPH 43: SURVIVAL RATE TO THE LAST GRADE OF PRIMARY EDUCATION, BOTH SEXES, % OF COHORT, LATIN AMERICAN COUNTRIES



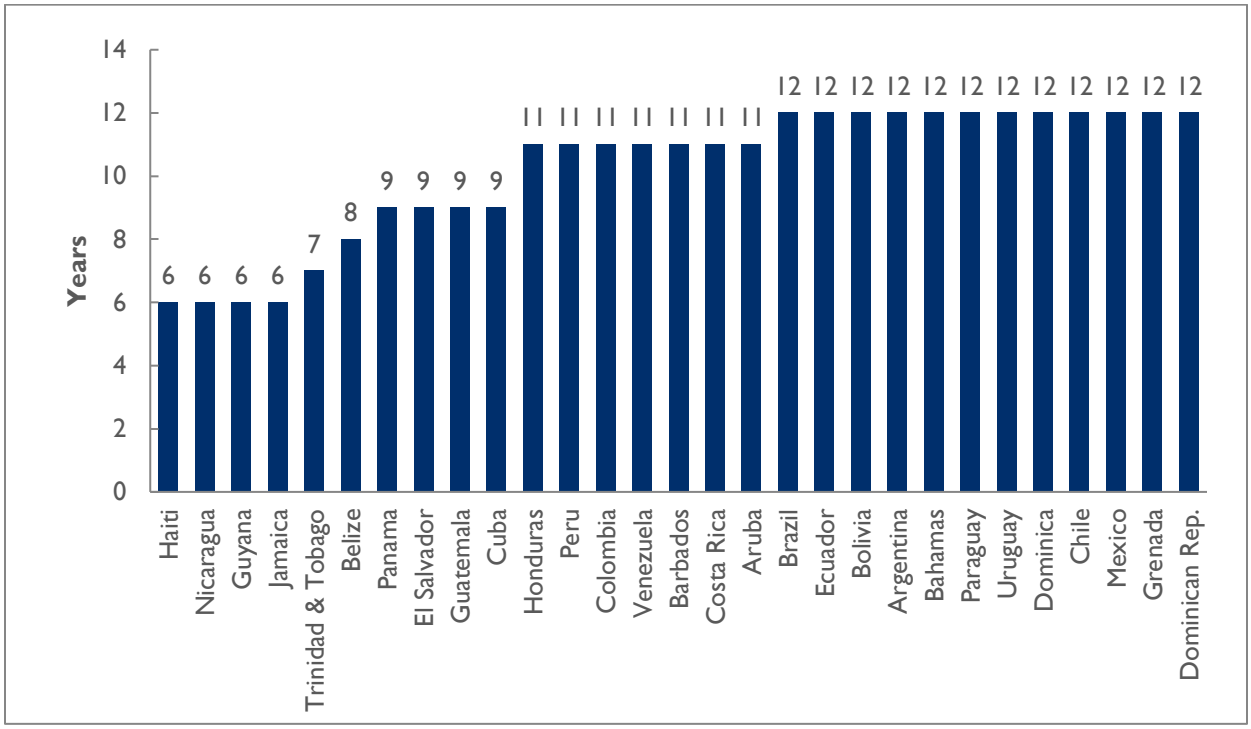
Notes: All data within two years of date listed, except 2012 data for Chile (2013), and Peru (2013); and 2019 data for Venezuela (2016), El Salvador (2016), Uruguay (2016), Peru (2016), and Costa Rica (2016).

Source: World Bank, EdStats online database, consulted March 30, 2022

In 2018, the LAC average of primary and secondary compulsory education for 29 countries was 10.2 years, ranging between 6 to 12 years (see Graph 44). Primary education is compulsory throughout the region as well as lower secondary education except in Haiti, Guyana, Jamaica, and Nicaragua, while upper secondary is mandatory in 12 out of 29 Latin American countries included in the list.[44] As can be seen, the region still faces challenges to extend secondary education as mandatory, especially in Haiti, Nicaragua, Guyana, and Jamaica.

[44] López, N.; Opertti, R.; Vargas, T. (2017). *Youth and changing realities: Rethinking secondary education in Latin America*. UNESCO.

GRAPH 44: NUMBER OF YEARS OF COMPULSORY PRIMARY AND SECONDARY EDUCATION GUARANTEED IN LEGAL FRAMEWORKS, 2019



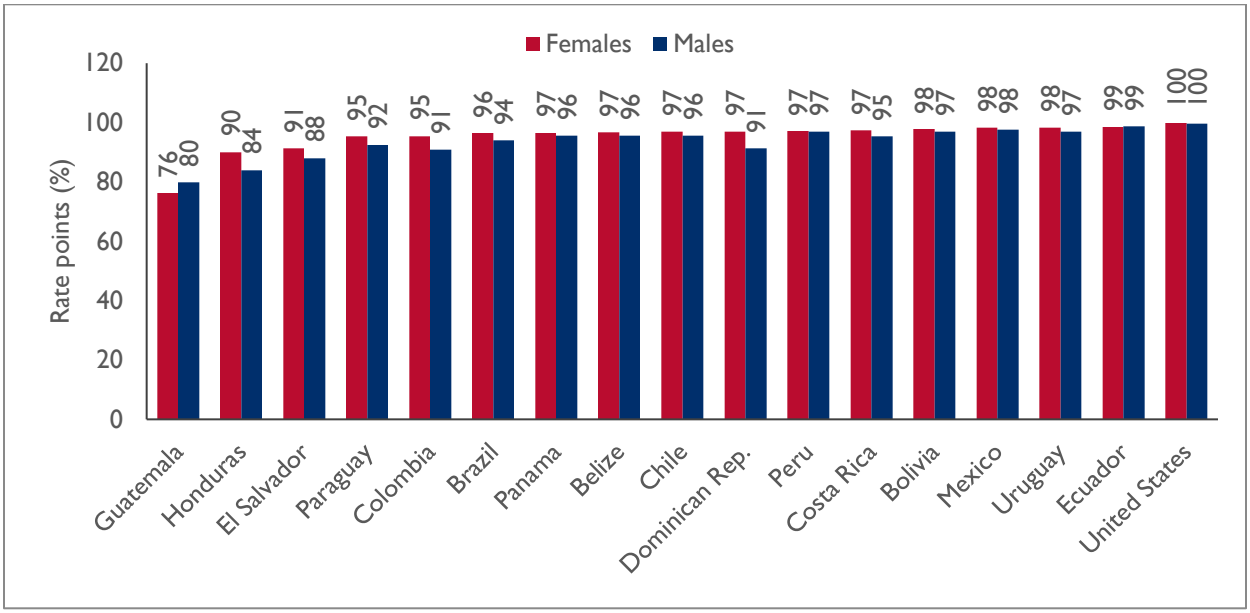
Source: World Bank, Ed Stats, consulted on March 7, 2022

4.3. PRIMARY SCHOOL COMPLETION RATES

Primary school completion rates are over 90 percent in almost every country in the region (see Appendix 3, Table A.12). However, Suriname, Guatemala, Nicaragua, and Haiti still face challenges in primary school completion, with rates between 50 and 86 percent in the most recent year for which data is available. Primary education completion rates have increased about 3 pp since 2016 in Guatemala and Nicaragua, although they are still below the regional average. Jamaica has the highest completion rate in 2020, with 99.9 percent of students completing the last year of primary education.

In LAC countries with available information, more girls tend to complete primary education than boys, except for Ecuador and Guatemala where disparities favor boys (see Graph 45). The gender gap is particularly wide in the Dominican Republic and Honduras with differences in favor of girls by about 5 pp. Panama and Peru have the narrowest gender gap in completion rates. As shown in Graph 46, when looking at the changes in completion rates between 2010 and 2018, more learners completed their primary education in all countries. Percentage point increases vary by country, from 0.7 pp improvement in Brazil, to 6.1 pp in Honduras, 7.4 pp in El Salvador, and 8.4 pp in the Dominican Republic.

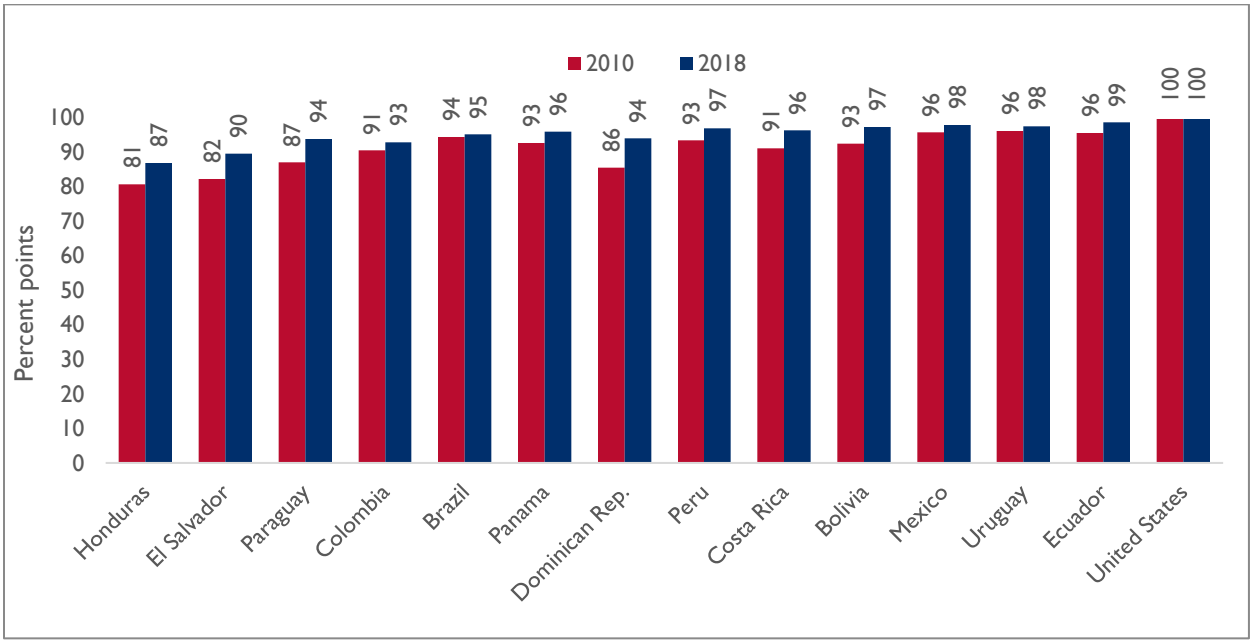
GRAPH 45: COMPLETION RATES OF PRIMARY EDUCATION BY SEX, SELECTED COUNTRIES, 2018



Notes: National-level indicators. All data within two years of 2018, except for Belize (2016), and Guatemala (2015). Barbados, Guyana, Nicaragua, and Venezuela are excluded because their latest data is from 2012 or 2014. National level statistics. No information is available about statistical significance in learning outcomes differences between females and males.

Source: World Bank, EdStats online database, consulted March 17, 2022

GRAPH 46: COMPLETION RATES OF PRIMARY EDUCATION, SELECTED COUNTRIES, 2010-2018



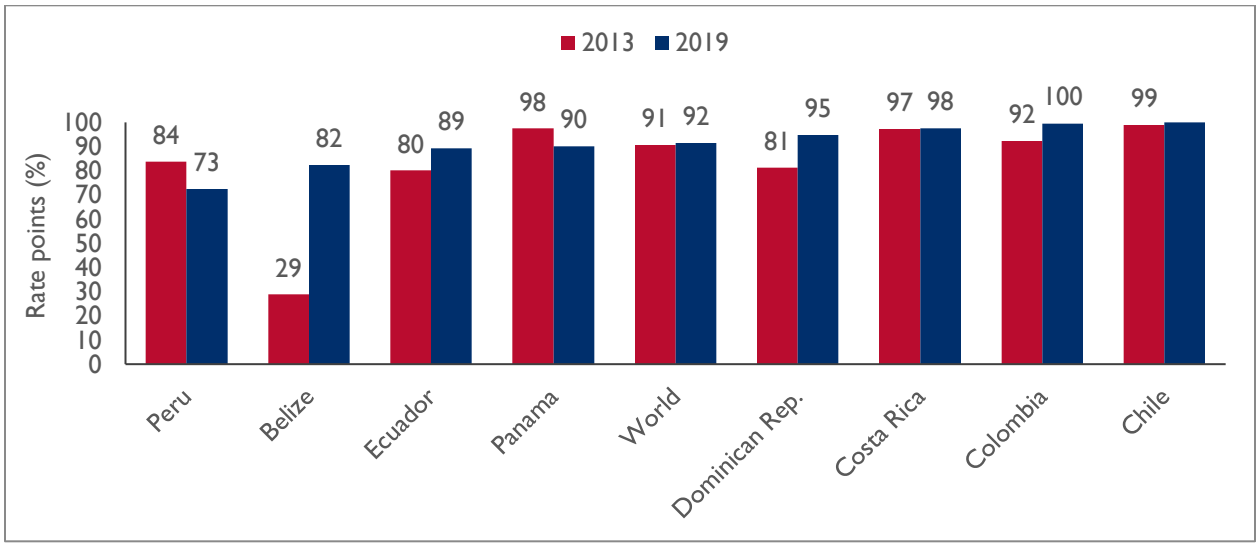
Notes: National-level indicators. All data within two years of 2018, except for Belize (2016) and Guatemala (2015).

Source: World Bank, EdStats online database, consulted March 17, 2022

4.4. PRIMARY SCHOOL TEACHERS

GETTING ENOUGH QUALIFIED TEACHERS INTO THE CLASSROOM IS ANOTHER MAJOR EDUCATIONAL CHALLENGE IN THE REGION. LAC countries with available data have made some progress in increasing the proportion of trained teachers since 2013, but Peru, Belize, Ecuador, and Panama still lag behind in providing the minimum pedagogical qualifications needed for primary school teachers (see Graph 47). Belize and the Dominican Republic had the largest increases in teacher certifications between 2013 and 2019; increasing the proportion of qualified teachers by 53 and 13 pp respectively in the same period. Between 2014 and 2020, Belize has continued to invest more in the education sector. For example, with funding from the Inter-American Development Bank (IDB), the country implemented the Education Quality Program, which finished in 2020 and focused on teacher training, creating a quality assurance system to improve education policy, and evaluated the effect of teacher training on improving education quality. The project was targeted to solve two main issues in the country: the low quality of instruction, particularly in primary education, and the lack of governance mechanisms to monitor the quality and equity levels of education throughout the system. Half of the primary schools in Belize had benefited from the training provided, with more than 1,500 teachers participating, increasing the proportion of in-service primary education teachers that meet the minimum organized teacher training required for teaching (IDB, 2020).

GRAPH 47: PERCENTAGE OF QUALIFIED TEACHERS IN PRIMARY EDUCATION, BOTH SEXES, LATIN AMERICAN COUNTRIES, 2013 AND 2019

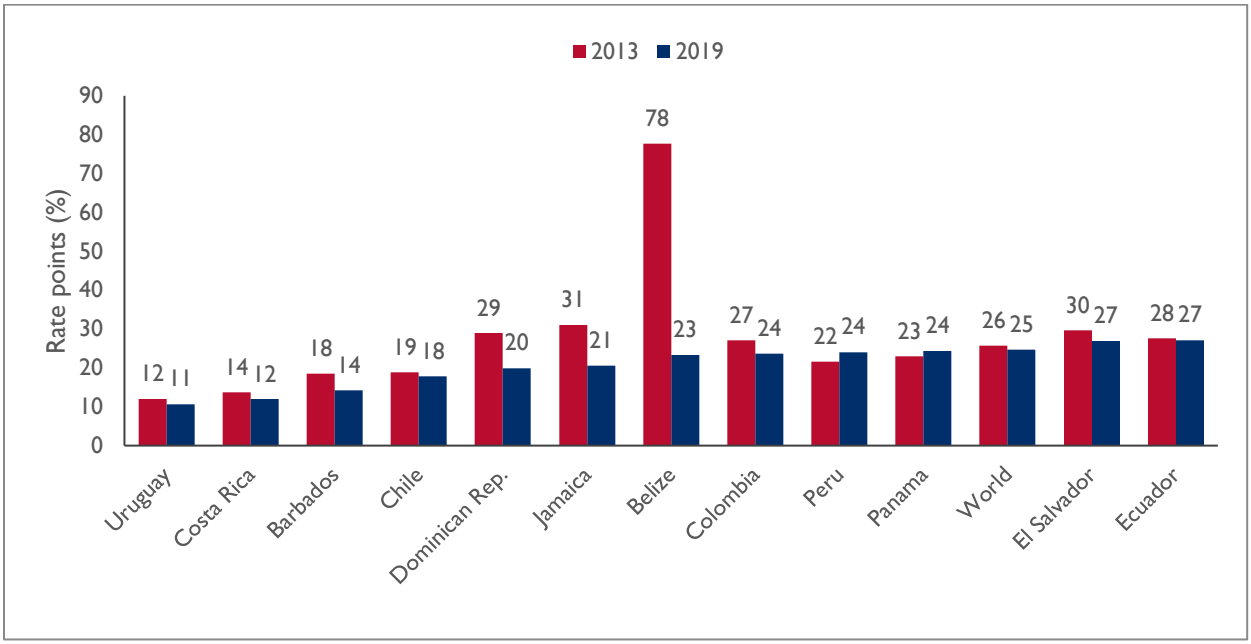


Notes: All data within two years of date listed, except 2013 data for Ecuador (2012), Belize (2014), Chile (2014), and world average (2014); and 2019 data for Panama (2017), Colombia (2017), and Chile (2017). Paraguay, Jamaica, and Barbados are excluded because data is available for one year (2012, 2014, and 2019 respectively). According to World Bank, "trained teachers refer to teaching force with the necessary pedagogical skills to teach and use teaching materials in an effective manner."

Source: World Bank, EdStats online database, consulted March 18, 2022

The percentage of qualified teachers decreased in Peru and Panama by 11 and 7 percentage points. The ratio of students per qualified teacher also showed the same trend (see Graph 48), but Ecuador, El Salvador, Panama, Peru and Colombia still have a worse ratio of students per qualified teacher in primary education.

GRAPH 48: PUPIL-QUALIFIED TEACHER RATIO IN PRIMARY EDUCATION, LATIN AMERICAN COUNTRIES, 2013 AND 2019



Notes: All data within two years of date listed, except 2013 data for Ecuador (2012), Barbados (2014), Chile (2014), world average (2014), and El Salvador (2015); and 2019 data for Chile (2017), Colombia (2017), and Panama (2017). Paraguay is excluded because data is only available for 2012.

Source: World Bank, EdStats online database, consulted March 18, 2022

5. SCHOOL READINESS

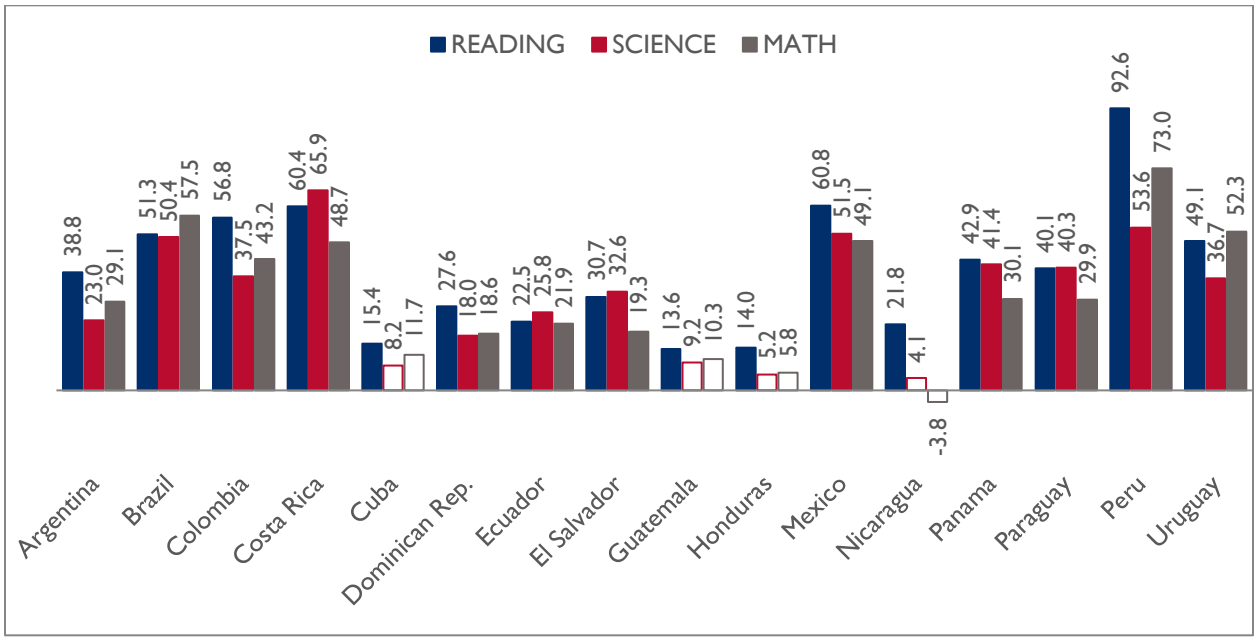
5.1. ENROLLMENT PRESCHOOL AND EARLY CHILDHOOD EDUCATION

Access to preschool is increasing; however, preschool education is delivered and financed primarily by the private sector.[45] Attendance in pre-primary education is associated with higher scores on ERCE 2019 in reading, and the relationship is statistically significant for all LAC countries assessed. (See Graph 49 for country-specific scores for reading, science, and math.) It is important to note that enrollment in non-state primary schools in Latin America and the Caribbean has remained relatively stable in the 2015-2019 period, where the percentage of students in the education system enrolled in private institutions averages 20 percent of total enrollment.[46] The same behavior can also be seen in secondary education students in the same period, where 19 percent of students in the education system have enrolled in private schools.[47]

[45] UNICEF, in alliance with the organization Theirworld, carried out a study that recommends authorities and the private sector dedicate 10 percent of all national education budgets to preschool education, which allows an increase in the number of children with access to learning opportunities in their first years of life (source: https://theirworld.org/news/countries-must-increase-spending-on-pre-primary-education-unicef-report/).
[46] Source: Own calculations based on UIS database.
[47] Source: Own calculations based on UIS database. Also see Elacqua, Iribarren, and Santos (2018) for a discussion of trends in private schools in Latin America.

Notice that for reading, there is a positive correlation between attending preschool and outcomes in reading for grade 6 learners in 12 out of the 16 countries, when controlling for socioeconomic factors (see Graph 50 for country specific correlations between attending preschool and reading at grade six after controlling or not for socioeconomic factors). As in many parts of the world, preschool education in Latin America has multiple providers: government, private sector, and non-profit entities such as religious institutions. These providers are a response to increasing enrollment in pre-primary education (see Appendix 3, Graph A.15 and Table A.42). Unfortunately, investment in pre-primary education remains low in terms of overall education expenditure.[48] Only a handful of LAC countries assessed, including Peru, Uruguay, Paraguay, Argentina, Chile, and El Salvador, have continued to increase the percentage of their education budgets dedicated to pre-primary education, while the majority of countries have stagnated or reduced their investment in the pre-primary level (see Graph 51).

GRAPH 49: RELATION BETWEEN STUDENT ATTENDANCE AND PRESCHOOL EDUCATION WITH ACHIEVEMENT ON THE ERCE 2019 TESTS (6TH GRADE STUDENTS)

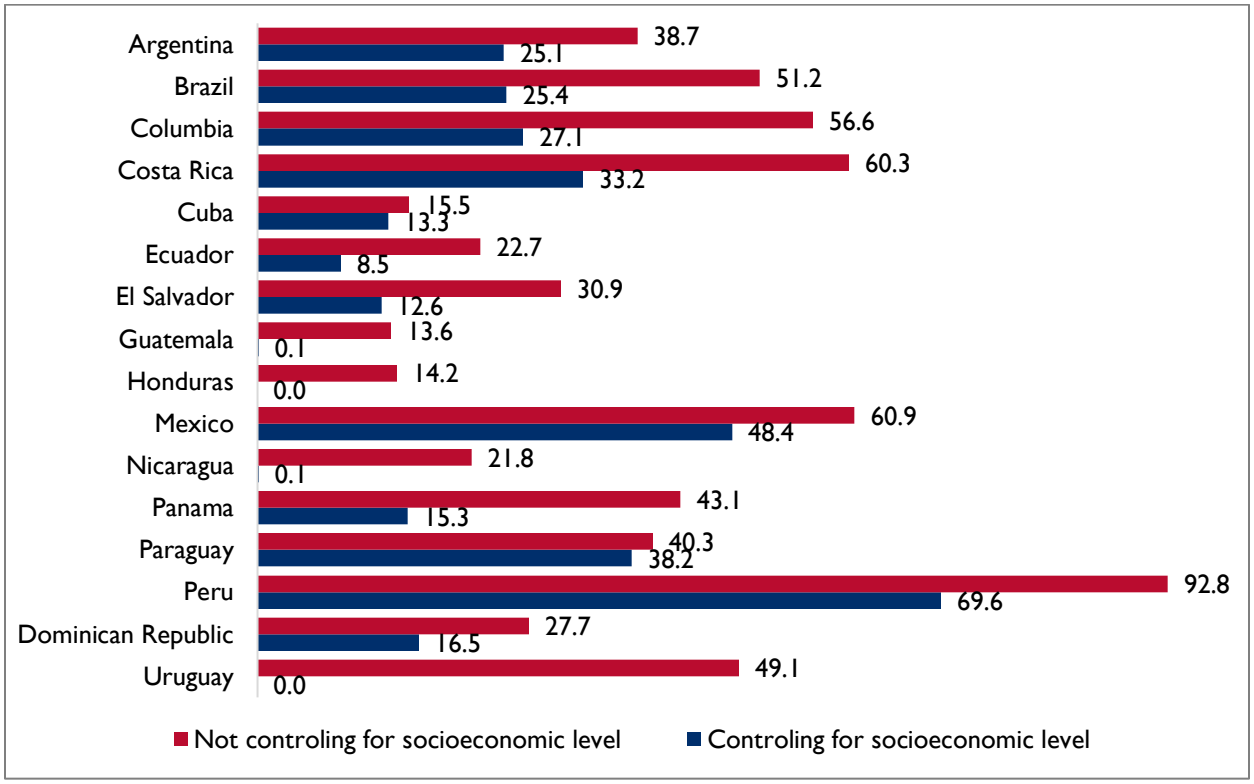


Notes: Countries with solid fills indicate statistically significant variables. Non-representative factors are presented with an empty fill.

Source: UNESCO ERCE 2019

[48] According to UNICEF, countries should spend 10 percent of education budget on pre-primary education (Theirworld, 2017).

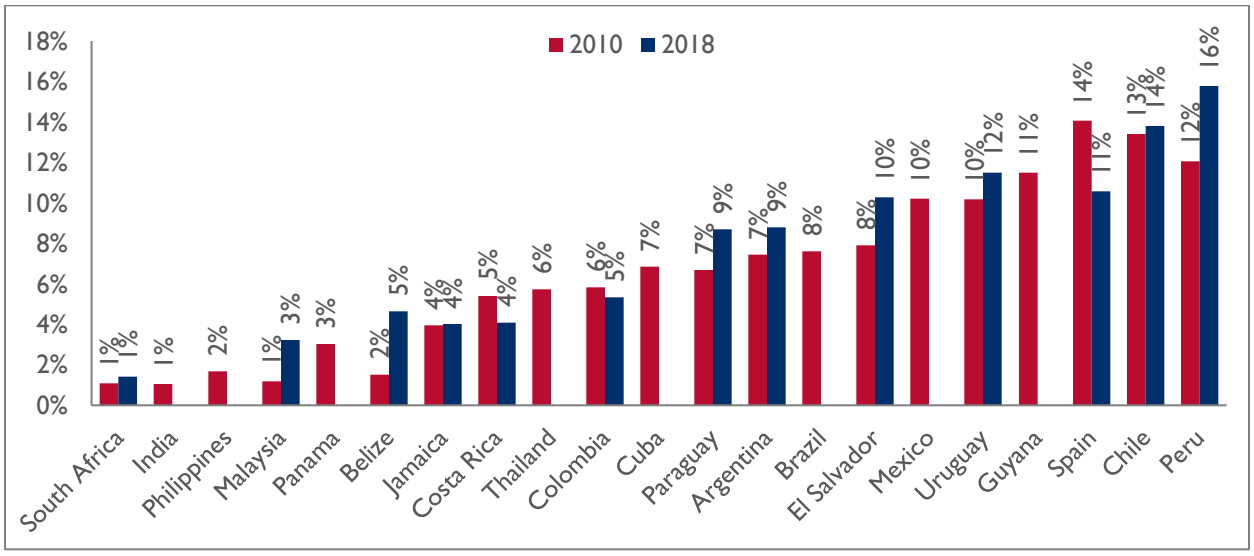
GRAPH 50: STUDENT ATTENDANCE IN PRESCHOOL EDUCATION WITH ACHIEVEMENT ON READING THE ERCE 2019 TESTS (6TH GRADE STUDENTS), AFTER CONTROLLING FOR SOCIOECONOMIC FACTORS



Notes: Blue bars indicate relationship after controlling for socioeconomic factors, while red bars show the unconditional relationship (not controlling for socioeconomic factors). Differences are statistically significant for all countries.

Source: UNESCO ERCE 2019

GRAPH 51: EDUCATION EXPENDITURE ON PRE-PRIMARY EDUCATION AS A PERCENT OF TOTAL EDUCATION EXPENDITURE, SELECTED COUNTRIES, 2010 AND 2018



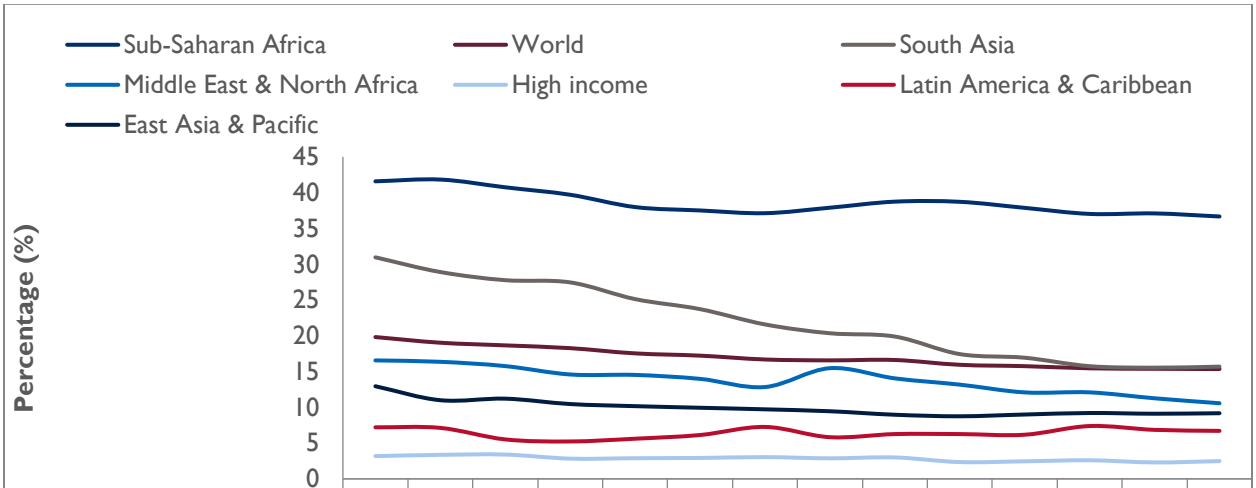
Note: All data within two years of date noted, except El Salvador 2000 data is for 2003.

Source: World Bank, EdStats online database consulted on January 21, 2022

5.2. OUT-OF-SCHOOL CHILDREN AND YOUTH

Approximately 1.6 million children of primary school age are out of school in the region. On average, 5 percent of children do not attend primary school in LAC, well below the world average (8 percent), and that percentage has decreased in recent years (see Graph 52). In El Salvador, Panama, and Suriname, more than 10 percent of children of primary school age are out of school (see Appendix 3, Table A.20).

GRAPH 52: PERCENTAGE OF OUT-OF-SCHOOL YOUTH OF PRIMARY SCHOOL AGE, BOTH SEXES

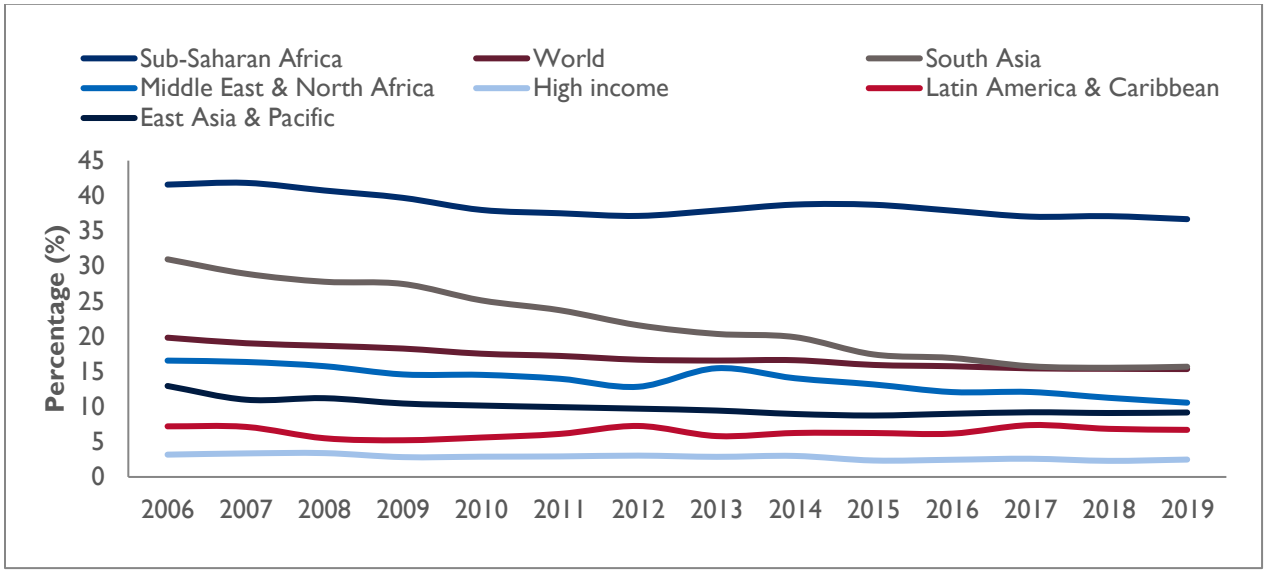


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Sub-Saharan Africa	42	42	41	40	38	38	37	38	39	39	38	37	37	37
World	20	19	19	18	18	17	17	17	17	16	16	15	15	15
South Asia	31	29	28	27	25	24	22	20	20	17	17	16	16	16
Middle East & North Africa	17	16	16	15	15	14	13	15	14	13	12	12	11	11
High income	3	3	3	3	3	3	3	3	3	2	2	3	2	2
Latin America & Caribbean	7	7	6	5	6	6	7	6	6	6	6	7	7	7
East Asia & Pacific	13	11	11	10	10	10	10	9	9	9	9	9	9	9

Source: World Bank, Ed Stats, consulted January 28, 2022

Similarly, according to World Bank data, 6.7 percent of adolescents of lower secondary school age did not go to school in 2020. Out-of-school levels tend to be higher in lower secondary school than in primary school in LAC. More than half of the countries in the region have out-of-school rates at the lower secondary level of more than 9 percent (see Appendix 3, Table A.21). However, most LAC countries remain below the world average (15.6 percent), and the regional average has been declining since 2013 (see Graph 53). Jamaica and Guatemala are special cases, since approximately one in five youth and one in three youth of lower secondary school age does not go to school, respectively.

GRAPH 53: PERCENTAGE OF OUT-OF-SCHOOL YOUTH OF LOWER SECONDARY SCHOOL AGE, BOTH SEXES



Source: World Bank, Ed Stats, consulted January 28, 2022

5.3. LEGAL FRAMEWORK/YEARS OF COMPULSORY PRE-PRIMARY EDUCATION

LAC countries have adopted different strategies to provide childcare and early-childhood education. As can be seen in Table 6, pre-primary education is free and mandatory for 3- to 5-year-olds in Brazil and Mexico, while in Colombia it is mandatory for 5-year-old children. Pre-primary education is free in Jamaica but with low coverage. Early-childhood care is very limited and has low enrollment rates in the region. Only Mexico provides financial support to families to support mothers' access and performance in the labor market. In Colombia, the non-state sector initiative *Hogares Comunitarios de Bienestar* provides home-based childcare to vulnerable families and promotes women's employment. The program is funded by a mix of public financing and a parental fee that represents less than 25 percent of the daily minimum wage. Another form of incentivizing early-childhood care is through employer-supported childcare in Brazil and Chile.

TABLE 6: EXAMPLES OF GOVERNMENT EFFORTS TO SUPPORT CHILDCARE IN LAC

COUNTRY	AGE	ENROLLMENT RATE	EMPLOYER-SUPPORTED CHILDCARE (MANDATED OR INCENTIVIZED)	INCENTIVES FOR NON-STATE SECTOR PROVISION	FINANCIAL SUPPORT FOR FAMILIES	DIRECT GOVERNMENT PROVISION
Brazil	0-2	23%	> 30 women	Subsidies		Free but limited coverage
	3-5	81%				4-5 mandatory and free
Chile	0-2	20%	Until children are 2	Subsidies for community models - low coverage		Some free places for low-income families
	3-5	80%				Free services
Colombia	0-2	-20%		Funding community models for low-income families		
	3-5	84%				Grade 0 mandatory (age 5)
Jamaica	0-2	12%		Subsidies and teachers (but revising policy)		Starting to increase/make free
	3-5	99%				Free but low coverage
Mexico	0-2	2.5%		Grant and subsidies (2007-2019)	Cash transfers*	Provision for those with social security
	3-5	83%				Mandatory and free

Source: Devercelli & Beaton-Day (2020). Better Jobs and Brighter Futures: Investing in Childcare to Build Human Capital. Table C.1

The institutional arrangements to manage childcare differ in LAC. Jamaica and Chile provide integrated systems for childcare services and early-childhood education. As can be seen in Table 7, Mexico applies split systems that separate childcare from early childhood education, while early childhood education is divided between care services that target the youngest children and early childhood education.

TABLE 7: INSTITUTIONAL ARRANGEMENT FOR CHILDCARE

COUNTRY	SPLIT OR INTEGRATED SYSTEM	LEAD MINISTRIES
Chile	Integrated	Ministry of Education
Jamaica	Integrated	Ministry of Education, Youth, and Information
Mexico	Split	Ministry of Public Education
		Mexican Institute for Social Security
		Ministry of Welfare
		System for the Integral Development of the Family

Source: Devercelli & Beaton-Day (2020). Better Jobs and Brighter Futures: Investing in Childcare to Build Human Capital. Table C.5

5.4. HOME LEARNING ENVIRONMENT

The benefits of early care for children depend on the quality of the learning environment. Some families opt for home-based learning, which falls into two categories: 1) care by someone in the child's home; or 2) childcare provided for a group of children in a caregiver's home.

A study carried out in Pelotas, Rio Grande do Sul state (Brazil), found that home activities such as storytelling, singing, and playing with household objects promote early childhood development. Black, Walker, Fernald, and Andersen (2016) said that according to "Multiple Indicator Cluster Survey data from 2005–15, 48.4 percent of the nearly 230,000 3-year-olds and 4-year-olds sampled had an adult read to them, and 67.7 percent had an adult either name or count objects within 3 days before the survey."[49] Households in the top quintile tend to perform more home-based activities with children between ages of 3 and 4; reading ranges between 62.4 percent in the top quintile to 36.4 in the bottom quintile. Access to children's books also differs by wealth quintile: 56.6 percent of children under the age of 5 in the top quintile sampled had home access to children's books compared to 29 percent in the bottom quintile families.[50]

According to Devercelli & Beaton-Day (2020, p. 18), some research suggests that home-based learning may be the better choice for families that can provide highly stimulating[51] and healthy environments. Lehrl, Evangelou, and Sammons (2020) concluded that the early learning environment at home shows lasting effects through high school regardless of stimulation at home during later phases of early life, and such effects can be identified and separate from institutional effects. The authors also pointed out that the collaboration between parents and educators must unite the two learning environments, the home and the preschool, to promote the development of children in an appropriate way. That said, they go on

[49] The study was carried out in Pelotas, Rio Grande do Sul state, Brazil. Barros, A.; Matijasevich, A.; Santos, I.; Halpern, R. (2010). *Child Development in a Birth Cohort: Effect of Child Stimulation is Stronger in Less Educated Mothers.* Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2817089/

[50] Black, M.; Walker, S.; Fernald, L.; Andersen, C. (2016). *Early Childhood Development Coming of Age: Science Through the Life Course*. Georgia Health Policy Center.

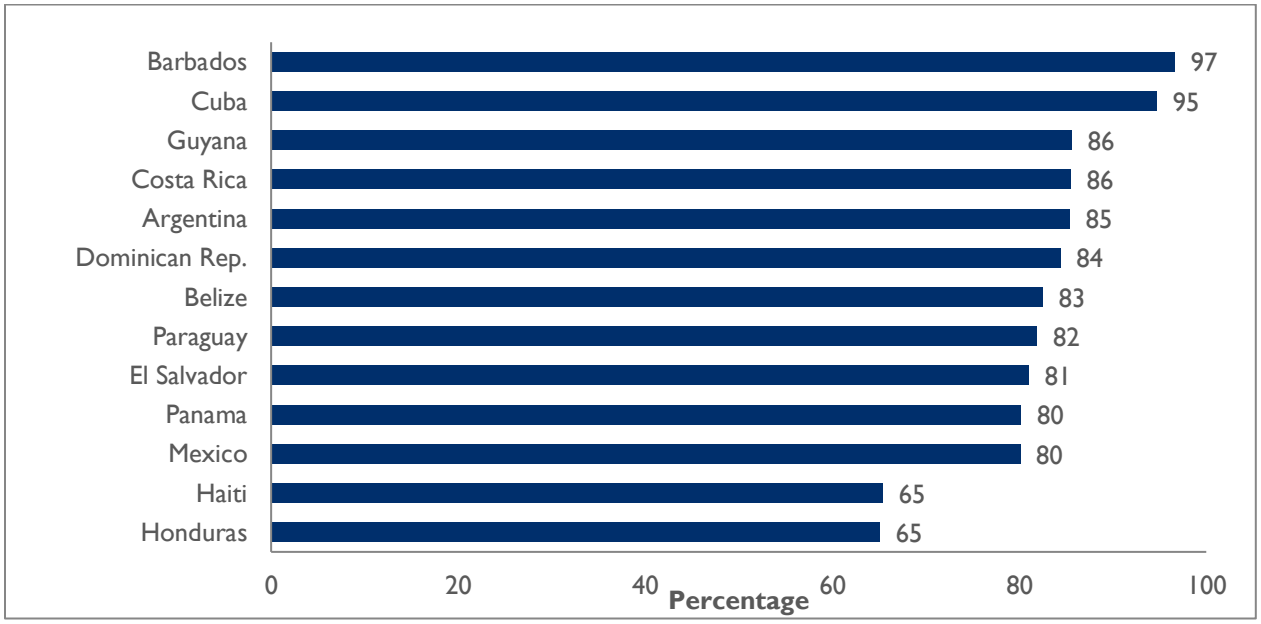
[51] Highly stimulating environments provide nurturing care, which includes stimulation, protection from stress, adequate healthcare and nutrition, and opportunities for play-based learning opportunities.

to warn that the studies done on the effects of collaborative activities for children's development are mixed and need more research. Colombia and Mexico provide home-based childcare programs. In the case of Mexico, the Federal Daycare Program encouraged a market for home-based childcare services, through offering grants and subsidies and allowing a lower level of qualification for caregivers.

5.5. ON-TRACK DEVELOPMENT

The proportion of children between the ages of 3 and 4 who are developmentally on track varies across LAC countries with available data, from 65 percent in Honduras to 97 percent in Barbados. The Early Childhood Development Index (ECDI) measures the overall developmental status of children between the ages of 3 and 4 within the domains of physical, literacy-numeracy, social-emotional, and learning. On the tail of the distribution, nearly two-thirds of children are developmentally on track in Haiti and Honduras. Panama, Mexico, El Salvador, Paraguay, Belize, and the Dominican Republic follow next, with nearly 80 percent of children between 3 and 4 years old being on track with development. Cuba and Barbados stand out as the best performers in the region, with 95 and 97 percent of children developmentally on track.

GRAPH 54: CHILDREN ON TRACK IN DEVELOPMENT STATUS MEASURED BY THE ECDI, 2012-2020 (%)



Notes: Data refer to the most recent year available during the period specified in the heading. Data for Honduras, Costa Rica, Barbados, and Argentina are from 2012; Panama is from 2013; El Salvador, the Dominican Republic, and Guyana from 2014.

Source: UNICEF global databases, 2021, based on DHS, MICS and other national surveys

6. WORK READINESS

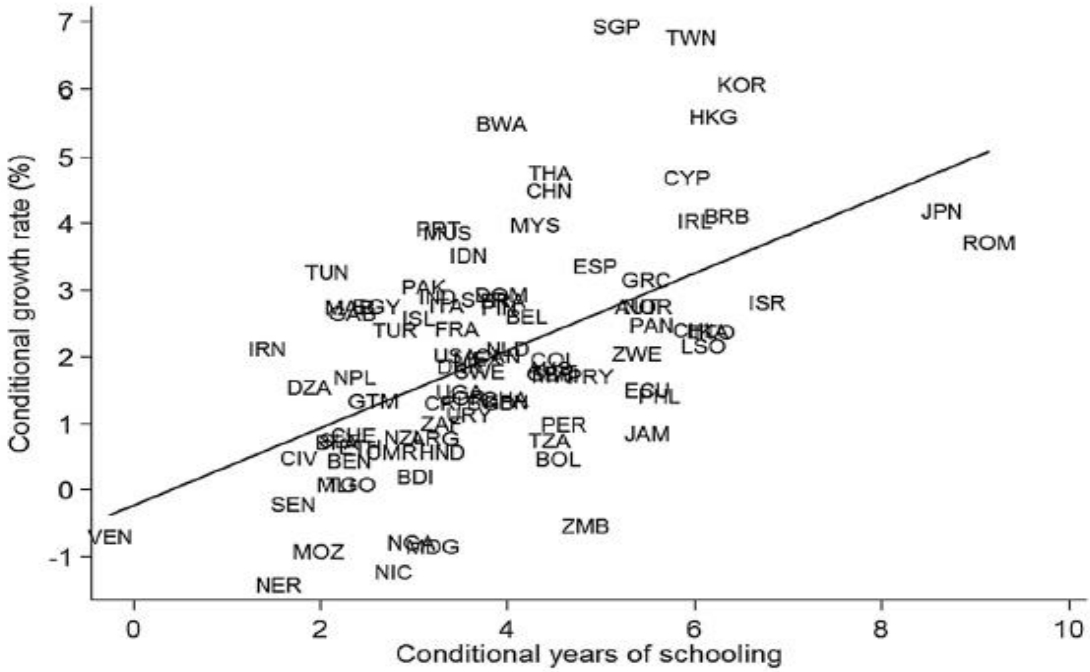
6.1. EDUCATION AND ECONOMIC GROWTH

There is significant positive association between years of schooling[52] and economic growth. Education increases human capital and labor productivity, improves the capacity for innovation and technology development, and promotes the transmission of knowledge in society (Hanushek and Woesmann, 2020). Graph 55-A shows the average growth rate between 1960-2000 and years of schooling for 92 countries. Graph 55-B shows the same correlation for LAC. If a country increases its average years of schooling in a year, this change will be associated with an increase of 0.6 percentage points in its long-run growth rate (Hanushek and Woesmann, 2020). However, measuring education by years of schooling assumes the same increment of knowledge and skills is acquired for each country independently of the education system (Hanushek and Woesmann, 2020). As shown in Graph 55-D, the impact of school attainment on growth is not statistically significant in the presence of the direct cognitive-skill measure of human capital. Testing is a better measure of education, knowledge capital,[53] and the link between education and economic growth across countries. Graph 55-C shows that test scores are strongly associated with growth. A World Bank study by Acevedo et al (2021) estimates that due to the COVID-19 pandemic, students of the current generation are at risk of losing the equivalent of 14 percent of current global GDP. Impacts of the pandemic in economic growth, learning poverty, and other education indicators are further discussed in Section 9 of this report. When focusing on the case of LAC countries, a previous study by these authors that used the LLECE and SERCE skill measures found that Latin American countries that have higher educational achievement have experienced faster economic growth over the long run (Hanushek and Woesmann, 2012).[54]

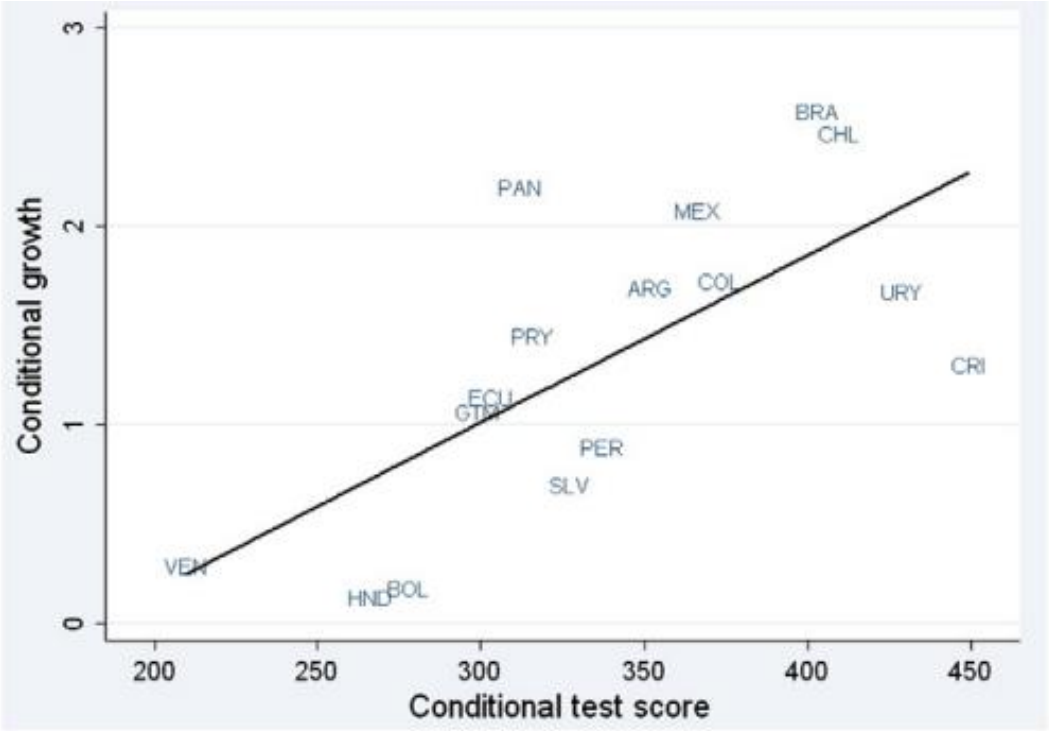
[52] More information about current years of schooling and impact of COVID-19 are presented in Section 9.
[53] Hanushek and Woessmannb (2020) define the measure of cognitive-skill or knowledge capital "as a simple average of the mathematics and science scores over international tests, interpreted as a proxy or the average educational performance of the whole labor force. This measure encompasses overall cognitive skills, not just those developed in schools. Thus, whether skills are developed at home, in schools, or elsewhere, they are included in the growth analyses."
[54] In addition, Hanushek and Woessmannb (2012) found that, once educational achievement is included, human capital can account for between half and two thirds of the income differences between Latin America and the rest of the world.

GRAPH 55: LEARNING, YEARS OF SCHOOLING, AND ECONOMIC GROWTH, 1960–2000

A) Years of Schooling and Economic Growth Rates Without Considering Knowledge Capital

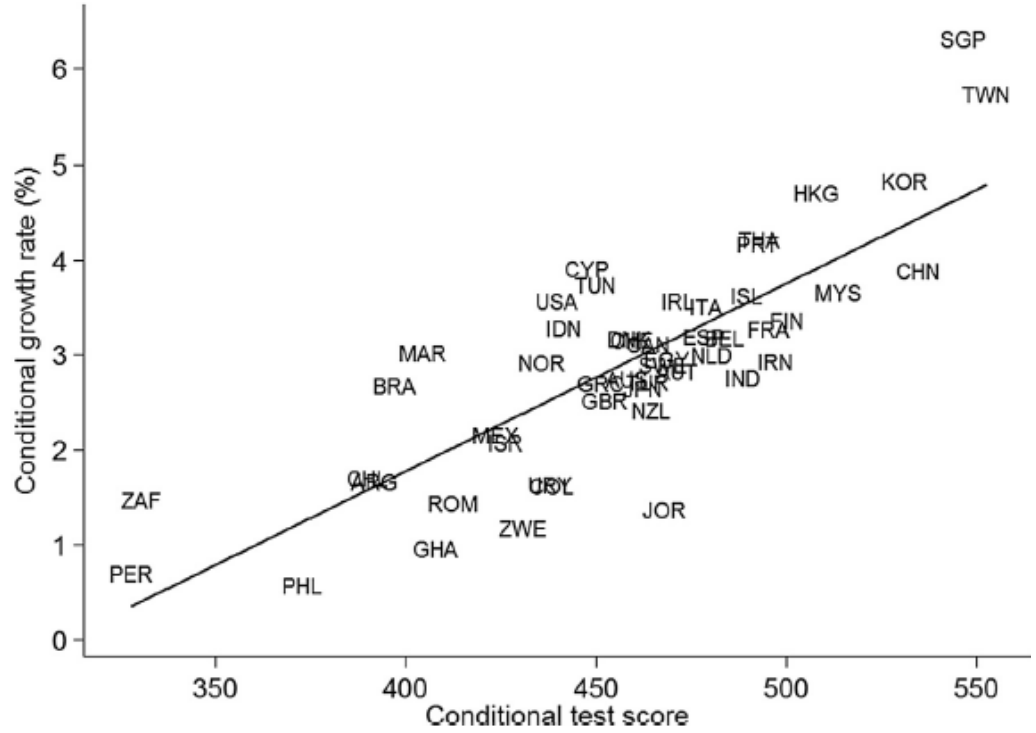


B) Educational Achievement and Economic Growth in Latin America, 1960-2000

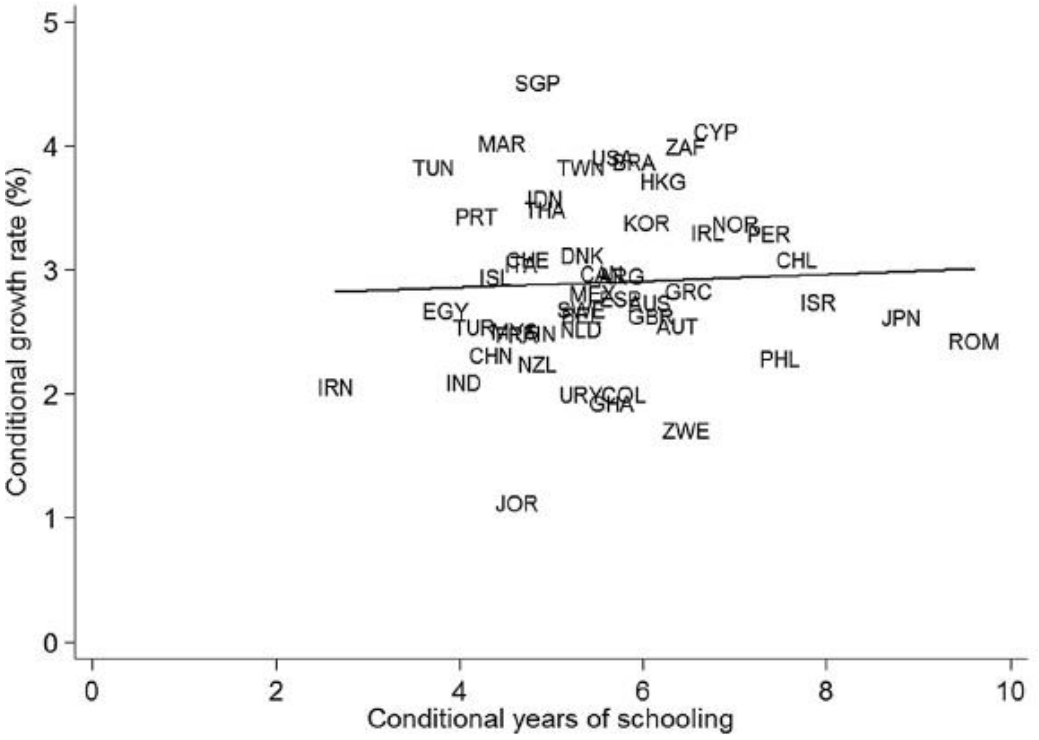


Note: Plot of a regression of the average annual rate of growth (in percent) of real GDP per capita in 1960–2000 on the initial level of real GDP per capita in 1960 and average scores on Latin American student achievement test.

C) Knowledge Capital and Economic Growth Rates Across Countries



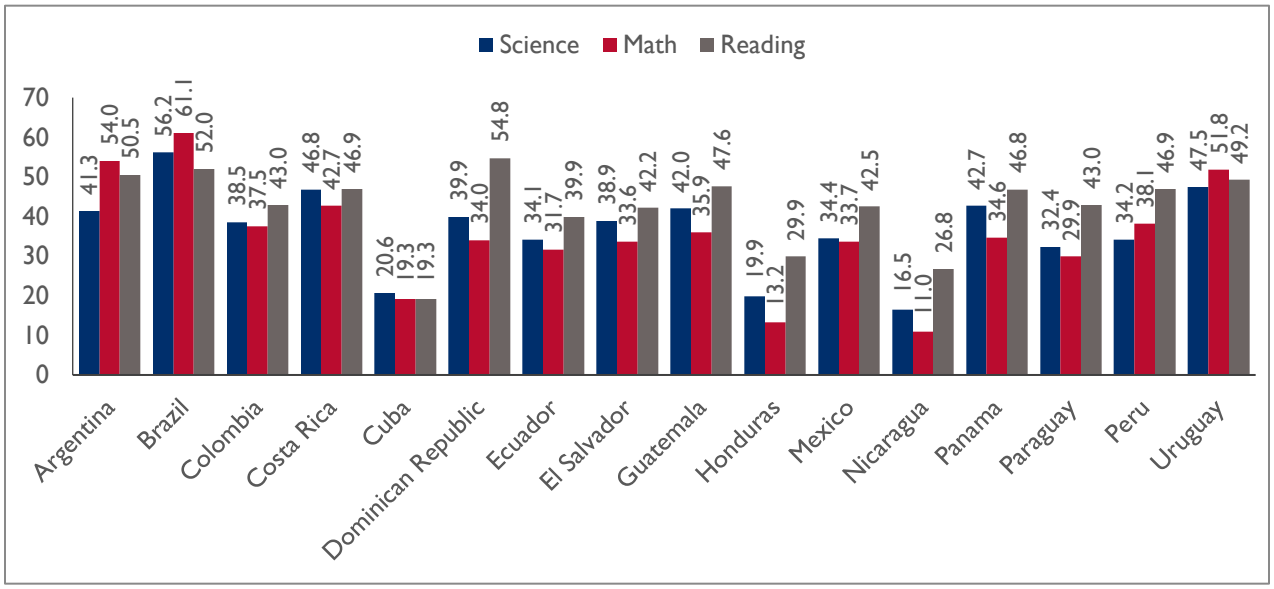
D) Years of Schooling and Economic Growth Rates After Considering Knowledge Capital



Source: Hanushek and Woessmannb (2020)

Multiple factors affect learning. As shown in Graph 56, the socioeconomic characteristics of families explain achievements in science and math in the region. A higher regression coefficient stands out in Costa Rica, Uruguay, and Brazil, that is, in these countries the relationship between SES and education is particularly strong and the higher the income, the higher the scores in reading, math, and science. The evidence reaffirms that education operates in specific social and economic contexts (UNESCO, 2019).

GRAPH 56: RELATION BETWEEN FAMILY SOCIOECONOMIC LEVEL WITH ACHIEVEMENT ON THE ERCE 2019 TESTS (6TH GRADE STUDENTS)

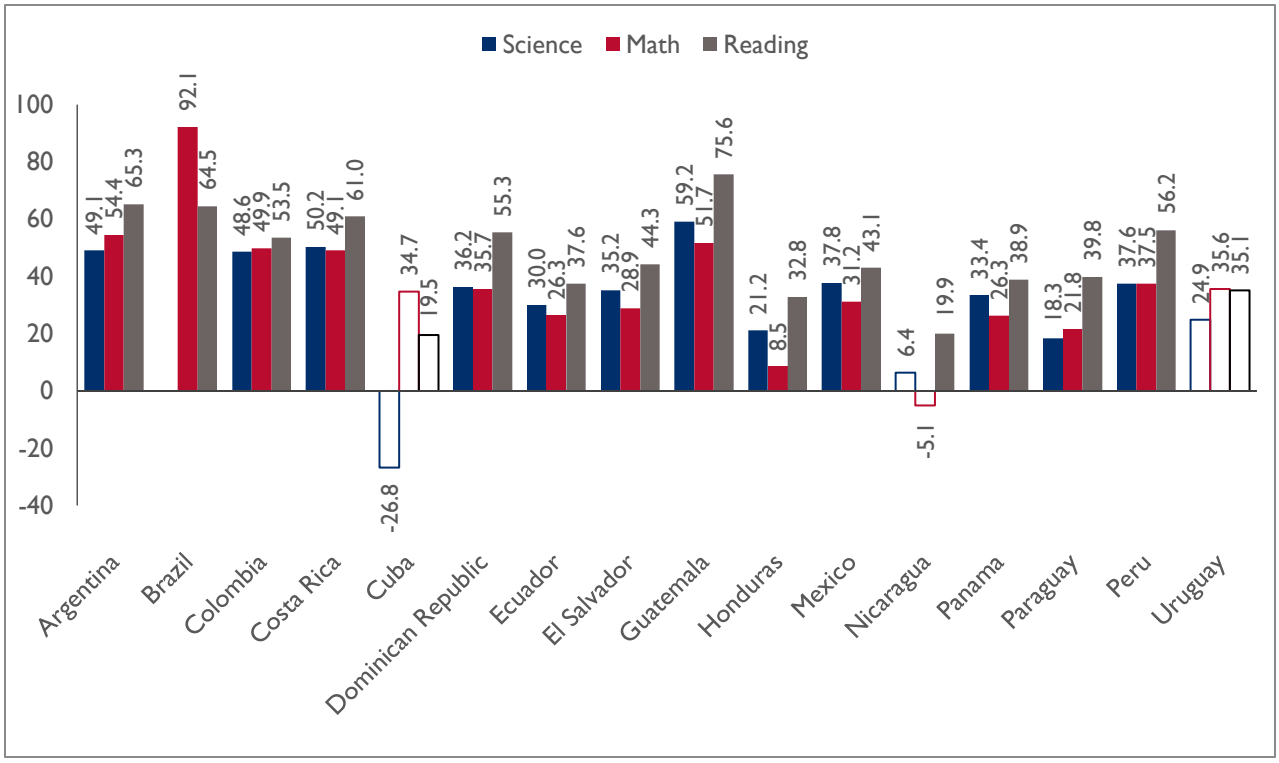


Note: Socioeconomic level was found statistically significant as a predictor of learning outcomes in all countries for science, reading and math.

Source: UNESCO ERCE 2019

ERCE 2019 also finds that the socioeconomic level of the school is positively correlated with student math and science test scores, as students who attend the same school tend to also belong to the same socioeconomic level. As shown in Graph 57, this relationship is particularly strong in Argentina, Brazil, Costa Rica, and Uruguay, which obtained the highest coefficients, while less strong in countries such as Nicaragua, Honduras, and Cuba.

GRAPH 57: RELATION BETWEEN SCHOOL SOCIOECONOMIC LEVEL WITH ACHIEVEMENT ON THE ERCE 2019 TESTS (6TH GRADE STUDENTS)



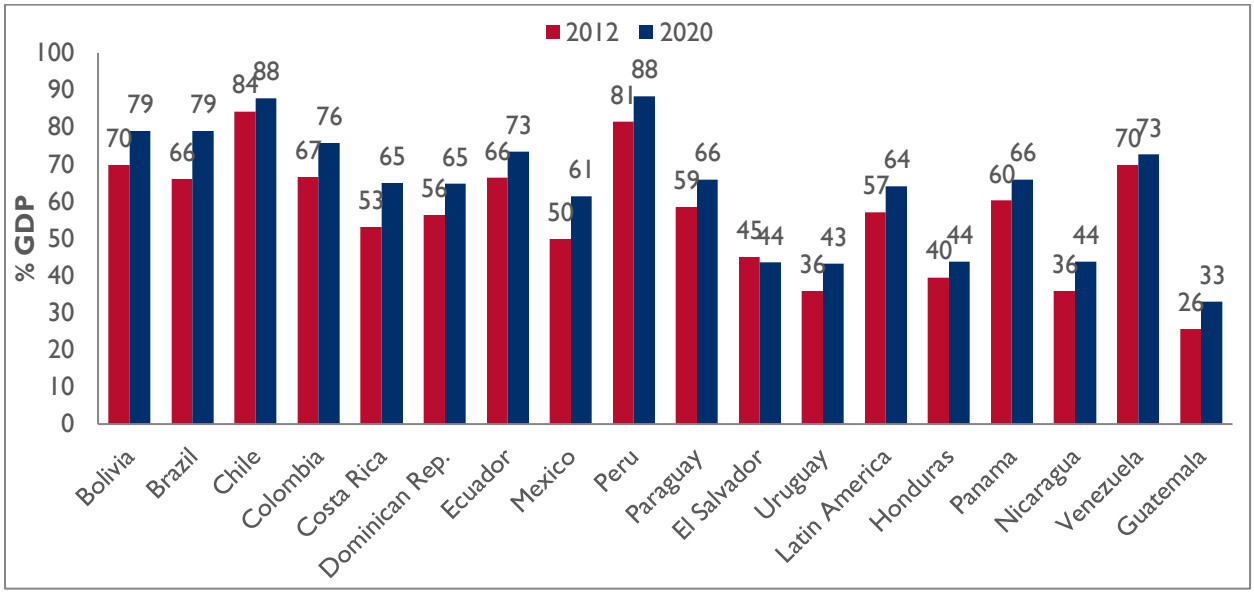
Note: Countries with solid fills indicate statistically significant variables.

Source: UNESCO ERCE 2019

6.2. SECONDARY ENROLLMENT AND COMPLETION

While over 90 percent of children in the region complete primary school, only 64 percent of youth complete high school, but this figure has been steadily increasing. As shown in Graph 58, between 2012 and 2020, the percentage of young people completing secondary education increased from 57 percent to 64 percent in countries with available data (excluding countries like Argentina and Haiti). In Peru, Chile, and Brazil, about 80 percent of young people complete high school, and in Bolivia, Colombia, Ecuador, and Venezuela, over 70 percent graduate. In addition, more than 97 percent of secondary-school-age students are enrolled in secondary school in Latin America, higher than the global average of 75 percent, and enrollments are, on average, increasing (see Appendix 3, Table A.15). As shown in Graph 59, on average, women are more likely to complete high school than men, and students from higher income brackets are more likely to complete high school than poorer students.

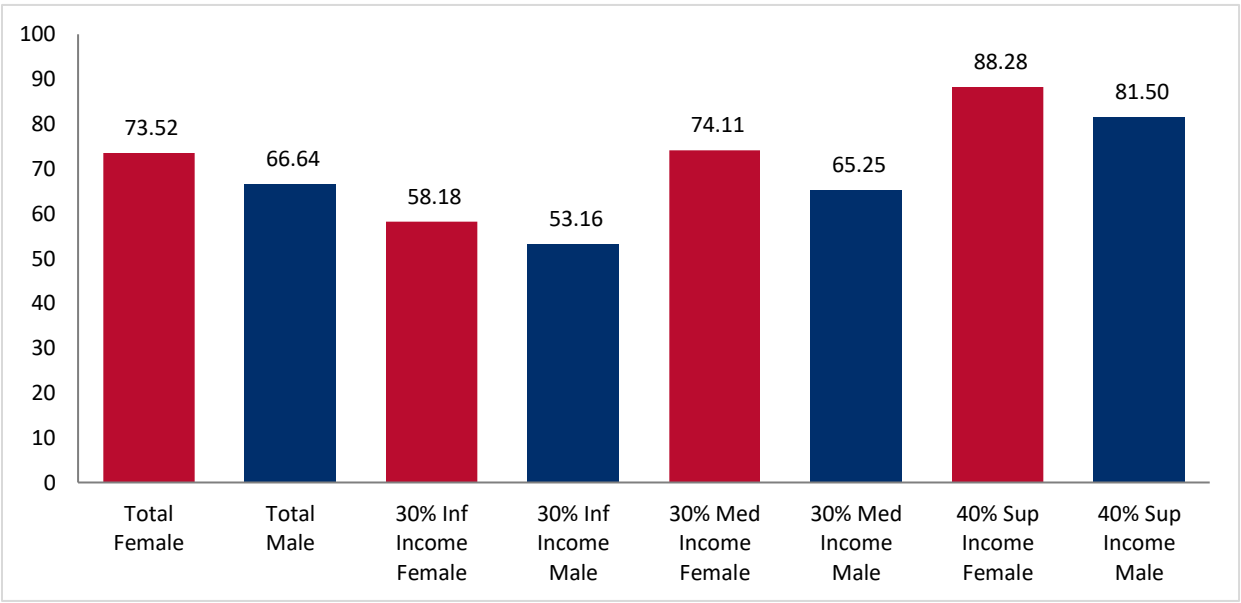
GRAPH 58: PERCENTAGE OF POPULATION AGES 20–24 WHO COMPLETE SECONDARY EDUCATION, LATIN AMERICAN COUNTRIES, 2012 AND 2020



Notes: Data within two years of date listed, except Venezuela, Nicaragua, and Guatemala 2020 (2014) and Nicaragua and Guatemala 2012 (2009 and 2006, respectively). No data for Argentina and Haiti.

Source: Comisión Económica para América Latina y el Caribe (CEPAL) online database, January 25, 2022

GRAPH 59: PERCENTAGE OF POPULATION AGES 20–24 THAT COMPLETE SECONDARY EDUCATION BY PER CAPITA INCOME AND GENDER, SELECTED LATIN AMERICA, 2018

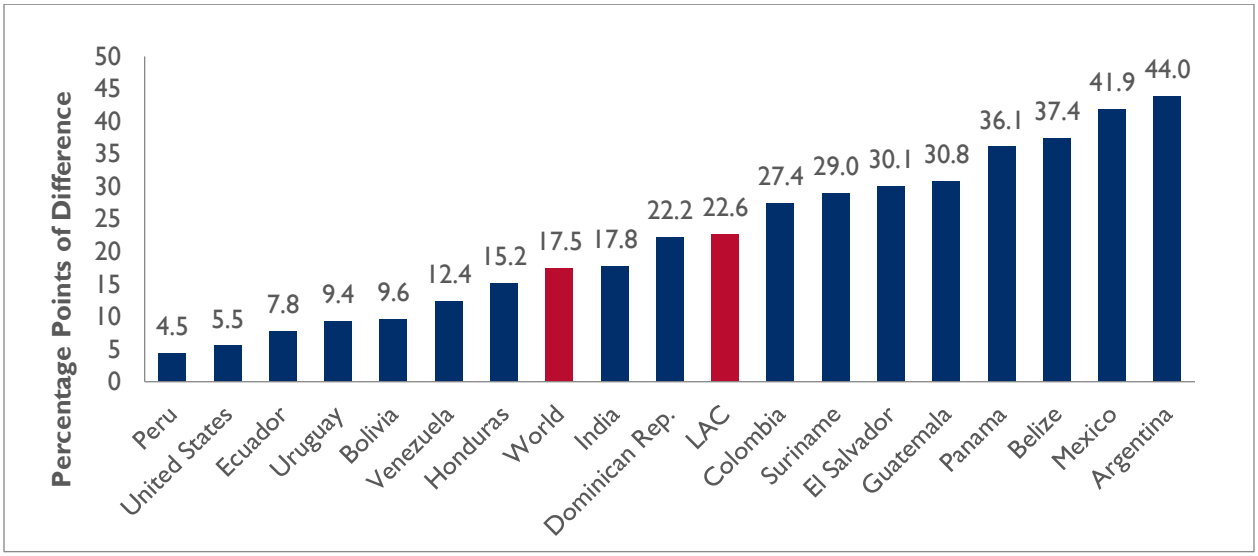


Note: Data are within two years of date listed. Countries without figures for 2018 did not have data more recent than 2014. Included countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, the Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Paraguay, Peru, and Uruguay. "Total" is a simple average of the three income categories. Legend. Red: Female, Blue: Male. No data for Nicaragua and Haiti.

Source: SITEAL – IIPE – UNESCO

However, the gap between lower and upper secondary enrollment rates in LAC countries with available data stands at 23 pp in 2019. This means that, on average, lower secondary enrollment rates are 23 pp higher than upper secondary. In some Latin American countries, the gap is narrower than the average decline globally, but in Panama, Belize, Mexico, and Argentina, the difference is more than 35 percentage points (see Graph 60). Such a wide gap suggests that many young people in the region do not receive the full 12 years of schooling. Indeed, according to household survey data, only 60 percent of the population between 20 and 24 years of age has completed secondary education.

GRAPH 60: DIFFERENCE BETWEEN LOWER AND UPPER SECONDARY SCHOOL GROSS ENROLLMENT RATES, 2019



Note: Graph shows the difference between gross lower secondary and gross upper secondary school enrollment rates in all Latin American countries with data available. Barbados, Costa Rica, Cuba, and Chile are excluded because they show secondary school rates that are lower than enrollment rates at the upper secondary school level, leading to a negative value on the graph. This may be due to high numbers of older students enrolled at the upper secondary school level. Data within two years of date listed.

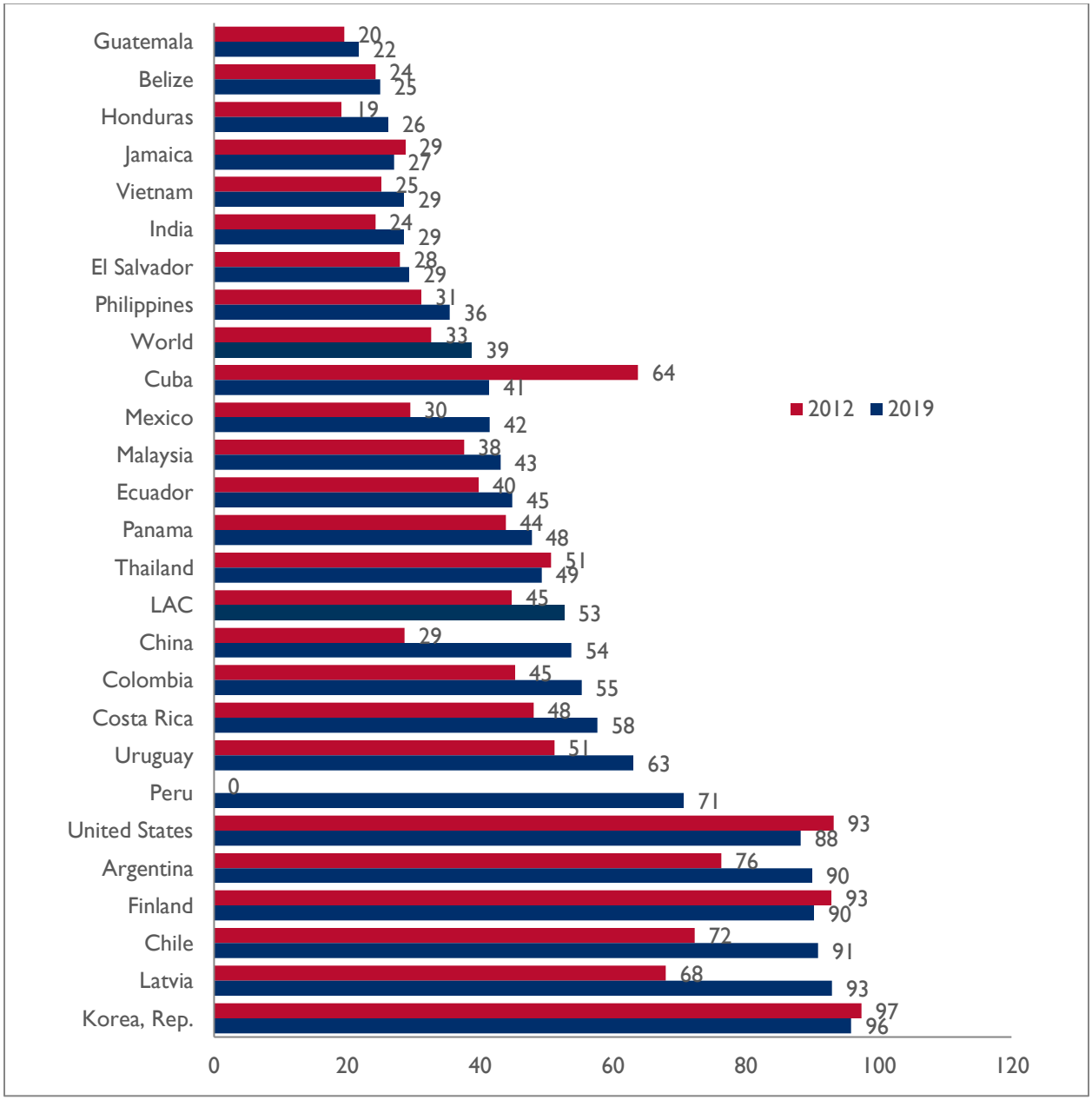
Source: World Bank Edstats online database, retrieved on January 21, 2022

6.3. TERTIARY ENROLLMENT, COMPLETION, AND QUALITY

Few young people in the region continue their education beyond high school. Only 52.7 percent of high school graduates enrolled in tertiary education in 2019 in LAC countries with available data (excluding Nicaragua and Haiti, which normally present lower outcomes).[55] However, the rates have risen sharply since 2012. As shown in Graph 61, rates also vary widely by country, from around 21 percent in Guatemala to 90 percent in Chile.

[55] According to information from UIS.Stat, by 2020, 88.84 percent of students enrolled in the Latin American education system who have completed primary education have continued their studies until they reach tertiary education; the percentage of female students who continue their studies was 91.73 percent, exceeding by 2.89 percentage points with respect to the figure indicated above, as well as exceeding by about 5.68 percentage points with respect to the percentage of men who continue their studies up to the tertiary level.

GRAPH 61: GROSS TERTIARY EDUCATION ENROLLMENT RATES, SELECTED COUNTRIES, 2012 AND 2019

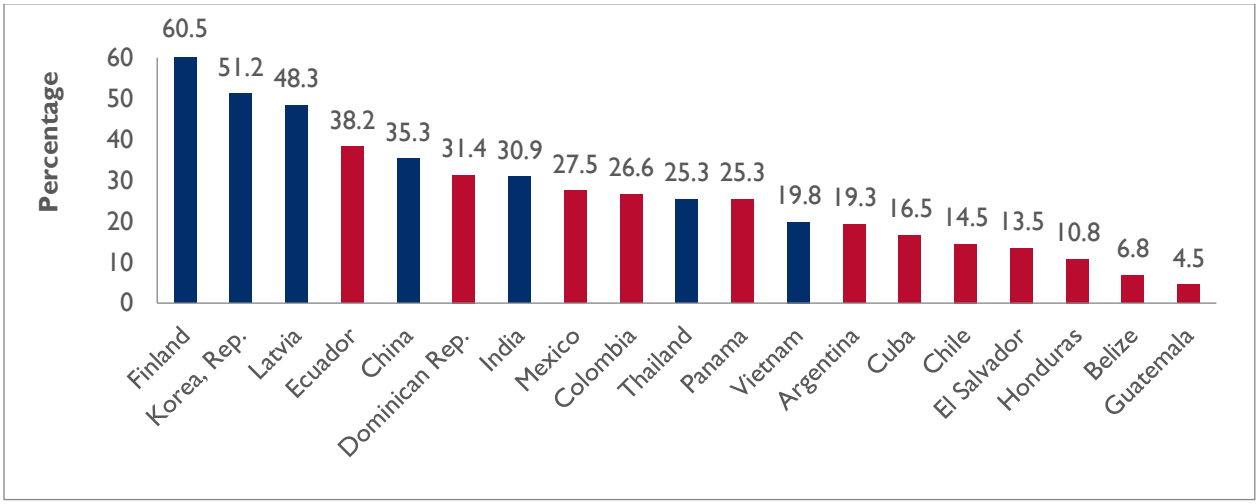


Notes: Data within two years of date listed, except Thailand and Guatemala 2019 (2016 and 2015, respectively). No 2012 data for Peru.

Source: Cepal and World Bank Ed stats, retrieved on January 25, 2022

In most Latin American countries with data available (excluding Nicaragua, Haiti, Paraguay, among others), tertiary graduation rates among current students are below 40 percent (see Graph 62 and Appendix 3, Graph A.4). By contrast, tertiary graduation rates in countries like Korea and Finland are greater than 50 percent. However, tertiary graduation rates are rising, with seven Latin American countries experiencing growth between 2010 and 2020. (See Appendix 3, Table A.16.)

GRAPH 62: TERTIARY GROSS GRADUATION RATIO, SELECTED COUNTRIES, 2019

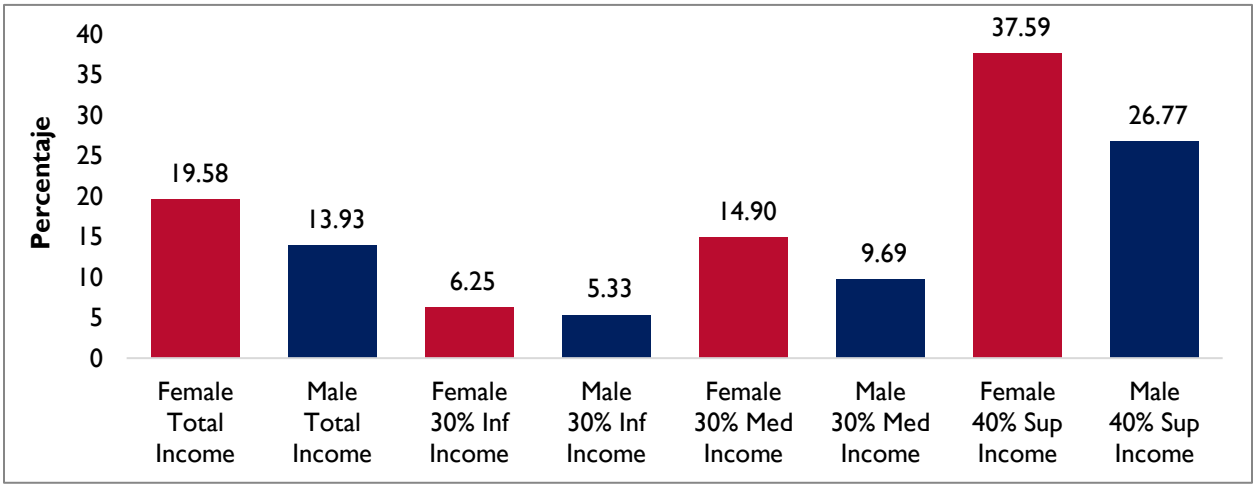


Notes: Data within two years of date listed, except for Ecuador and Panama (2016) and Thailand, Belize, and Guatemala (2015). Comparison countries marked in red.

Source: Source: UNESCO online database, retrieved on January 26, 2022

Women are more likely to complete their university studies than men, regardless of income, although the gaps are small among the lowest 40 percent of the population (see Graph 63). Income gaps in the region are wide—those among the richest 20 percent are 20 to 30 times more likely to complete tertiary education than those among the poorest 20 percent. Even among wealthier populations, the differences are high: women in the highest quintile are more than twice as likely to complete tertiary education as women from the quintile just below. (Similarly, men in the wealthiest quintile have a large advantage over peers in the quintile just below.)

GRAPH 63: PERCENTAGE OF THE POPULATION AGES 25–29 THAT COMPLETE TERTIARY/UNIVERSITY EDUCATION BY INCOME AND GENDER, LATIN AMERICA, 2018



Note: "Total" is a simple average the three income categories (30 percent inferior, 30 percent medium, and 40 percent superior). Data are within two years of date listed. Countries without figures for 2018 did not have data more recent than 2014. The graph includes nine countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, the Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Paraguay, Peru, and Uruguay.

Source: SITEAL, UNESCO, consulted on January 31, 2022

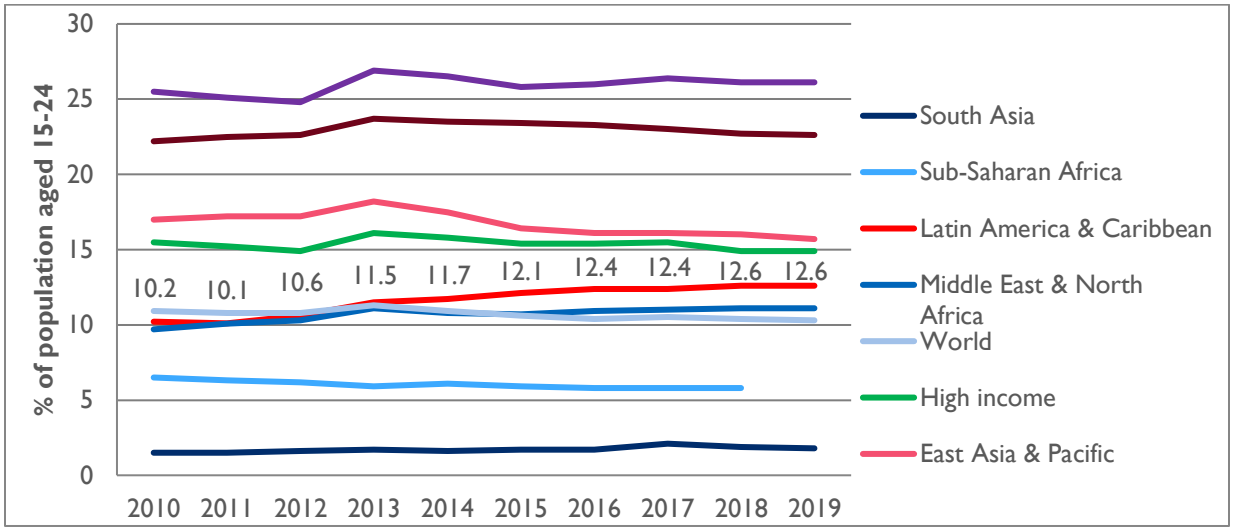
The limited information available on the quality of tertiary education in the region suggests that few universities in the region are globally competitive. Only six Latin American universities (one in Argentina, one in Brazil, two in Mexico, and two in Chile) are featured in the 2022 Times Higher Education ranking of the top 200 universities in the world, compared to 43 Asian universities (including seven Chinese universities and three Indian universities) according to QS University Ranking.[56] The highest ranked Latin American university, Universidad de Buenos Aires, ranked 69th. On the other hand, in the 2021 Shanghai Ranking, just nine Latin American universities are featured as part of the top 500 universities (six from Brazil, one from Chile, one from Mexico, and one from Argentina). In contrast, Asian universities once again had greater representation, with more than 120 universities appearing on the list. No Latin American university ranked above 100 on the Shanghai Ranking, and only one ranked better than 200.[57] In addition, the highest-rated universities tend to be concentrated in a few countries (Brazil, Chile, Colombia, Argentina, and Mexico), leaving students in smaller countries with little access to global-quality tertiary education.

6.4. ENROLLMENT IN VOCATIONAL TECHNICAL EDUCATION

Vocational technical education, which often provides a direct connection between education and work, is a relatively small share of secondary school enrollment in Latin America and the Caribbean. Although the indicator shows a growing trend between 2010 and 2019, less than 15 percent of those enrolled in secondary school are enrolled in vocational/technical education in the region, well below the rates in East Asia and Europe (see Graph 64). Otherwise, participation varies widely among countries. Bolivia, Costa Rica, Mexico, and Uruguay have enrollment shares similar to Europe, where around 25 percent of secondary school enrollment is in vocational/technical programs (see Appendix 3, Table A.18). The regional average has increased slightly over time, but several countries have experienced declines of 1 to 10 percentage points in the share of vocational/technical enrollment between 2010 and 2019 (see Graph 64 and Appendix 3, Table A.18).

[56] QS university ranking at http://www.topuniversities.com/university-rankings
[57] 2021 Academic Ranking of World Universities https://www.shanghairanking.com/rankings/arwu/2021

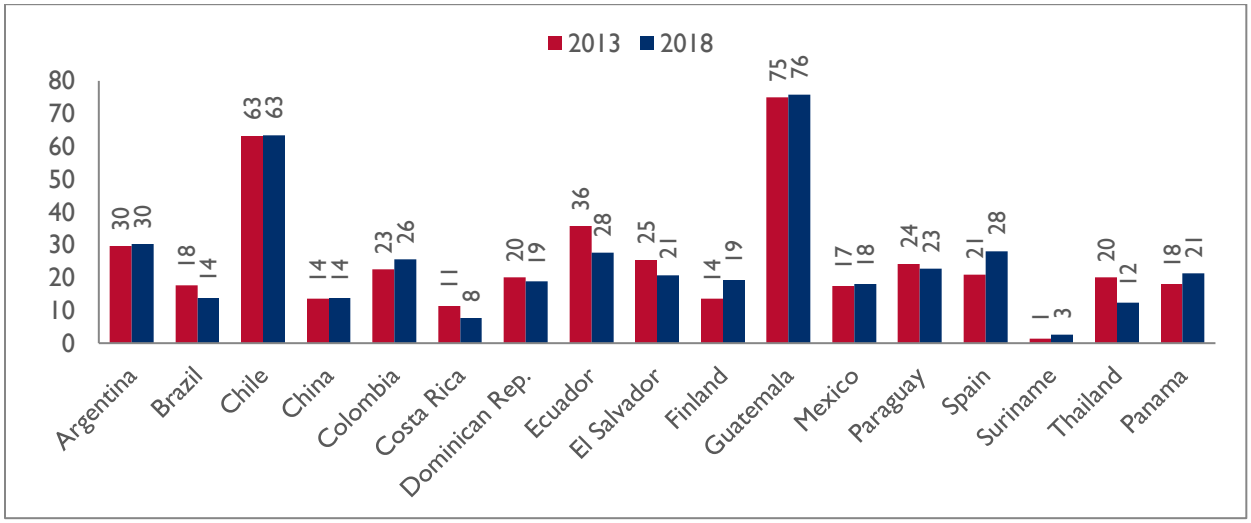
GRAPH 64: TECHNICAL/VOCATIONAL ENROLLMENT AS PERCENT OF TOTAL SECONDARY SCHOOL ENROLLMENT BY REGION, 2010–2019



Source: World Bank Ed Stats online database. Retrieved on February 15, 2022

Enrollment in vocational/technical programs is concentrated in upper secondary education, where the share of enrollment ranges from 10 percent in Brazil to more than 40 percent in Panama and El Salvador. (See Appendix 3, Table A.19.) On average, in the Latin American countries with available data, nearly 25 percent of upper secondary enrollment was private in 2018, but this varies from around 2.6 percent in Suriname to more than 57 percent in Chile and 76 percent in Guatemala. The private share seems to be decreasing in some countries (see Graph 65). In Guatemala, the percentage of enrollment in upper secondary education in private institutions is high given the low amount of public secondary level education institutions. Most of the sector is covered by private education institutions.

GRAPH 65: PERCENTAGE OF ENROLLMENT IN UPPER SECONDARY EDUCATION IN PRIVATE INSTITUTIONS (%), SELECTED COUNTRIES



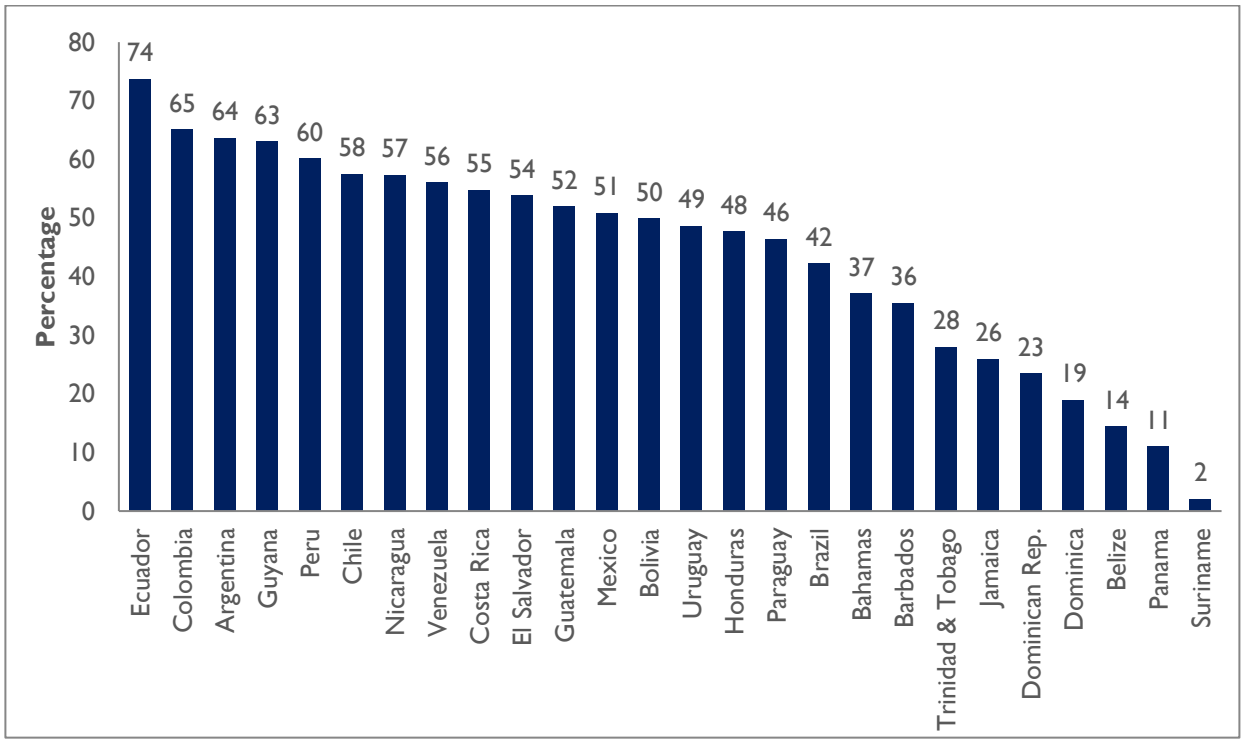
Note: Data within two years of date listed, except China, Costa Rica, the Dominican Republic, Guatemala, and Thailand (2018).

Source: World Bank, Edu Stats, consulted on January 28, 2022

Additionally, the public education sector quality in Guatemala is considered low: including the preparation of educators, absence of a differentiated career for teachers and directors, lack of a culture of continuous improvement, absence of a technology policy in the classroom as a factor to facilitate the teaching-learning process, and lack of a specific policy to improve the educational infrastructure with sufficient financial resources.

Little data is available on the quality of vocational-technical programs or their effectiveness in preparing students for work. A proxy indicator is the percentage of companies that offer formal training.[58] In 2019, the average number of companies offering training was 48 percent, although the result varies between countries. Ecuador, Colombia, Argentina, and Peru are the main countries with the highest number of firms offering formal training, registering more than 60 percent, while Trinidad & Tobago, the Dominican Republic, and Panama are below 30 percent (see Graph 66).

GRAPH 66: PERCENT OF FIRMS OFFERING FORMAL TRAINING, LATIN AMERICAN COUNTRIES, 2019



Note: Data within two years of date listed, except Venezuela, Barbados, Bahamas, Belize, and Dominica (2016).

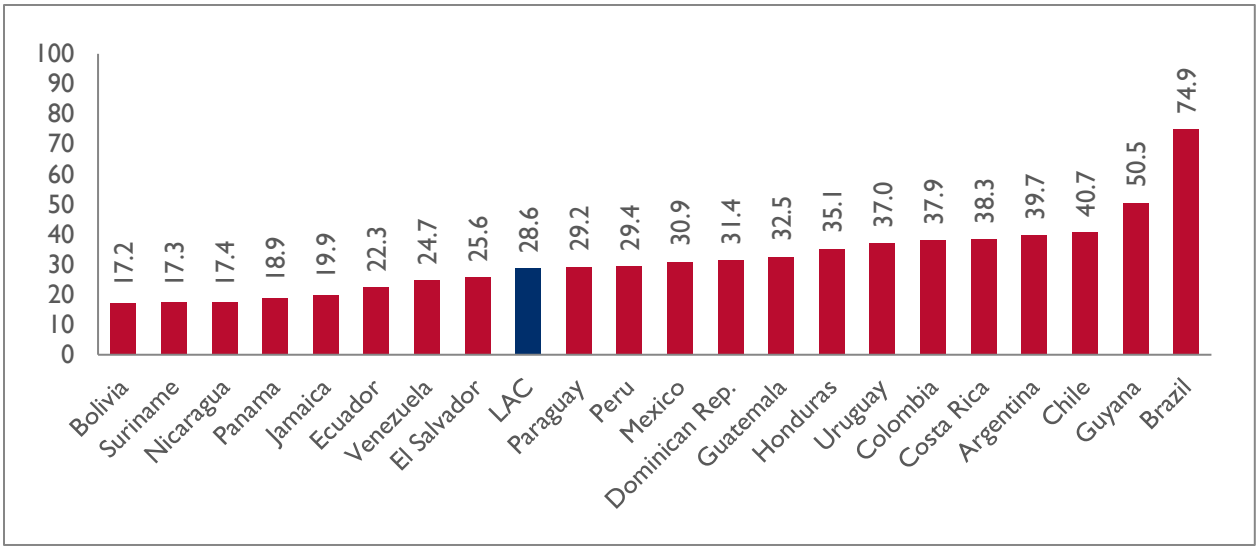
Source: World Bank TCdata360, consulted on January 28, 2022

[58] According to the OECD, formal learning is always organized and structured, and has learning objectives, where the student aims to acquire knowledge, skills, and/or competencies. One can also speak of formal education and/or training or, more precisely, of education and/or training in a formal setting (source: https://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm).

6.5. MISMATCH BETWEEN WORK AND EDUCATION

There is a mismatch between work and education, as almost 30 percent of firms for LAC countries with data available were unable to find workers with the skills they need. As shown in Graph 67, in Argentina, Chile, Guyana, and Brazil, the mismatch is over 40 percent.

GRAPH 67: PERCENT OF LATIN AMERICAN FIRMS IDENTIFYING AN INADEQUATELY EDUCATED WORKFORCE AS A MAJOR CONSTRAINT, BY COUNTRY 2018



Note: Data within two years except for Panama, Jamaica, Venezuela, Mexico, Costa Rica, Chile, and Guyana (2010), and Brazil (2009).

Source: World Bank Enterprise Surveys, online database consulted on January 26, 2022

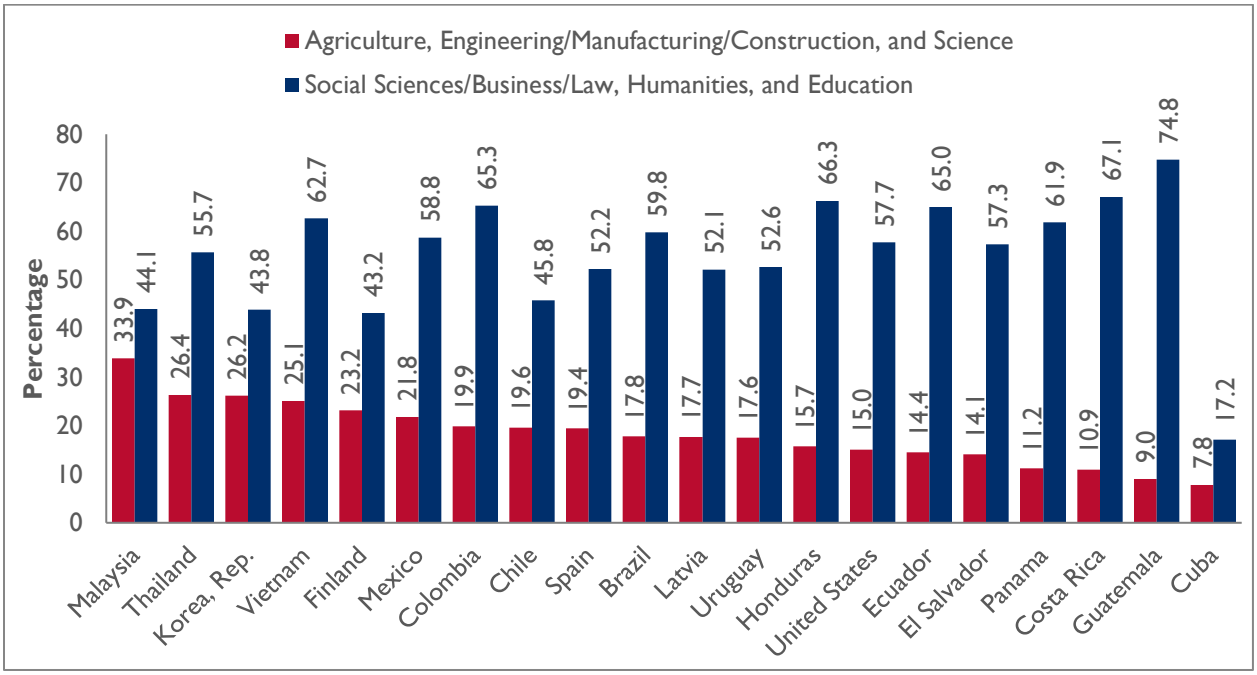
Although jobs are growing in STEM fields, performance on PISA and other international tests suggests that Latin American students do not have strong science and math competencies and struggle with the higher order skills needed to apply knowledge to real world contexts. According to the Global Competitiveness Report of the World Economic Forum, when business executives from 141 countries were asked to rate whether the population possesses sufficient digital skills (e.g., computer skills, basic coding, digital reading), only one Latin American country ranked in the top 50 (Costa Rica). The report also assessed the extent to which graduating students possess the skills companies need. In 2019, three LAC countries stood in the top 50 of countries where students who have graduated from secondary-level education possess the skills companies need: Chile, Costa Rica, and Jamaica. On the other hand, a third of young people surveyed globally by UNICEF (2020) indicate their education is not preparing them with the skills to get jobs. These results are important to consider in the future. ECLAC (2020) highlights the importance of applying public policies that allow young people to acquire skills for the labor market in the context of the digital revolution and the dynamic environment.

The percentage of graduates in social sciences, law, business, and humanities in the region far surpasses the percentage of graduates in science and engineering (see Graph 68 and Appendix 3, Table A.17). Among the factors that contribute to this issue, Valenzuela-Toro & Viglino (2021) mention that Latin American countries invest significantly less in STEM than do high-income countries, which contributes to fewer opportunities in the field. Bolaños et al. (2020) point to the low proportion of the annual budgets of Latin American governments for research and development, and the lack of policies to stimulate

scientific education. They also explain the need to address inequality to boost research and promote gender equity in the region. On the other hand, Ciocca and Delgado (2017) indicate that in Latin America there is low scientific productivity, caused by poor levels of infrastructure and laboratory equipment, inadequate salaries, and personal insecurity of scientists. Kennedy, et al (2018), also found that in the United States, about half of adults (52 percent) say the main reason young people do not pursue STEM degrees is they think these subjects are too hard. Others also think that STEM subjects are not useful for their careers (23 percent) or they think these subjects are too boring (12 percent).

While more than 25 percent of tertiary education graduates in countries like Thailand, Malaysia, and Korea study science, engineering, or agriculture, less than a quarter do so in most Latin American countries. By contrast, in 10 Latin American countries with data available, more than 50 percent of tertiary education graduates were in social sciences, humanities, and education. In Guatemala, Costa Rica, Panama, Ecuador, Honduras, and Colombia, more than 60 percent of graduates were in these fields. The percentage of graduates in science fields appears to be growing slowly in several countries over the last decade, increasing by more than 3 pp in Brazil, Honduras, and Costa Rica (between 2010 and 2018).

GRAPH 68: PERCENTAGE OF GRADUATES IN AGRICULTURE, ENGINEERING, MANUFACTURING, CONSTRUCTION, AND SCIENCE VS. SOCIAL SCIENCES, BUSINESS, LAW, HUMANITIES, AND EDUCATION, SELECTED COUNTRIES, 2019



Note: Data within two years of date reported except for Thailand, Vietnam, United States, Ecuador, Panama, and Cuba (2016), and Guatemala (2015).

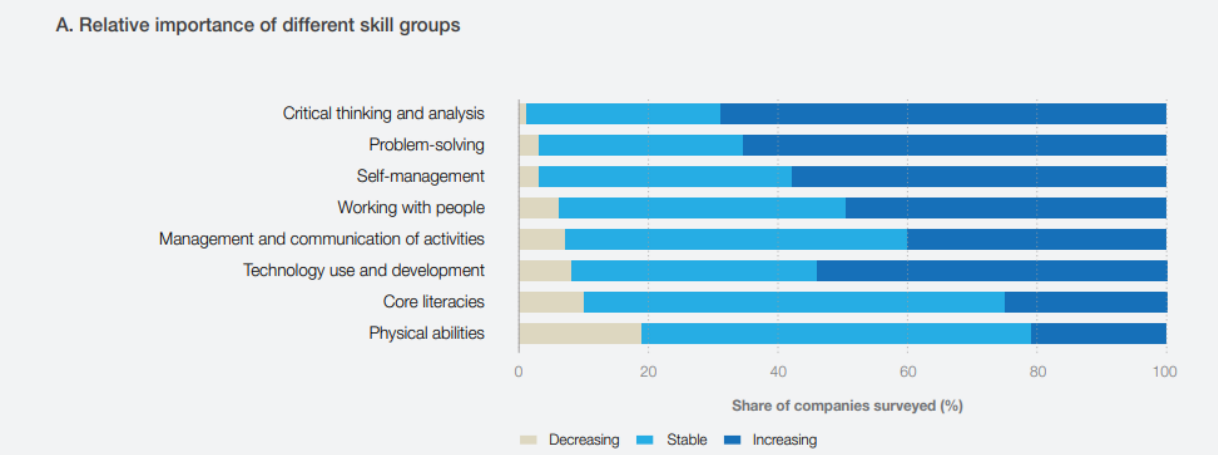
Source: World Bank Edstats online database, retrieved on January 31, 2022

Many of the fastest growing jobs around the world will require strong STEM skills. The most recent report by the World Economic Forum on the Future of Jobs (2020) highlights that 50 percent of all employees will need retraining by 2025, as technology adoption increases. One of the factors is that the COVID-19 pandemic has accelerated the development of new business models. According to the report, the adoption of cloud computing, big data, and e-commerce remain high priorities for business

leaders. Additionally, the top skills that employers see as increasingly important in the run-up to 2025 include critical thinking and analysis, problem solving, self-management, working with people, and using technology (see Graph 67).

Latin America is no exception. Analysis by the Inter-American Development Bank (2019) highlights that the digital economy, IT specialists, and food service professionals are among the fastest growing occupations in the region. The institution also indicates that web development and knowledge of data storage technologies or mobile applications is on the rise. Peña (2020) shows a technological revolution in Latin America that offers digital solutions. In the last decade, 1,005 new technology companies have been established in the region. Together, they are worth $221 billion. The leading sectors in the region correspond to fintech and e-commerce (both represent 72 percent of value creation).

GRAPH 69: PERCEIVED SKILLS WITH GROWING DEMAND BY 2025, BY SHARE OF COMPANIES SURVEYED



B. Top 15 skills for 2025

1	Analytical thinking and innovation	9	Resilience, stress tolerance and flexibility
2	Active learning and learning strategies	10	Reasoning, problem-solving and ideation
3	Complex problem-solving	11	Emotional intelligence
4	Critical thinking and analysis	12	Troubleshooting and user experience
5	Creativity, originality and initiative	13	Service orientation
6	Leadership and social influence	14	Systems analysis and evaluation
7	Technology use, monitoring and control	15	Persuasion and negotiation
8	Technology design and programming		

Source: Future of Jobs Survey 2020, World Economic Forum

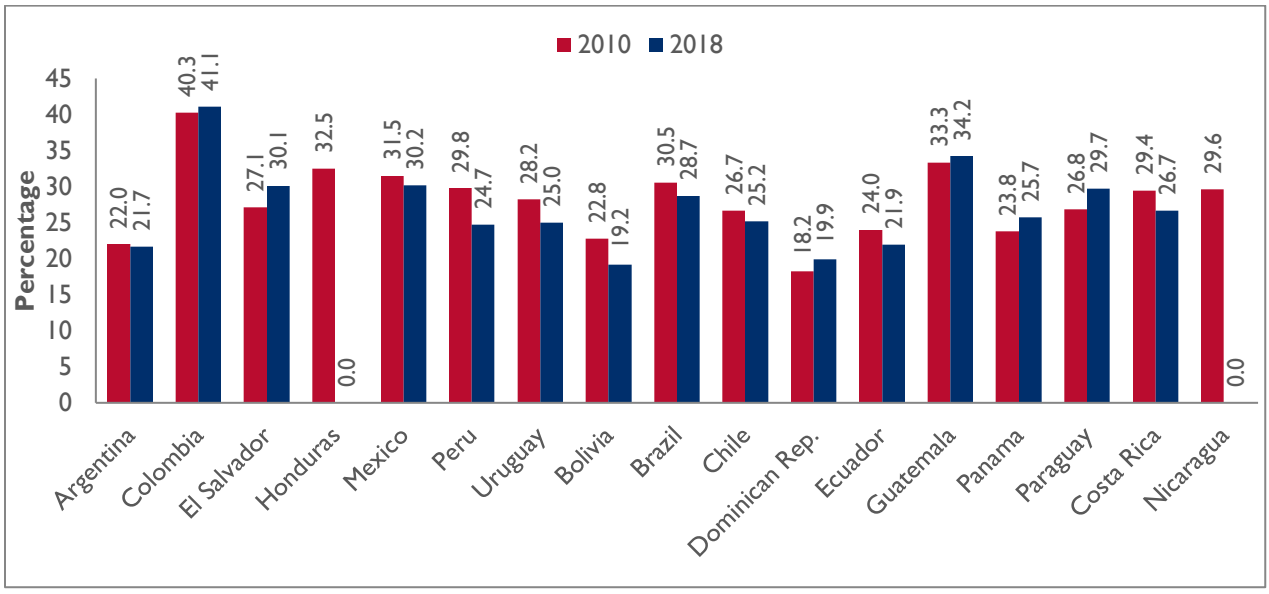
7. AT-RISK YOUTH

7.1. SCHOOL TO WORK TRANSITION

Between 20 and 40 percent of young people, ages 15 to 24, in LAC countries with available data either go to school and work or go to school and look for work (see Graph 70 and Appendix 3, Table A.22). However, differences in the proportion of young people who do not study and are economically active are larger among youth 18-24 than among youth 15 to 17 years old. There is a tendency for young people to leave the educational system once they have completed secondary school to enter the labor market. This supposes a limitation in professional opportunities and future salary levels, with respect to those who continue their studies.

Heterogeneity among young people in their school-to-work transition is also reflected in other dimensions: the rural-urban environment and gender. First, the average percentage of young people living in rural areas who do not study and work is higher than in urban areas, by an average gap of 3.42 percentage points in 2018. Bolivia and Colombia have the largest rural-urban gaps among the countries with available data from SITEAL. Second, in relation to gender, men between 15 and 24 years have a greater probability of not studying and being economically active. Gender disparities range from 6 to 17 percentage points, Costa Rica and Paraguay being the countries with the largest gaps. These gender gaps may exist because girls stay in school longer, face less pressure to enter the labor market, or encounter higher employment barriers.

GRAPH 70: PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO DO NOT STUDY AND ARE ECONOMICALLY ACTIVE, LATIN AMERICAN COUNTRIES



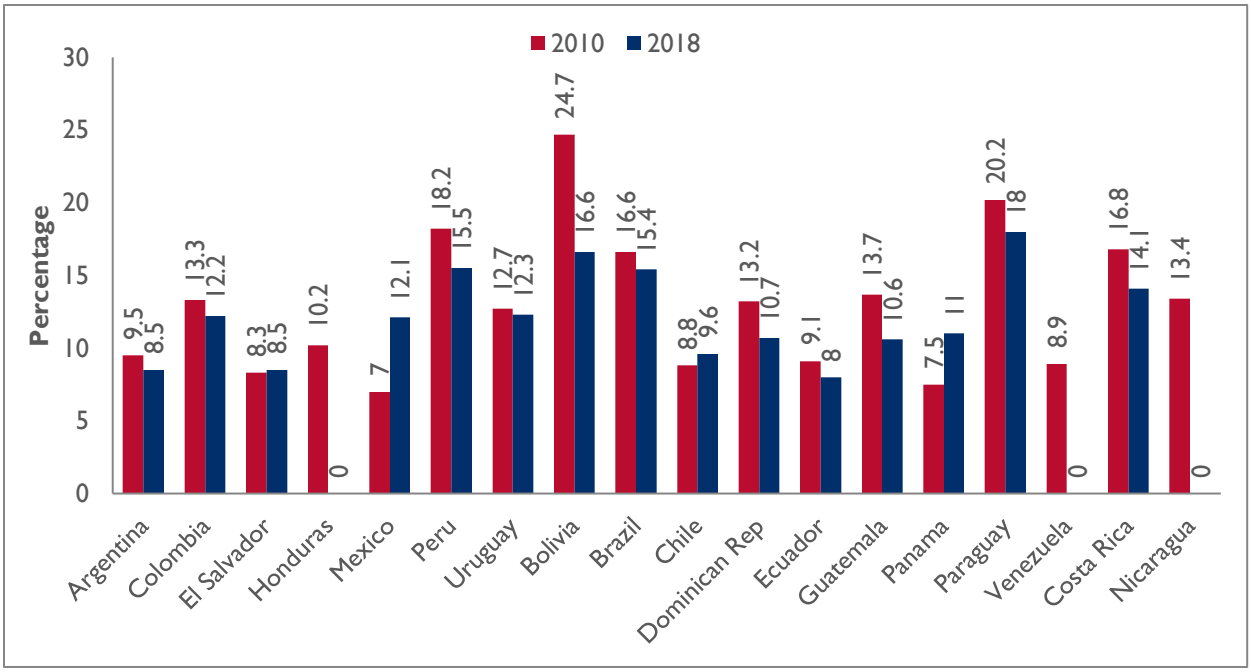
Note: Data within two years of date listed, except Guatemala and Nicaragua (2014).

Source: SSITEAL online database, consulted on January 31, 2022

In selected Latin American countries, the average percentage of young people between the ages of 15 and 24 who study and work is 38 percent (see Graph 71 and Appendix 3, Table A.23). Bolivia, Brazil, Paraguay, and Peru have the highest proportion of young people who study and

work (approximately one in three young people). Young people in urban areas are more likely to work and study than their rural peers. However, this gap between geographical areas is not clear in 2018, showing different magnitudes and directions between the countries observed. In the same way, except for Argentina and Uruguay, young men are more likely to study and work, with an average gap of 2 percentage points between the genders. In general, young people between the ages of 18 and 24 are more likely to combine study and work compared to their peers between the ages of 15 and 17. Older adolescents are more likely to combine study and work than young adults in Bolivia, Paraguay, and Peru. The need to work is strongly present from late adolescence. Finally, the richest 40 percent are more likely to study and work at the same time than the poorest groups, according to the countries with available data.

GRAPH 71: PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO STUDY AND WORK, LATIN AMERICAN COUNTRIES



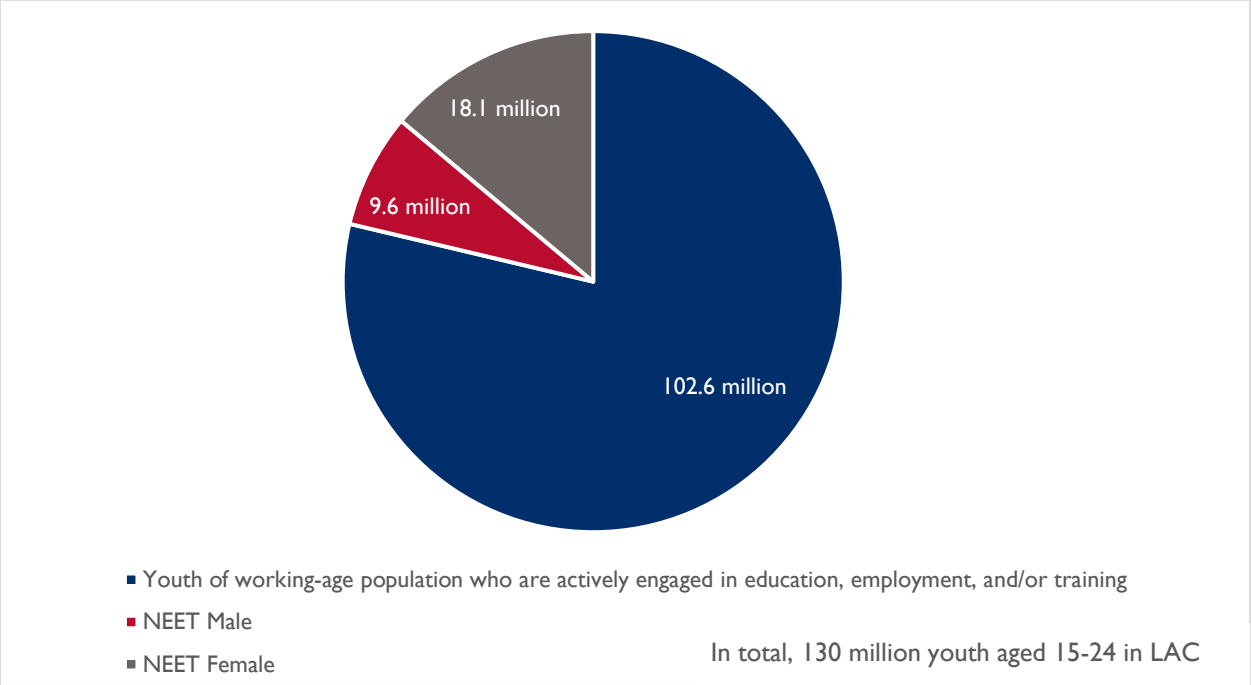
Note: Data within two years of date listed, except Guatemala and Nicaragua (2014).

Source: SITEAL online database, consulted on January 31, 2022

7.3. YOUTH WHO NEITHER WORK NOR STUDY

In LAC, 13.9 million young people (21 percent) between the ages of 15 and 24 in Latin America did not study or work in 2019. As can be seen in Graph 72, out of 130 million youth aged 15-24 in Latin America in 2019, about 27.8 million were neither in school nor work. Nearly two-thirds of the number of youths not in employment, education, or training (NEET) are women (or 18.1 million), while men make up for a third of the NEET population (or 9.6 million) in LAC in 2019. The higher share of females who do not work or study may be related to the high teenage pregnancy rates in LAC.

GRAPH 72: NUMBER OF NEET YOUTHS IN MILLIONS IN LAC IN 2019, OUT OF TOTAL YOUTH (AGES 15-24)



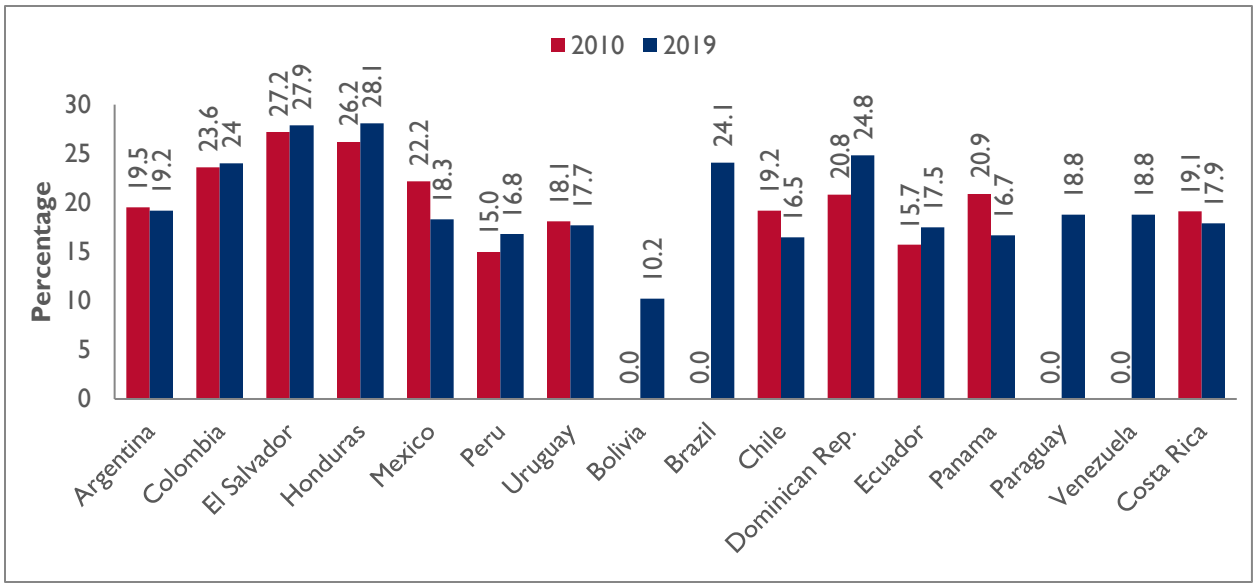
Notes: The number of NEET in Latin America was calculated as the proportion of NEET per country multiplied by youth working-age population per country. Both indicators were taken from ILOSTAT. Countries included with available data are Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, Guyana, Honduras, Jamaica, Mexico, Panama, Peru, and Uruguay.

Source: Own calculations based on ILOSTAT

A. YOUTH WHO NEITHER WORK NOR STUDY, BY COUNTRY

The share of youth not in employment, education, or training varies greatly across LAC countries, ranging from 10.2 percent in Bolivia to 28 percent in Honduras and El Salvador. In most countries, the percentage of young people who neither study nor work has increased between 2010 and 2019 (see Graph 73 and Appendix 3, Table A.24), except for Argentina, Uruguay, Chile, and Costa Rica. The Dominican Republic saw the greatest rise among LAC; the share of NEET increased by 4 pp during the nine-year period mentioned earlier. Data excludes countries such as Nicaragua and Haiti, as no information was available.

GRAPH 73: SHARE OF NEET YOUTH[59]



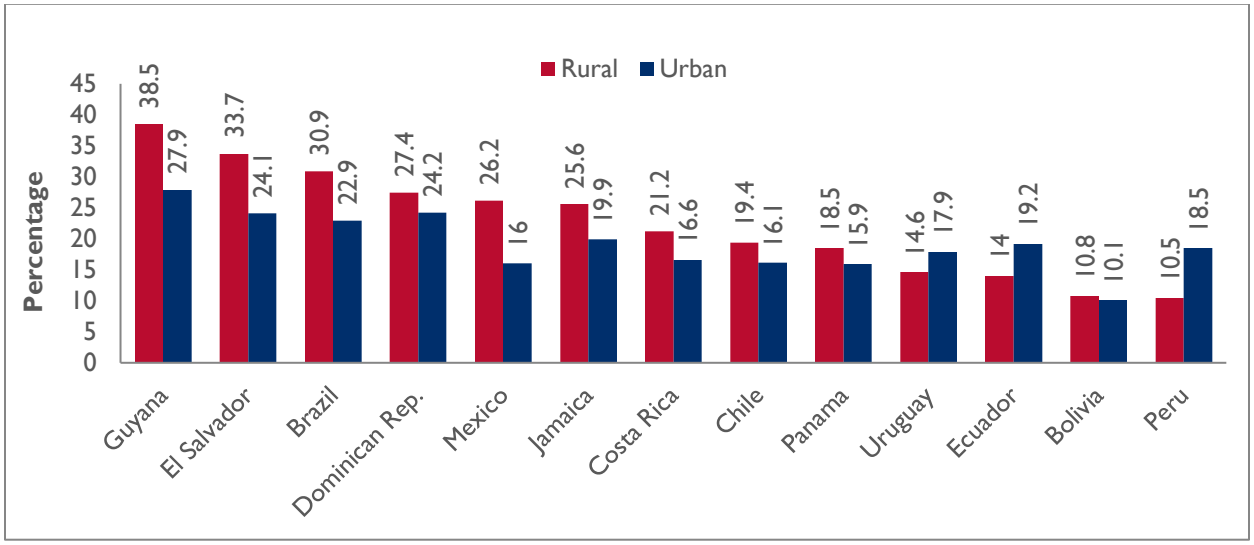
Source: ILOSTAT online database, consulted on March 14, 2022. No information available in ILOSTAT for Haiti and Nicaragua.

B. RURAL VS. URBAN YOUTH WHO NEITHER WORK NOR STUDY

As can be seen in Graph 74, El Salvador, Guyana, and Brazil showed the highest percentage of young people who do not study or work in rural areas, while Peru showed the lowest proportion. The average gap between young people in urban and rural areas is 4 pp in the region. However, the gap between rural vs. urban areas varies within LAC countries with available data, ranging from -8 pp in Peru (NEET in urban areas is greater in this country) to 10.6 pp in Guyana. Half of the female youth who do not work or study in Guyana are in rural areas; the wide gap in this country may be related to the high teenage pregnancy rates in rural areas.

[59] Information for Haiti and Nicaragua not available in ILOSTAT.

GRAPH 74: SHARE OF NEET YOUTH BY GEOGRAPHIC AREA (%)



Source: ILOSTAT, consulted on March 14, 2022

C. YOUTH WHO NEITHER WORK NOR STUDY BY GENDER

The gender gap in young people aged 15 to 24 who neither study nor work has been wide and persistent in the last decade. In 2019, 27 percent of young women neither studied nor worked, compared to 14 percent of men. The gender gap in young people between the ages of 15 and 24 who do not study or work by geographic area shows: first, a high vulnerability of women in rural areas; and second, the differences between genders are greater in rural areas than in urban ones (see Graph 75). The factors that differentiate men from women in rural areas largely explain the gender gap observed in the percentage of young people who neither study nor work in the region. Central America, led by Honduras, Guatemala, and El Salvador, is the subregion with the highest incidence of this phenomenon. The high proportion of women in rural areas who neither work nor study may be associated with the high rural teenage pregnancy rates across LAC countries with available data, which may be confining them to activities related to childcare.

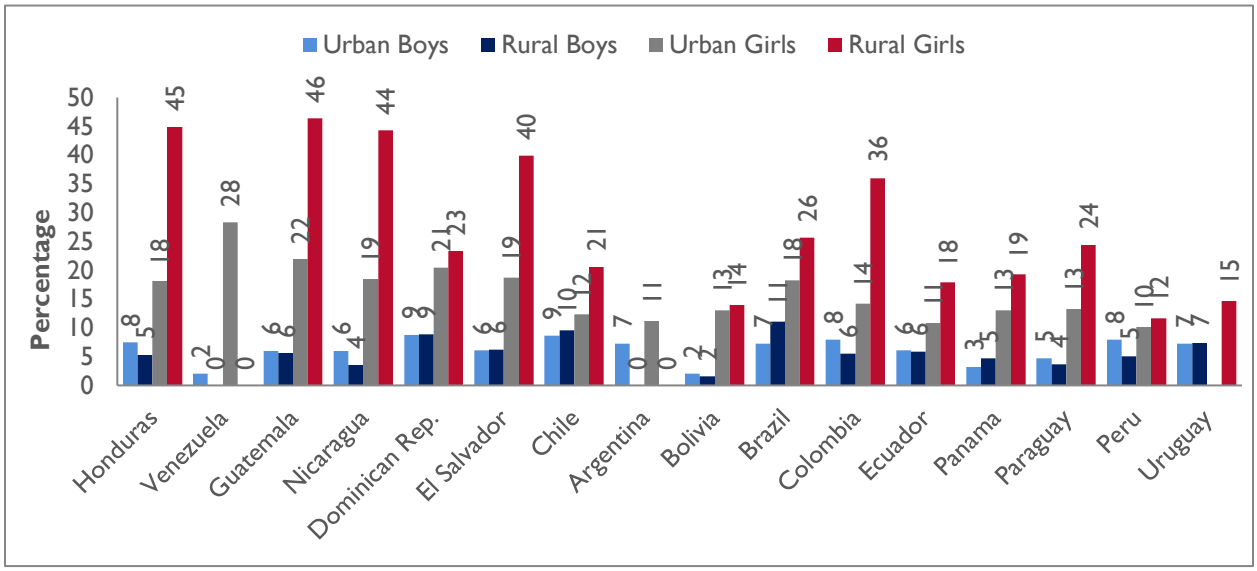
D. YOUTH WHO NEITHER WORK NOR STUDY BY AGE GROUP

In the same way, the proportion of young people who do not study or work is greater among people between the ages of 20 and 24, compared to the age group of 15 to 19 years; this is highest among the poorest youth and higher among those living in rural areas. El Salvador, Guyana, and Honduras showed the highest percentage of young people between 20 and 24 years old who neither study nor work, while Bolivia showed the lowest proportion.

E. POVERTY AMONG YOUTH WHO NEITHER WORK NOR STUDY

Finally, poverty has a significant incidence among young people who do not study and work. In 2016, the average gap between the poorest 30 percent and the richest 40 percent was 9.5 percentage points, according to available data. El Salvador and Colombia registered the highest percentage of young people who neither study nor work among the poorest 30 percent.

GRAPH 75: PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO NEITHER WORK NOR STUDY BY GEOGRAPHIC AREA AND GENDER, 2018



Notes: Chile data is for 2017; the Dominican Republic, El Salvador for 2016; Guatemala and Nicaragua for 2014; Venezuela for 2011; and Honduras for 2010.

Source: SITEAL online database, consulted on January 31, 2022

The high percentage of young people in the region who are neither working nor studying is particularly worrying, because these people are neither in productive employment nor developing skills that they can use to improve their lives as adults. They may also be less engaged and more dissatisfied with their societies than their peers who are employed or in school, and more likely to engage in risky behaviors such as early parenthood or gang involvement.

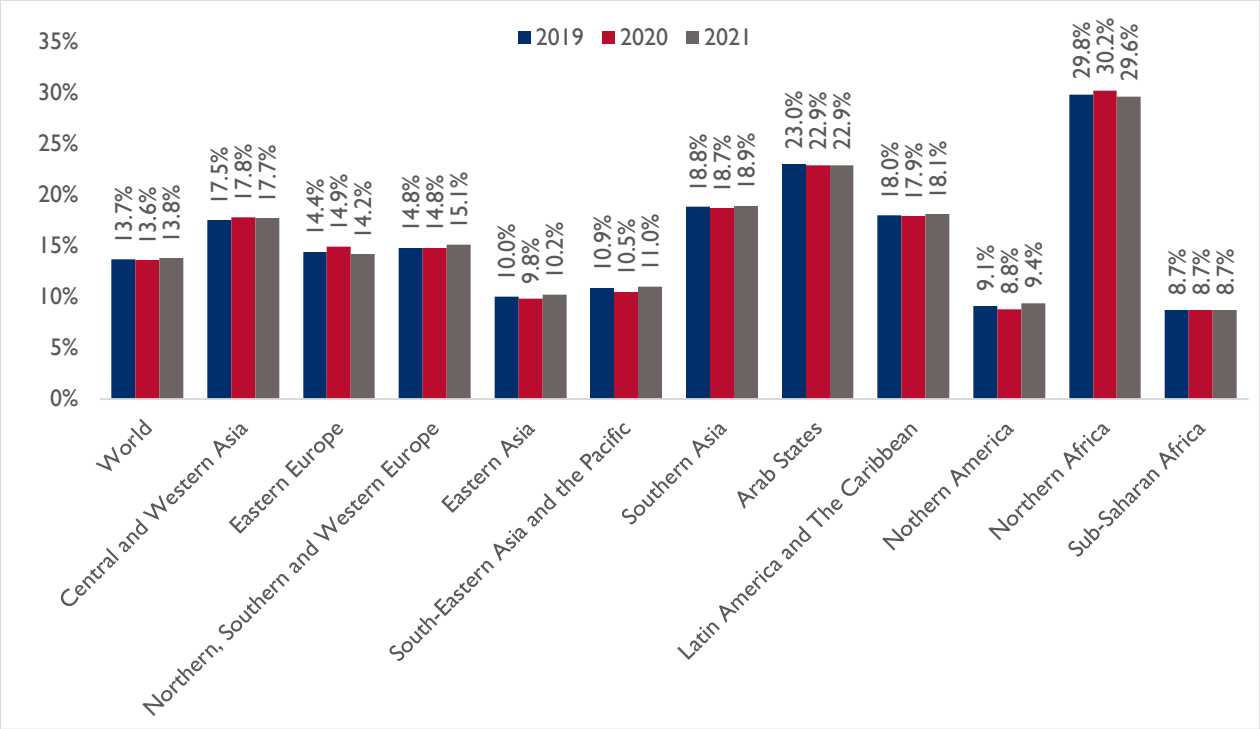
7.4. YOUTH UNEMPLOYMENT AND UNDEREMPLOYMENT

Youth unemployment and underemployment pose significant challenges throughout the LAC region.

A. YOUTH UNEMPLOYMENT

Young people between 15 and 24 years old represent 42 percent of the unemployed in the region. In 2021, the youth unemployment rate in LAC rate was 18.1 percent, slightly above the world average and higher than in North America or Europe. Between 2019-2021, youth unemployment in the region has shown a stable trend, standing on average at 18 percent (see Graph 76).

GRAPH 76: YOUTH UNEMPLOYMENT RATES BY REGION, 2019– 2021



Source: ILOSTAT online database, consulted on February 1, 2022. Estimates for all countries within the regions.

Young people face challenges to enter the labor market. The youth unemployment rate was more than three times higher than the average unemployment rate for people over 25 years of age in LAC. Young women are more likely to be unemployed, with an unemployment rate of 20.5 percent versus 16 percent unemployment for young men. Similarly, young people in urban areas are more likely to be unemployed than their peers in rural areas, with unemployment rates of 24.3 percent and 11.5 percent, respectively, for year 2020.[60] Busso, Chauvin, and Herrera (2021) point out that in 1960 less than half of the population of the Latin American region lived in cities. By 2016, that had risen to above 80 percent. They studied the factors that can explain rural-urban migration in Brazil. The results indicate that the difference in wages between the countryside and urban centers remains the main driver of rural-urban migration today. Selod and Shilpi (2021) present other causes in developing countries for rural-urban migration, based on the literature and recent research findings. They indicate that this migration is a response to factors such as climate change and violent conflict in rural areas, the absence of credit and insurance markets, and better urban services.

In 2019, youth unemployment (15 to 24 years old) was higher for people with a higher educational level. Those with advanced educational levels show an unemployment rate of 18.7 percent, compared to 14.9 percent among those with the lowest educational level. According to data from ILO, in low-income countries around the world, workers who struggle the most to find suitable jobs are those with an advanced educational level, while in high-income countries, it is those with a basic educational level or less. This could be related to differences in labor market structure and employment opportunities

[60] ILO Modelled estimates, youth 15 to 24 years old.

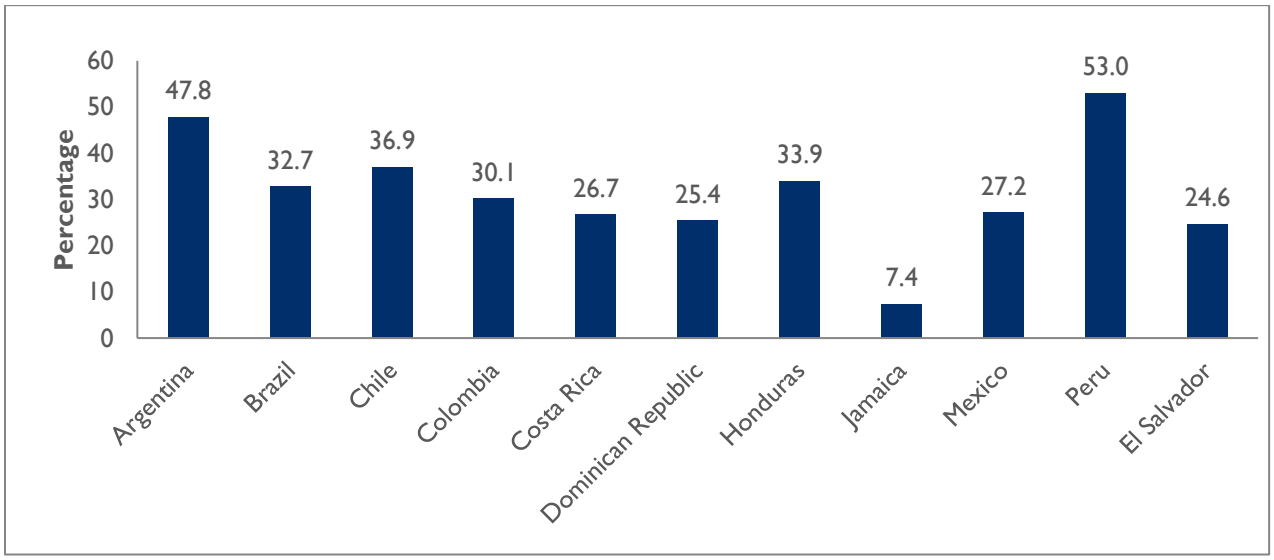
across countries. In low-income countries, skilled jobs are scarcer and there is higher probability of a mismatch between the skills required for jobs available and the skills of the jobseekers.

The average labor participation rate among young adults (from 15 to 24 years old) in Latin America and the Caribbean is 47 percent, which means that almost five out of 10 young people are inserted in the labor market, but only a half of these young people are part of the formal economy. Typically, the informal labor sector implies precarious employment conditions in terms of wages, stability, and worker protection. Bolivia, Guatemala, and El Salvador lead informal employment among young people, with rates close to or above 70 percent in 2019. (Graph A.3 in Appendix 3 includes more information about the share of informal employment by education level.)

B. YOUTH UNDEREMPLOYMENT

If underemployment is defined as those jobs that require less than 35 hours per week, one in three young people between 15 and 24 years of age is underemployed in the region. According to data from ILO, 31.4[61] percent of youth employees work less than 35 hours a week in the selected Latin America and Caribbean countries shown in Graph 77, an average of 2.3 hours lower than the average number of hours worked by young people in OECD member countries.[62] Peru and Argentina have the highest proportion of underemployed youth in LAC at approximately 50 percent (see Graph 77).

GRAPH 77: UNDER-EMPLOYMENT AMONG ECONOMICALLY ACTIVE POPULATION AGES 15-24, LATIN AMERICA



Source: ILOSTAT online database, consulted on February 1, 2022

Out of school youth, unemployment, and underemployment represent important challenges for the development of the region. A significant percentage of young people are not building human capital through studies or work experience, and poor working conditions, because of informality and underemployment, can limit the professional development of young workers.

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[61] Source: simple average using data from ILOSTAT online database.
[62] Source: https://stats.oecd.org/.

7.5. TEENAGE PREGNANCY AND SCHOOL DROP OUT

Many girls who become pregnant tend to drop out of school or are forced to abandon school because of their pregnancy. This can have a major long-term impact on their educational and employment opportunities, financial security, and ability to actively participate in public and political life. As a result, adolescent mothers are more vulnerable to poverty and social exclusion. In this context adolescent pregnancy contributes to the maintenance of the intergenerational cycles of poverty, exclusion, and marginalization (PAHO, UNFPA & UNICEF 2017).

The fertility rate in this region is the second highest in the world, with 61.17 births per 1,000 young women;[63] this rate is above the world average of 41.54 births per 1,000 young women (see Graph 78). **Adolescent girls who are mothers often drop out of school to raise their children**. This is often the case among adolescent girls in the lowest wealth quintile, which translates into greater difficulty in continuing their studies and finding well-paid jobs. According to PAHO, UNFPA, and UNICEF (2021), nearly half of mothers in LAC between the ages of 10 and 19 are dedicated exclusively to housework and have three times fewer opportunities (6.4 percent vs. 18.6 percent) to obtain a university degree than those who postponed motherhood. They also earn on average 24 percent less.

Teenage pregnancy has a higher incidence among young women in rural areas and the poorest people. As can be seen in Graph 79, Guyana, and Bolivia stand out for their gaps in the fertility rate of young women in rural and urban areas. Similarly, Guyana, Honduras, and the Dominican Republic have the widest fertility rate gap by income group (see Appendix 3, Graph A.5). Although teenage pregnancy is most significant to mothers, it could also be linked to dropouts for men as they have to abandon school to work.

There are inequalities between subregions and among countries in LAC. Central America has the highest adolescent fertility rates, followed by South America. Although the Dominican Republic has made some progress over the last decade reducing adolescent fertility rates, it continues to stand at the top of the distribution, with 91.8 births per 1,000 young women in 2019, followed by Venezuela, Panama, and Nicaragua with about 80 births per 1,000. Trinidad & Tobago, Barbados, and Chile have the lowest adolescent fertility rates among the region, with just under 30 births per 1,000.

Youth fertility rates have declined over the past 10 years by 14.4 percent in LAC (from 71.5 in 2009 to 62.1 in 2019); however, variations are heterogenous among LAC countries (see Appendix 3 Table A.28). Barbados,[64] Chile, Jamaica, Trinidad & Tobago, and Honduras have shown drops of at least 20 percent in the fertility rate in young women; Barbados especially stands out, with a reduction of 36 percent. Cuba is the only country in the region where teenage pregnancy rates increased, by 2.8 percent during 2009 and 2019.

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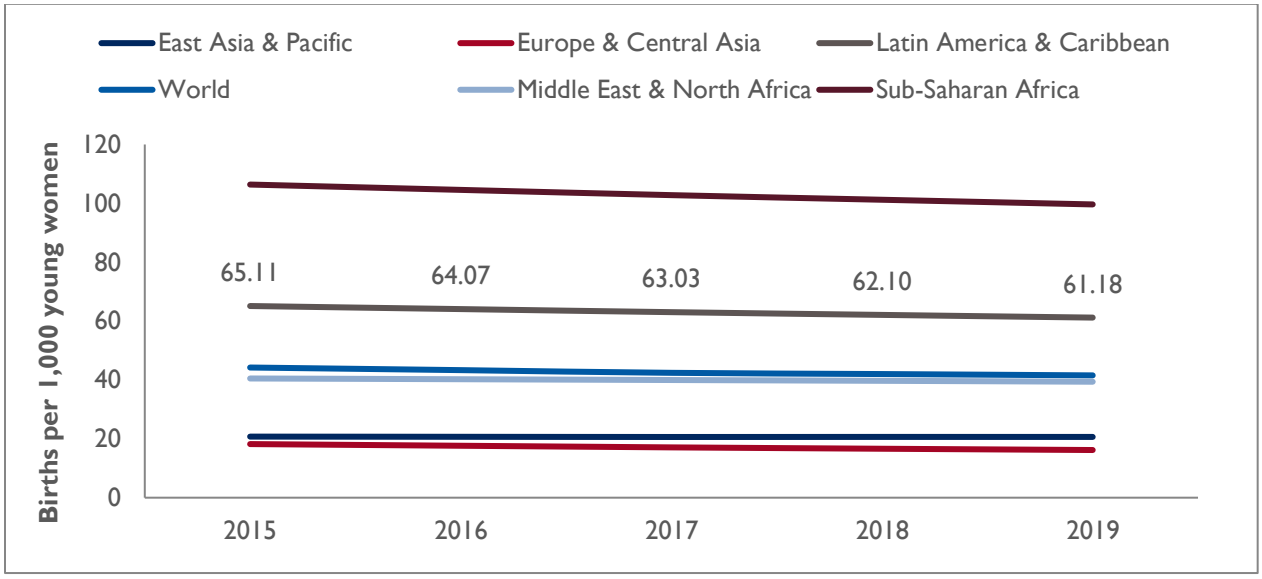
[63] The definition of young woman refers to any female whose age is between 15 and 24 years old; a girl corresponds to any female whose age is below 14 years of age (source: https://www.un.org/en/global-issues/youth).

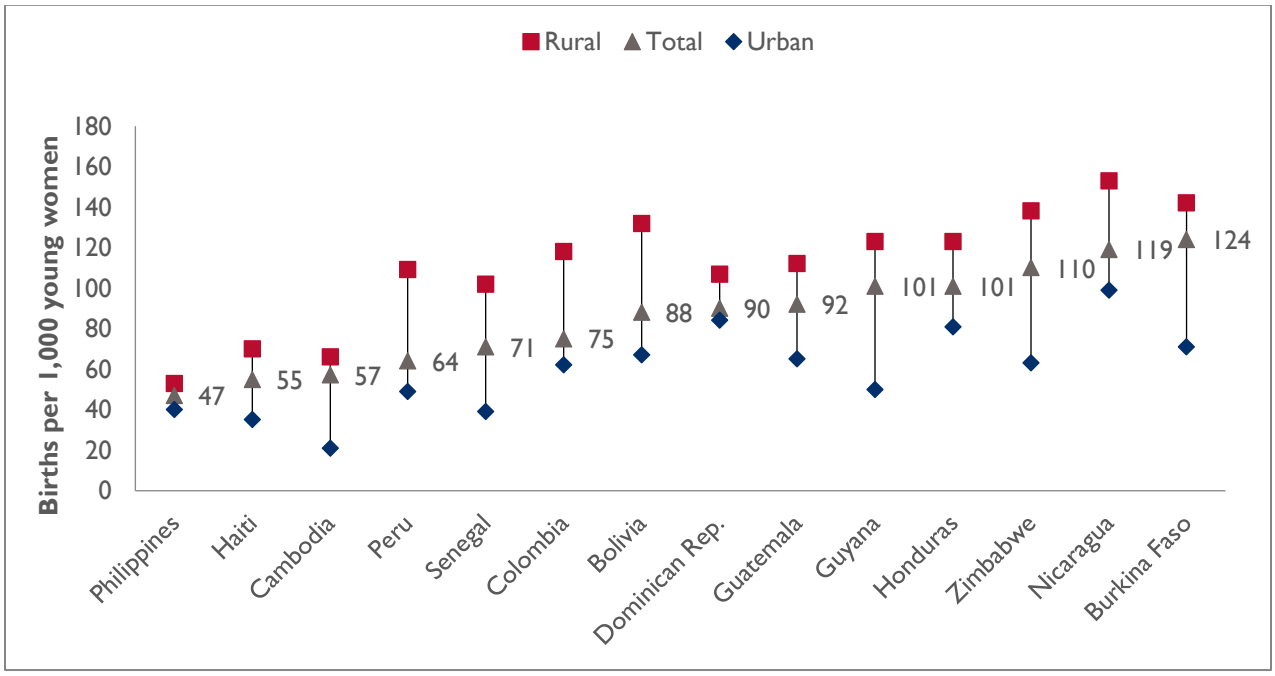
[64] The key to success in reducing the fertility rate in Barbados is island authorities educating young people about making decisions about their bodies. However, the authorities also estimate that for the next 15 years the low birth rate could lead to a crisis in the labor market due to the shortage of labor (sources: https://barbadostoday.bb/2021/04/15/bteditorial-the-need-to-have-more-bajan-babies/; https://barbados.loopnews.com/content/barbados-low-birth-rate-could-lead-labour-crisis-15-years; https://gisbarbados.gov.bb/blog/barbados-to-tackle-declining-birth-rate/).

GRAPH 78: ADOLESCENT FERTILITY RATE BY REGION (BIRTHS PER 1,000 WOMEN AGES 15-19)



Source: World Development Indicators, World Bank, consulted on January 28, 2022

GRAPH 79: URBAN/RURAL DIFFERENCE IN TEENAGE PREGNANCY RATES



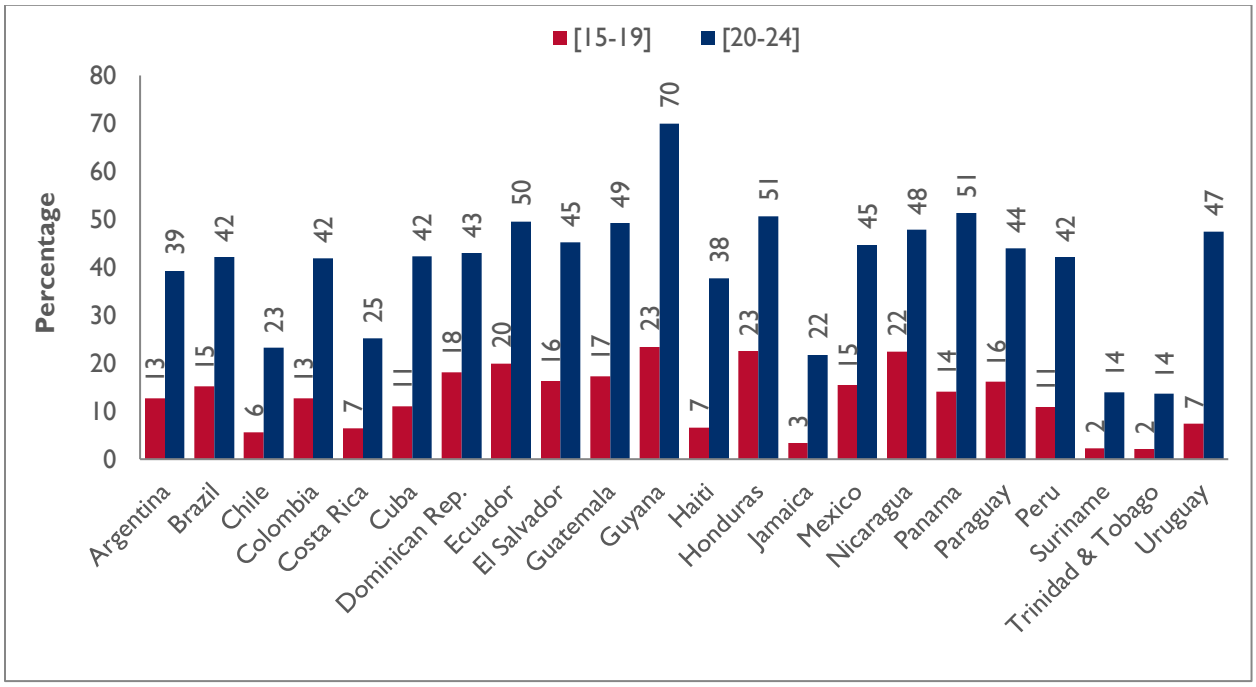
Notes: Philippines data is for 2017, Haiti for 2016-17, Cambodia 2014, Peru 2012, Senegal 2019, Colombia 2015, Bolivia 2008, the Dominican Republic 2013, Guatemala 2014-15, Guyana 2009, Honduras 2011-12, Zimbabwe 2015, Nicaragua 2001, and Burkina Faso 2017-18. El Salvador and Paraguay are excluded because data available are from 1985 and 1990, respectively.

Source: Measure DHS online database. Consulted on February 1, 2022

According to data available in the UN Department of Economic and Social Affairs, there are large differences in the percentage of married women between the age groups 15-19 and 20-24 in the region.

The lowest proportion of married women is observed in the youngest group (see Graph 80 and Appendix 3, Table A.29). Latin America has the second highest fertility rate among women aged 15 to 19 in the world. These facts together allow us to infer that a large part of pregnancies in young women occur outside of marriage. According to data from the U.S. Census Bureau, in 2020 single mothers in the United States are more likely to be poor than married couples. The poverty rate for single mother families in 2020 was 23.4 percent, nearly five times higher than the rate (4.7 percent) for married couple families, and it is also worth noting that for that same year, the families headed by Hispanic women in a situation of poverty in the United States was 34 percent.[65] In the case of Latin America and the Caribbean, a single woman is more likely to remain unemployed than her married peers, since according to the International Labor Organization, 26 percent of women between the ages of 15 and 24 may become unemployed, a figure that is approximately 9 points higher than the number of unemployed women of the same age group who are married.[66]

GRAPH 80: PERCENTAGE OF WOMEN MARRIED BY AGE RANGE AND MOST RECENT YEAR



Notes: Data for Argentina, Ecuador, and Brazil are for 2010; Chile, Jamaica, and Trinidad & Tobago (2011); Honduras, Nicaragua, and Suriname (2012); Uruguay and Panama (2013); Cuba, the Dominican Republic, El Salvador, and Guyana (2014); Colombia, Paraguay, and Peru (2016); Haiti (2017); Guatemala (2018); and Mexico (2019).

Source: UN Department of Economic and Social Affairs, Population Division

7.6. OTHER FORMS OF ENGAGEMENT IN RISKY BEHAVIOR

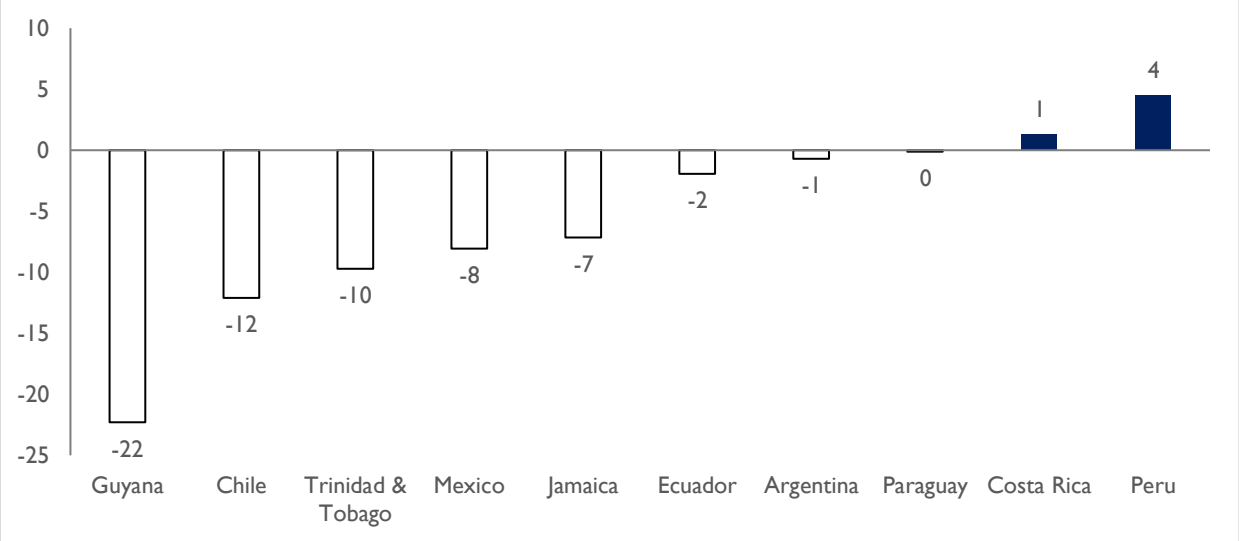
As much as 25 to 32 percent of the 12- to 24-year-old population in the region are engaged in at least one kind of risky behavior, including increased likelihood of engaging in substance abuse and risky sexual activity, as previously discussed, as well as in crime and violence (Cunningham et al.,

[65] Source: https://singlemotherguide.com/single-mother-statistics/.
[66] Source: simple average using data from ILOSTAT online database.

2008). Adverse behaviors correlate with school dropout (Cunningham et al., 2008). Youth who do not complete secondary school earn lower incomes and face lower rates of employment (Josephson, Francis, & Jayaram, 2018). Also, engaging in crime and violence is positively correlated with school dropout (Josephson, et. al., 2018). Several countries in the region have seen a reduction in homicides of children. According to data from the Organization of American States (OAS), El Salvador, Panama, Costa Rica, and Colombia showed a drop in homicides of children aged 0 to 14 years. On the other hand, Jamaica and Chile have seen an increase in this type of crime (see Appendix 3, Table A.35).

Among the countries with available information, the number of adolescents and young people in prison has decreased. Costa Rica and Peru have increased the number of youths in prison significantly in the last decade (see Graph 81). The high rates of school dropout observed among young people may be a factor that helps explain the persistence of delinquency in this population group. According to Lochner and Moretti (2001), an additional year of education contributes to reducing crime among young people by between 11 and 12 percent. For their part, Bell, Costa, and Machin (2018) found that further rising the age of compulsory schooling may have rather small effects on subsequent economic outcomes, such as wages and employment, because a growing proportion of young people already voluntarily remain in school beyond this age. Likewise, participation in crime and violence is positively correlated with school dropout (Josephson, et. al., 2018). Several countries in the region have seen a reduction in child homicides.

GRAPH 81: DIFFERENCE IN RATE OF TOTAL JUVENILES HELD IN PRISON (2016-2019)



Note: Data are within two years from date listed except Trinidad & Tobago and Guyana figures, which are the difference in rates between 2015 and 2012.

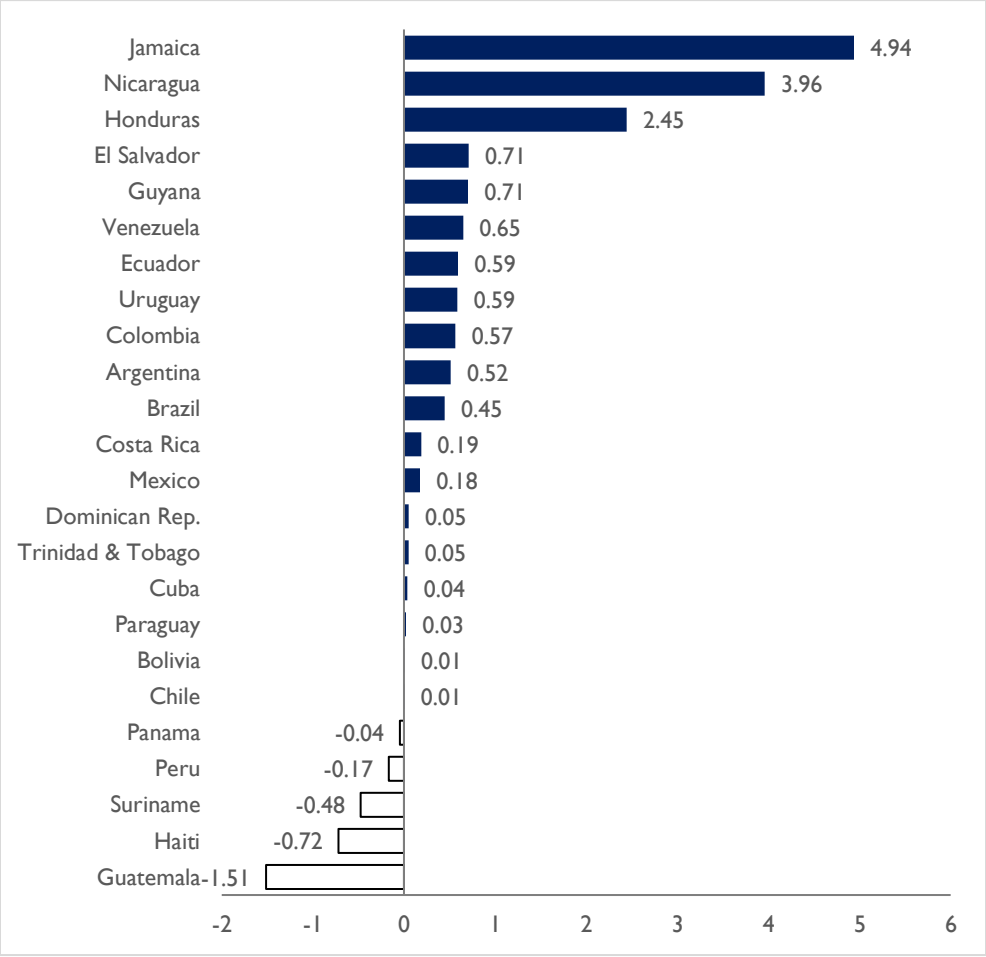
Source: UNODC. https://dataunodc.un.org/

8. TRENDS TO WATCH

8.1. GENDER EQUITY

In most LAC countries with available data, young women's literacy rate is greater than the young men's rate for 2019. As can be seen in Graph 82, the most significant advantage is held by Jamaica (4.94 percentage points of difference), while the only countries with a disadvantage for females are Guatemala, Haiti, Suriname, and Peru (see also Appendix 3, Tables A.36 and A.37). In addition, Guatemala is the country with the largest gap that favors boys (-1. 5 percent). Nevertheless, the opposite happens for adult illiteracy rates (see Appendix 3, Table A.7). For most countries, women in urban areas tend to be at a disadvantage compared to men, except in Uruguay. In this country, men in urban and rural areas have lower levels of literacy than women.

GRAPH 82: YOUNG WOMEN'S ADVANTAGE OVER YOUNG MEN IN YOUTH LITERACY RATES, 2019



Notes: Data are within two years of date listed except Haiti, the Dominican Republic, and Venezuela where figures are for 2016; Bolivia and Nicaragua figures are for 2015; Guyana and Jamaica, 2014; Cuba, 2012; and Trinidad & Tobago, 2010.

Source: CEPALSTAT. https://statistics.cepal.org/portal/cepalstat

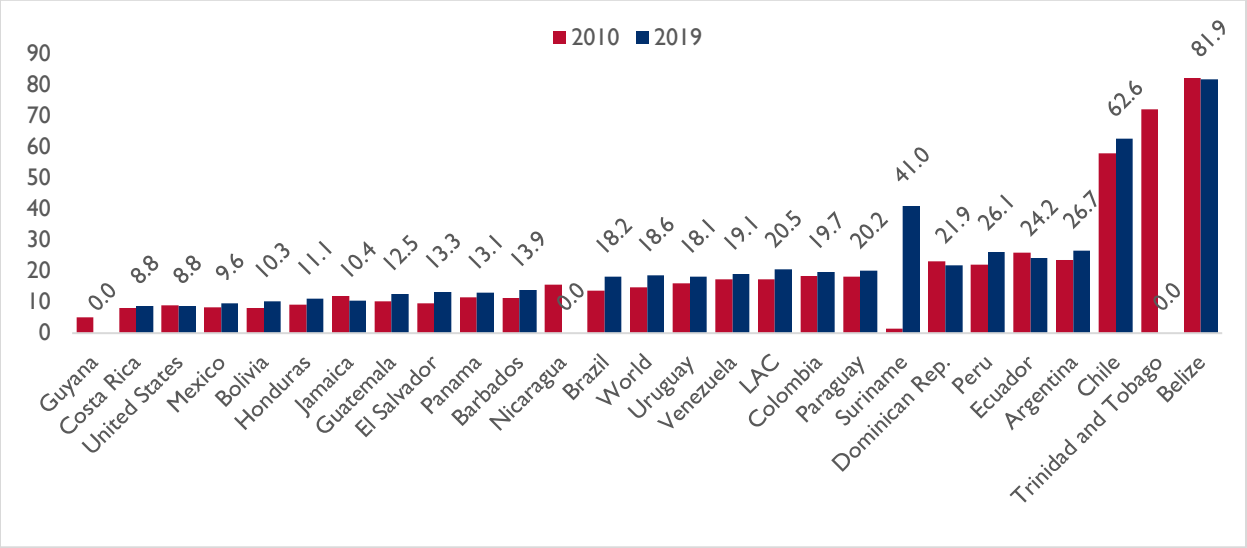
This performance is due to the fact that women have more and better non-cognitive skills such as goal-directed behavior, organization, task persistence, self-discipline, cooperative capacity, and attention compared to their male peers, in addition of better sexual education, access to contraceptive methods, and better job opportunities that allow them to reconcile working life with the possibility of starting a family.[67]

8.2. PRIVATE SCHOOL ENROLLMENT AND QUALITY

A significant proportion of Latin American children attend private school. Twenty percent of primary school students were enrolled in private schools in the region in 2019, 3 percentage points more than in 2010. This is higher than the world average (around 14.7 percent), which had a level of similar growth. In Latin American countries, between 8 and 26 percent of primary school students attend private schools, but in Belize and Chile, the rates are even higher, exceeding more than 60 percent (see Graph 83 and Appendix 3, Table A.40). There is a lower rate of growth in the percentage of students enrolled in private schools at the secondary level. The regional average increased from 18.9 percent in 2000 to 19.07 percent in 2019. Global rates, however, grew faster, from 22.6 percent private enrollment in 2010 to 26.9 percent in 2019. (See Graph 84 and Appendix 3, Table A.41.) As with primary school, several countries including Chile, Guatemala, and Belize have considerably higher rates—more than 60 percent of secondary school enrollment is private in these countries. While only three countries in the region saw the private share of primary education decrease in the last decade, the situation at the secondary level is mixed, with eight of Latin American countries with data available decreasing their share of private enrollment between 2010 and 2019. Of the seven countries with private rates above the global average, one showed a decrease. To the extent that high percentages of private enrollment reflect deficiencies in the public sector (low quality or low access), increasing rates of private enrollment suggest that those problems are not improving.

[67] UNESCO International Institute for Higher Education in Latin America and the Caribbean. Women in higher education: Has the female advantage put an end to gender inequalities? Available at: https://unesdoc.unesco.org/ark:/48223/pf0000377182

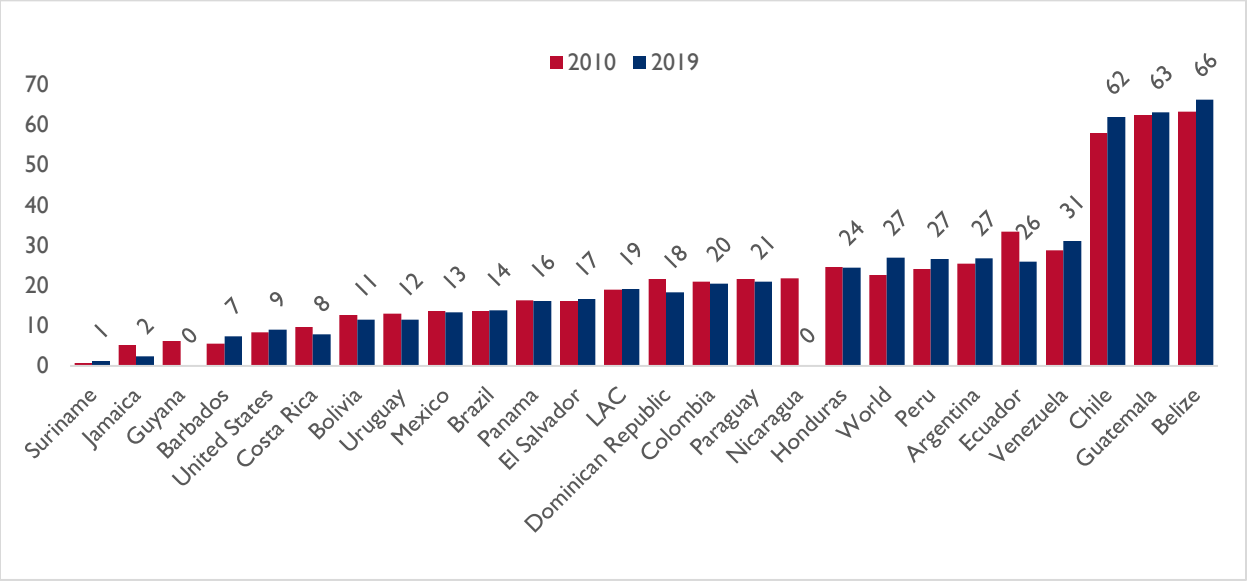
GRAPH 83: PERCENTAGE OF PRIVATE ENROLLMENT (PRIMARY SCHOOL), 2010 AND 2019



Note: Data within two years of date listed except Honduras 2010 is for 2005. No data for Haiti.

Source: World Bank, EdStats online database consulted on January 5, 2022

GRAPH 84: PERCENTAGE OF PRIVATE ENROLLMENT (SECONDARY SCHOOL), 2010 AND 2019



Notes: Data within two years of date listed except Honduras 2010 is for 2005. No data for Haiti.

Source: World Bank, EdStats online database consulted on January 5, 2022

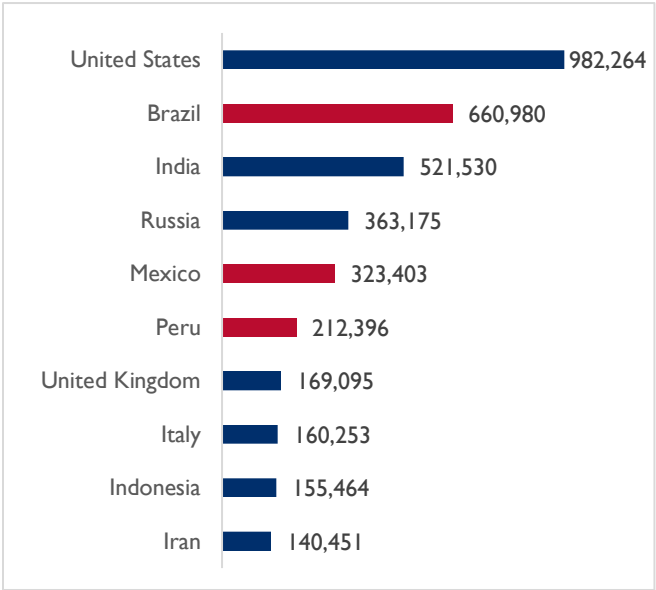
9. THE COVID-19 PANDEMIC'S IMPACT ON THE EDUCATION SECTOR IN LAC

The COVID-19 pandemic is the greatest shock education systems in the LAC region as a whole have ever experienced. As COVID-19 spread in the region, Ministries of Education (MOEs) started to close schools progressively at preschool, primary, and secondary levels. Early during the pandemic (April 2020), schools were closed in 23 countries and 12 independent states in the region. As a result, it is estimated that more than 159 million children were affected in LAC, representing more than 95 percent of enrolled learners. This section uses secondary data available from countries across the LAC region, with a special emphasis on the following USAID-prioritized countries: Colombia, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Nicaragua, and Paraguay. The following discussion focuses on the impact of the pandemic on the education system, as well as the education systems' response.

9.1. PROBLEM SUMMARY

The COVID-19 pandemic has ravaged the LAC region. Several Latin American and Caribbean countries show some of the highest numbers of absolute and per capita COVID cases and deaths worldwide. At the end of March 2022, more than 6 million people had died worldwide from COVID-19. As shown in Graph 85, three LAC countries are in the top six in the world for total deaths from COVID-19: Brazil, with 660,000 deaths, Mexico with 323,000, and Peru with 212,000 (Google News, 2022). Two factors have contributed to the high death totals. One is the persistently wide economic inequality and the large informal economy. Despite the strict quarantine policies, workers could not afford to stay home. Large groups' engagement during work hours and crowded living conditions accelerated the spread of the virus. The second factor, as the United Nations (2020) summarizes, is the fragmented and ill-prepared health systems' inability to handle a health and human crisis of this scale. Participation in health insurance plans is low. Lack of access to quality health care and information is especially acute in rural and remote areas, particularly affecting Indigenous peoples. Intercultural barriers disproportionately affecting the most vulnerable also exacerbated the public health crisis. Many Indigenous communities' lifestyles are centered around large traditional gatherings, putting them at a higher risk. Moreover, these communities already lacking access to healthcare likely encountered stigma and discrimination with services not available in Indigenous languages and appropriate to their specific situations (United Nations, 2020).

GRAPH 85: TOP TEN COUNTRIES WORLDWIDE WITH THE MOST DEATHS BY COVID-19, MARCH 30, 2022



Source: Google News COVID Map, consulted on March 30, 2022

A. ECONOMIC IMPACT

The measures taken to slow the spread of the virus caused many families to lose their main or only source of income. However, the economic repercussions imply not only the loss of income or jobs in the present, but also the losses that the labor force of the region will suffer in the future. According to World Bank estimates, each girl and boy in primary and secondary education in Latin America and the Caribbean could lose between US$366 and US$1,766 in annual income, depending on the scenario, which is equal to more than US$15,000 over their working life (Azevedo, 2021).[68] This will have a significant impact on poverty levels in a region where inequalities are already pronounced. Overall, the region could suffer a loss of up to US$1.2 trillion in lifetime income for this generation of students as a result of missed months of schooling, lower learning achievement, and a greater likelihood of dropping out of education altogether (UNICEF, 2020).

B. IMPACT ON GENDER-BASED VIOLENCE

Before COVID-19, it was estimated that in Latin America and the Caribbean around 100 million boys and girls between the ages of 2 and 17 had been exposed to or had witnessed some form of violence (UNICEF, 2020). With schools closed, and increased levels of stress among parents and caregivers, a growing number of children and adolescents have been victims of domestic violence, neglect, and abuse including emotional, physical, and sexual violence. In recent months, there has been an increase in reports of domestic violence, including violence against children and adolescents, throughout the region. At the same time, almost all countries in the region have reported that social services such as domestic violence helplines, which would normally respond to these cases, have been disrupted due to the pandemic (UNICEF, 2020). The connection between infectious disease outbreaks and the rise in gender-based violence (GBV) has been well documented during previous Zika, SARS, and Ebola outbreaks. Preliminary evidence indicates that COVID-19 is no different in this regard. GBV specialists and community groups report a growing increase in reported incidents of intimate partner violence (Azevedo, 2021). Adolescent girls are the most vulnerable: without targeted intervention, the pandemic will increase pre-existing risks of GBV against girls, affecting their social, economic, and educational development, while threatening their sexual and reproductive health and putting them at greater risk of an unwanted pregnancy. UNICEF reports that teen pregnancy, child marriage/early unions, and GBV increased almost nine times during the first months of 2020 (UNICEF, 2020). Similarly, the recent data from the World Bank shows that calls to domestic violence helplines increased 36 percent in Mexico,[69] 91 percent in Colombia, 48 percent in Peru, and 32 percent in Argentina. Cases of femicide rose by 50 percent in Panama, 25 percent in Costa Rica, and 25 percent in Ecuador (World Bank, 2022).

C. IMPACT ON THE SYSTEM (SCHOOL CLOSURES)

On average, schools in LAC had remained closed for 168 school days since the beginning of the pandemic in March 2020 until the beginning of February 2022, equivalent to the loss of

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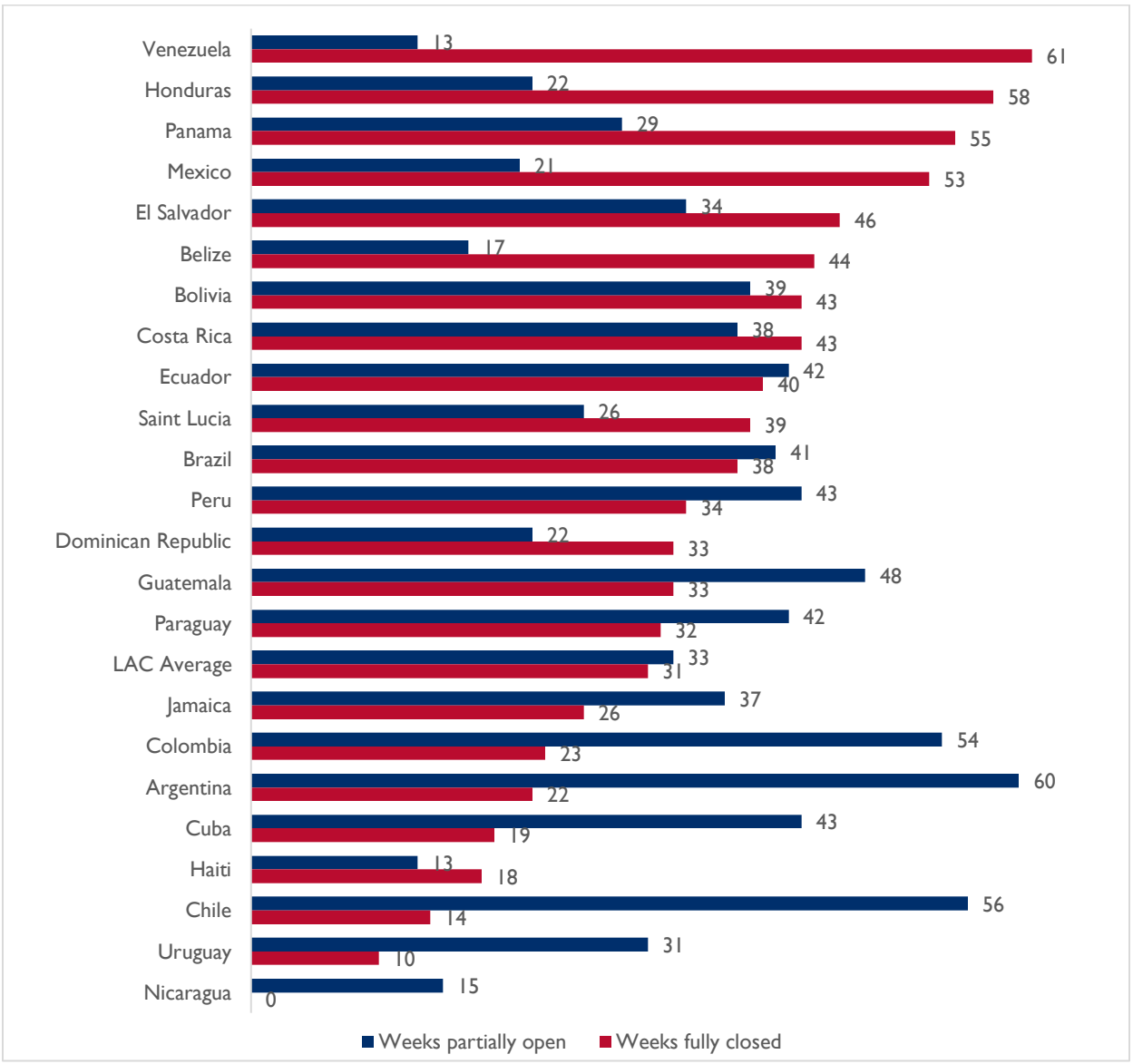
[68] The average student from the cohort in school during COVID will, in the intermediate scenario, face a reduction of $875 (in 2017 PPP dollars) in yearly earnings, or an average reduction of 5 percent in expected earnings every year. The range from the optimistic to the very pessimistic scenarios contemplated by the World Bank is $366 to $1,776, or from 2 to 10 percent of annual expected earnings loss, respectively.

[69] In Mexico, more than 260,000 emergency calls were made about violence against women in year 2020, compared to fewer than 198,000 in the previous year.

almost an entire academic year. Although the presence of the Omicron variant caused a delay in the return of face-to-face classes in some schools in early 2022, most countries in the region that were in recess planned to start the new school year between February and March in a face-to-face manner (UNICEF, 2022). According to data from the "Global Monitoring of School Closures Caused by the COVID-19 Pandemic" database (UNESCO, 2022), schools have been fully closed, on average, 31 weeks in the countries prioritized under this report. Additionally, schools have been only partially open on average for 33 weeks. Schools in Honduras were fully closed for more than one year (58 weeks)—from March 2020 to July 2021—and schools have been partially open since then. El Salvador's schools remained closed second longest (46 weeks), followed by Ecuador (40 weeks). Nicaragua is the only country in the region where schools did not close at all during the 2020-2022 period. They have been fully open except for 15 weeks, as is shown in Graph 86.

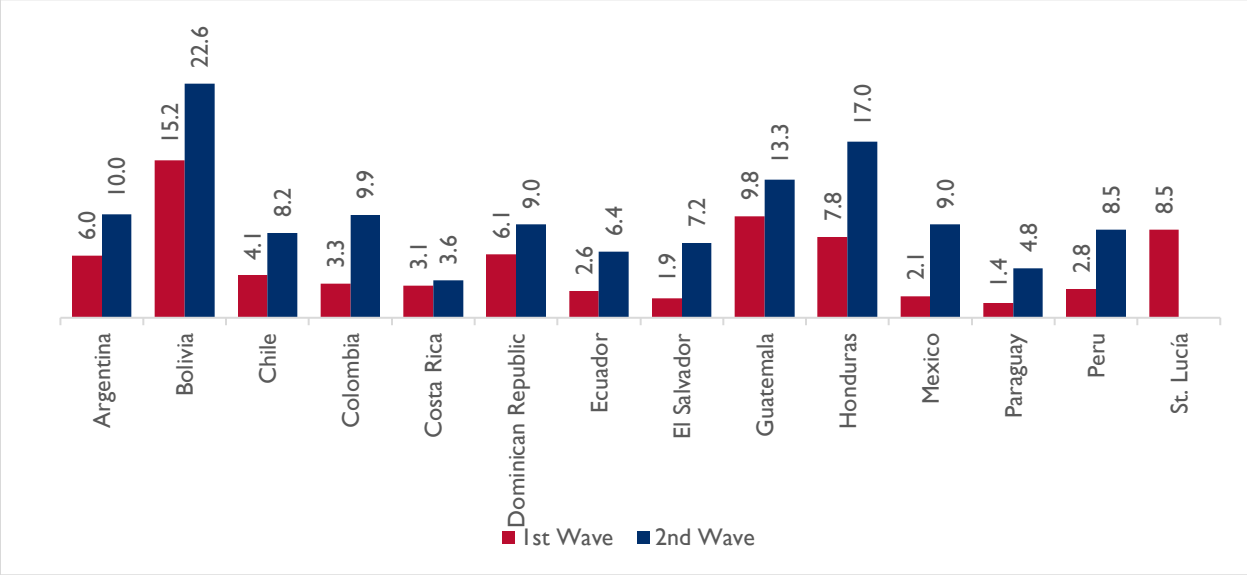
GRAPH 86: NUMBER OF WEEKS FULLY AND PARTIALLY CLOSED IN LAC



Source: Own elaboration with data from UNESCO (2022)

The World Bank and partners are monitoring the crisis and the socioeconomic impacts of COVID-19 through a series of high-frequency phone surveys (HFPS), as countries move through the pandemic and into economic recovery. In-person surveys were often impossible due to social distancing, making phone surveys an attractive option given their track record for successfully collecting timely data to inform evidence during crises. Most countries have responded to school closures with remote learning alternatives. As shown in Graph 87, during the first months of the pandemic, there has been an increase of households that report having primary and secondary school-aged children that are not engaging in any remote learning activity (World Bank, 2020).

GRAPH 87: PERCENTAGE OF HOUSEHOLDS WITH CHILDREN NOT ENGAGED IN ANY EDUCATION OR LEARNING ACTIVITIES SINCE SCHOOLS CLOSED



Source: Own elaboration with data from World Bank (2020)

For most countries, over 90 percent of children were able to participate in distance learning activities during the second wave.[70] Exceptions include Bolivia (22.6 percent), Honduras (17 percent), and Guatemala (13.3 percent) mainly due to lack of Internet access and teacher-related problems (e.g., no contact with pupils or no provision of homework). Other countries with a high percentage of children not engaged in any education or learning activities during school closures also cite these factors as key barriers to distance learning.

Graph 88 shows an estimate of when schools have been closed or partially closed between March 2020 and December 2021. While these estimates vary by country, overall:

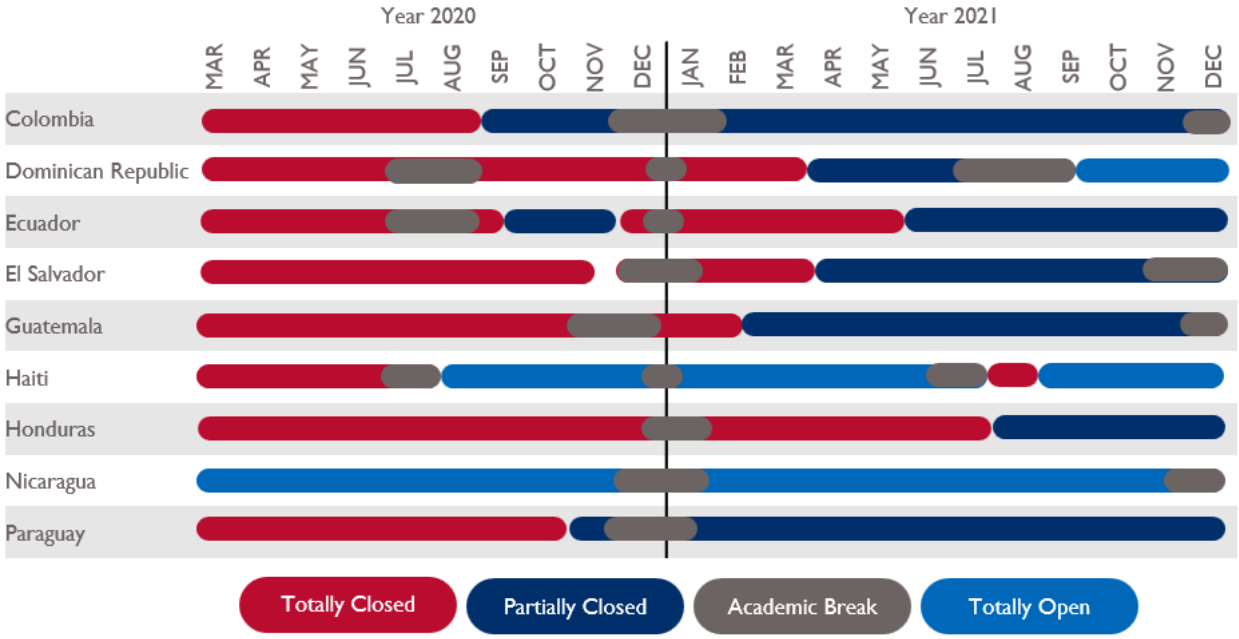
- **Most countries first closed schools in early March 2020.** Colombia, the Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, and Paraguay all closed schools due to the global increase of COVID-19 cases.

[70] The World Bank collected HFPS during May/June 2020 (Wave 1) and June/July 2020 (Wave 2).

- **Some countries reopened schools for a period.** Between March 2020 and December 2021, the Dominican Republic, Haiti, and Nicaragua are the only countries that have formally had schools open for some period. Haiti closed in March but reopened face-to-face education in August 2020. The Dominican Republic formally started face-to-face classes in October 2021. Nicaragua never officially closed schools.

- **The extent to which schools have partially reopened varies by country, teacher vaccination status, and domestic policy.** Colombia fully closed schools in March 2020, but the education system was partially closed as of September 2020. Ecuador also moved to a partial closure model around September 2020, but again fully closed schools in December of the same year, marking a partial reopening in June 2021.

GRAPH 88: SCHOOL CLOSURES DURING 2020 AND 2021 DUE TO COVID-19



Source: Own elaboration with data from UNICEF (2022)

Current school status by country:[71]

- **Colombia.** In December 2021, 83 percent of the national enrollees attended face-to-face classes, equivalent to 8,285,759 students. For 2022, the Ministry of Education announced the return to face-to-face classes without capacity restrictions, so it is expected that more than 70,000 early childhood centers, which serve 1.7 million children, and all official schools will return to face-to-face classes. As of January 24, 63 out of the 96 education secretariats had already resumed face-to-face activities.

[71] As of February 15, 2022. Data extracted from UNICEF. Lacro COVID-19 Education Response: Update 32. Status of Schools' Reopening, https://www.unicef.org/lac/en/media/31611/file

- **The Dominican Republic.** Schools reopened on October 1, 2021, and currently all educational and early childhood centers are fully open. Face-to-face education is combined with distance education to reduce class sizes. Regarding early childhood centers, 695 are in operation, of which 503 correspond to the family and community-based program, where attendance is twice per week, and 192 correspond to comprehensive care centers. These services benefit 205,772 children at both types of centers.

- **Ecuador.** Of 16,290 schools, 12,748 are partially closed. Regarding the 1,959 child development centers, 89 are partially closed and 1,870 are totally closed. Currently, 1,427,124 students benefit from face-to-face classes, hybrid, and distance education. The MOE stated that classes would be suspended from January 10 to 14 for students and educational personnel to be inoculated. In addition, the COVID-19 Protection Stoplight was implemented to address the growing outbreak of infections, and the Ministry prepared a document with guidelines for the safe return to classroom education.

- **El Salvador.** The new school year began on January 31, 2022, maintaining part-time face-to-face modality, hybrid modality. The Ministry of Education stated that school personnel have been trained to apply the plan "The happiness of going back to school" (*La alegría de regresar a la escuela* in Spanish) and thus guarantee the safe development of school activities. In addition, it indicates that it is not mandatory for students to have a vaccination card but invites families to vaccinate their children for the beginning of the school year.

- **Guatemala.** All schools were closed for the academic break. Classes resumed on February 21, 2022. Before the break, 6,120 schools were totally closed, 21,918 were partially closed, and 21,696 used the hybrid mode.

- **Haiti.** The new academic year started in September 2021. Currently all schools are fully open benefiting around 4 million students.

- **Honduras.** Out of a total of 23,000 schools, the part-time face-to-face modality opening of 131 public and private schools was achieved, benefiting 17,388 students in this modality, and 14,000 students through the educational platform "Learning Passport." It is expected that schools will reopen progressively in March 2022.

- **Jamaica.** Schools are partially closed. At present, 974 of the country's 983 schools are now open offering face-to-face or hybrid education depending on the context. The reopening process began in phases in January 2022, and currently around 64 percent of students, mostly primary and secondary students, are benefiting from face-to-face classes.

- **Nicaragua.** All schools and early childhood centers have been fully open since January 24, 2022, when the academic break ended, and the new school year began.

- **Paraguay.** The new academic year started on February 21, also including early childhood centers. Students resumed face-to-face classes the same date.

D. IMPACT ON LEARNING AND OTHER EDUCATION INDICATORS

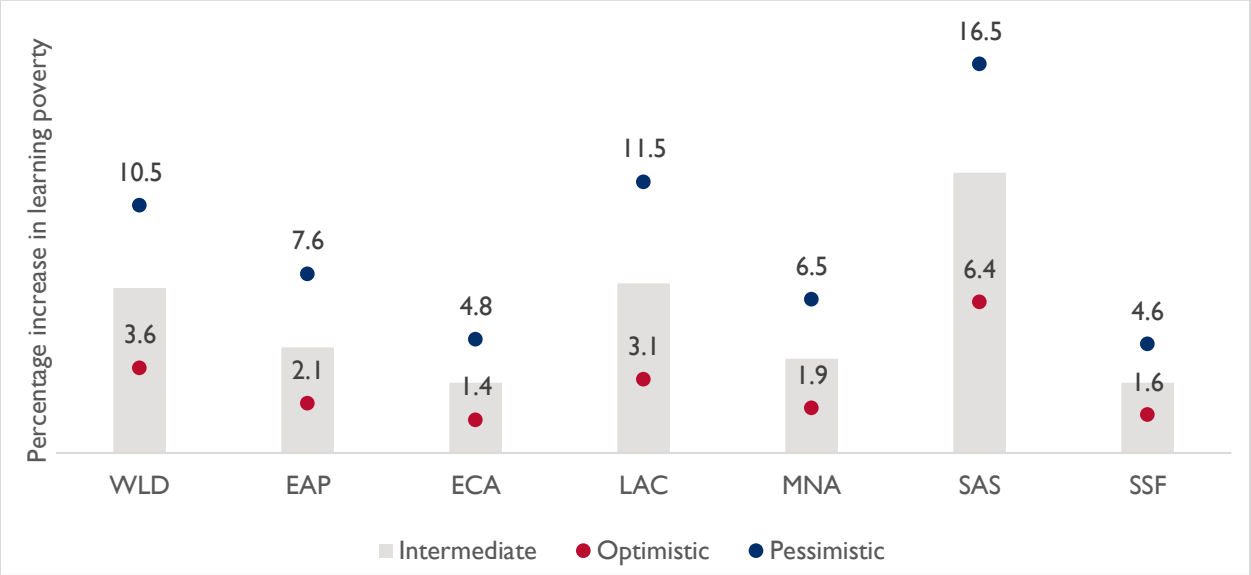
Despite important advances, learning in LAC is declining due to the pandemic, particularly among poorer children. As reported by the World Bank (2021), the LAC region is "on a path to experience significant learning losses, potentially jeopardizing the education outcomes of an entire generation of students and deepening the existing learning crisis." The current generation of school children may—especially in low income, less educated households—be facing a future with the meager levels of education achievement last seen in the 1960s (Lustic, Neidhöfer, & Tommasi, 2020).

LAC could be the second-largest region with an absolute increase in learning poverty, only behind South Asia. The share of children that are not able to read and understand a short, age-appropriate text by age 10 could rise from a baseline of 51 percent to 62.5 percent, roughly representing an additional 7.6 million of learning poor. The World Bank estimates learning losses in terms of schooling and learning, accounting for missing learning while schools are closed and the preexisting learning that will be lost or forgotten as students disengage with the education system.

The most recent simulations by the World Bank point to serious potential impacts of the pandemic on learning poverty in low- and middle-income countries. The World Bank established three scenarios. In the optimistic scenario, schools were only closed for 7 months (approximately 30 weeks) and education systems provide effective mitigation measures. The second scenario is an intermediate one, in which schools remain closed for 10 months, and education systems implement some mitigation measures. Finally, the third scenario was pessimistic, where schools remained closed for 13 months, and effective mitigation measures were not implemented. In the most pessimistic scenario, learning poverty[72] could increase by 11.5 percentage points for the LAC region, from 51 to 62 percent of students, which would roughly represent an additional 7.6 million learning poor. Graph 89 shows the results of a learning poverty simulation by region. As explained in the previous sub-section, overall, schools remained closed for the equivalent of almost an entire school year. Additionally, in the first months of the pandemic, the percentage of households with children not engaged in any education or learning activities since the schools closed increased in all countries where data is available. Thus, one can argue that, at the minimum, the region falls somewhere between the intermediate and pessimistic scenarios.

[72] Learning poverty is defined as the percentage of 10-year-old children who cannot read and understand a simple story.

GRAPH 89: SIMULATED CHANGES IN LEARNING POVERTY DUE TO COVID-19 BY REGION



Notes: EAP = East Asia and the Pacific; ECA = Europe and Central Asia; LAC = Latin America and the Caribbean; MNA = Middle East and North Africa; NAC = North America; SAS = South Asia; SSF = Sub-Saharan Africa; WLD = World

Source: Extracted from World Bank (2021)

Within the LAC region, relative learning loss will be higher in countries already worse-off before the pandemic. The World Bank's COVID-19 learning losses simulation tool estimates the effects of school closures and mitigation efforts on learning-adjusted years of schooling (LAYS),[73] relative to a benchmark. Graph 90 shows the simulated effect that the closure of schools will have in LAYS across the region and in the percentage of students below the minimum proficiency standard:

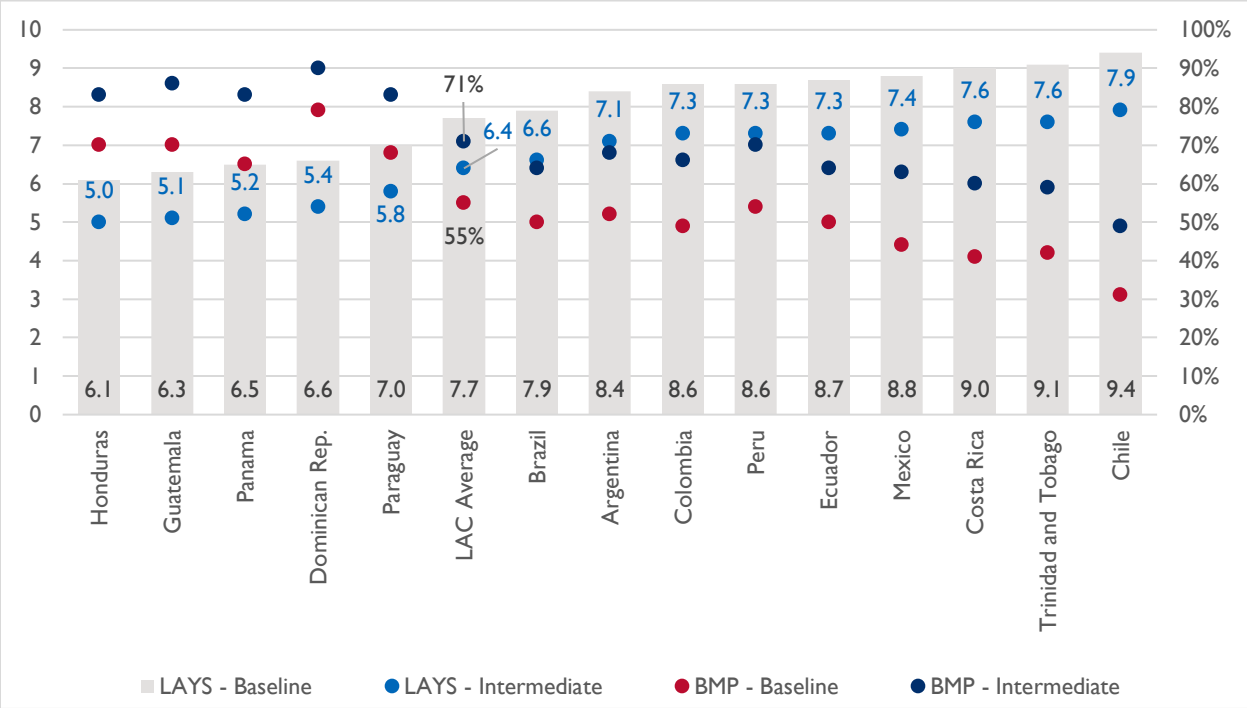
- If schools stay closed for 10 months, a reality for several countries of the region, as some of them, like Venezuela, Honduras, Panama, and Mexico remained closed for 12 months or more, and considering a medium level of mitigation effectiveness, **on average the loss of LAYS could be as high as 1.3 years**, from a baseline of 7.7 years. In this scenario, the loss in absolute terms could be higher for countries that had a better LAYS at baseline, before COVID-19. For example, Chile and Trinidad & Tobago LAYS could drop by 1.5 years, while Honduras and Guatemala LAYS could be reduced 1.1 and 1.2 years, respectively. **In the pessimistic scenario, the region could have lost 1.7 years.** Nevertheless, in relative terms, the loss in learning would represent a bigger share in countries with lower LAYS prior to school closures, with very few exceptions. The Dominican Republic, Guatemala, and Honduras could lose 18 percent of pre-COVID-19 LAYS, and Panama could lose up to 20 percent.

- **In the intermediate scenario, the percentage of students below the minimum proficiency (BMP) level could be increased by 16 percentage points, from 55 percent at baseline, to 71 percent.** The region would be hit hardest in terms of share of students below the minimum proficiency level. Measured by the test scores in PISA, average

[73] LAYS combines the amount of schooling that children typically reach with the quality of learning during school years.

learning levels could drop by 38 PISA points, if schools stay closed for 10 months and mitigation measures have a medium level of effectiveness, from a baseline of 399 in reading. When considering children's BMP—students not able to identify the main idea in a text of moderate length, find information based on explicit though sometimes complex criteria, and reflect on the purpose and form of texts when explicitly directed to do so—the share in LAC could increase by 16 percentage points after 10 months of school closures. Countries that took more time to reopen could see almost 77 percent of these youth falling below minimum proficiency levels.

GRAPH 90: SIMULATED LOSS IN LAYS AND STUDENTS' BMP DUE TO COVID-19 IN LAC



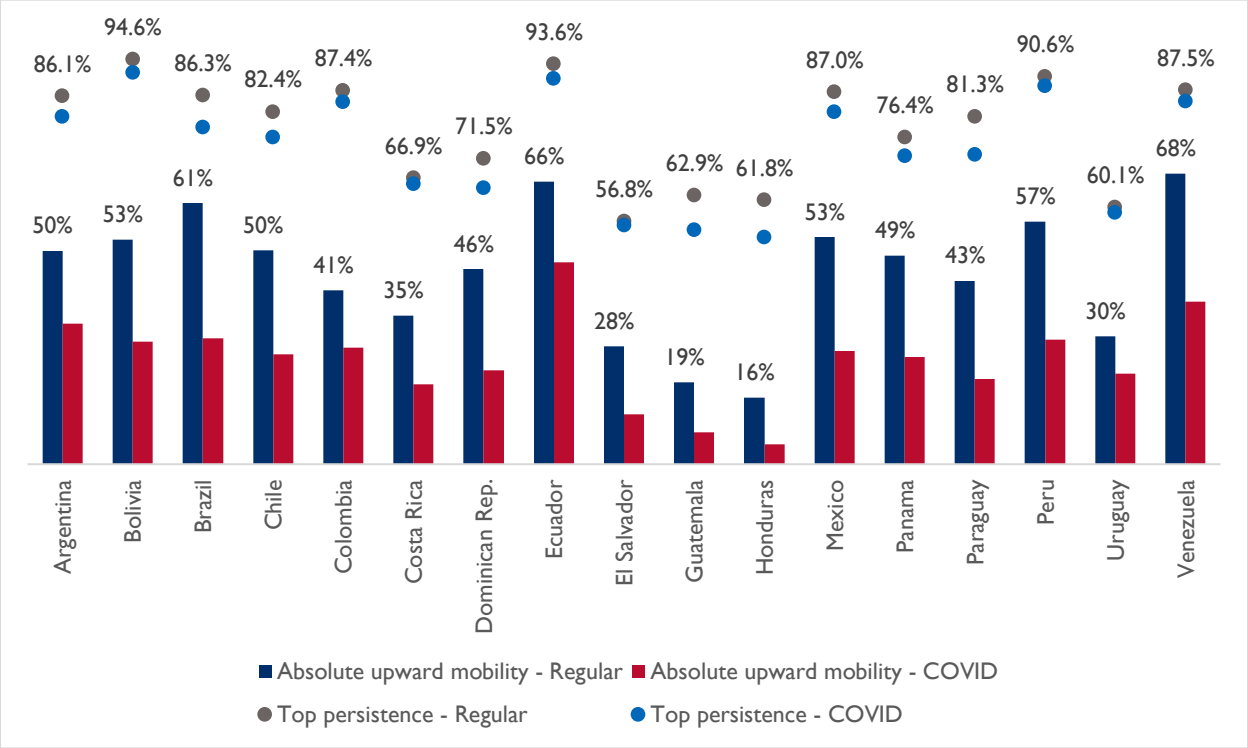
Source: Own elaboration with data from World Bank (2021)

Other models of the possible long-run effects of the pandemic on learning estimate that in Mexico, a learning loss of a third of a school year in the short run translates to a learning loss equivalent of an entire school year further up the educational career (Monroy-Gómez et al., 2021). These results, however, assume the distance learning policy is entirely effective. If the policy was ineffective, the short-run loss increases to an entire school year and becomes a loss of two years of learning in the long run.

While informative, learning losses estimates do not capture the full effects of the pandemic on upward mobility. Many students, particularly those from lower socioeconomic status who were already learning little before the crisis, will disengage and/or drop out of school. In the long term, the likelihood of poor children completing secondary school will be substantially reduced, limiting upward intergenerational mobility (Neidhöfer, Lustig, & Tommasi, 2021). Absolute upward mobility refers to the likelihood or probability of children with *low-educated parents* to complete high school. Top persistence is the likelihood or probability of children with *highly educated parents* to complete high school. As shown in Graph 91, the likelihood of children with highly educated parents completing high school (or secondary education) will not change too much. On average, it will be reduced by 4.6 percent, which

means that, for 95 out of each 100 cases, they will complete high school. However, **students with less-educated parents will reduce their probability to complete high school by around 20 percent.** Brazil, Venezuela, Peru, and Mexico will experience the highest reduction, by 32 percent, 30 percent, 28 percent, and 27 percent, respectively. El Salvador, Guatemala, and Honduras are countries where students with less-educated parents have the lowest likelihood to complete high school, and it will get worse due to COVID-19. Social distancing restrictions are also affecting students' wellness and mental health. This is especially the case for children from the most vulnerable households who are experiencing an entirely different learning experience at home than those from wealthier backgrounds.

GRAPH 91: INTERGENERATIONAL TRANSMISSION OF LOCKDOWN CONSEQUENCES



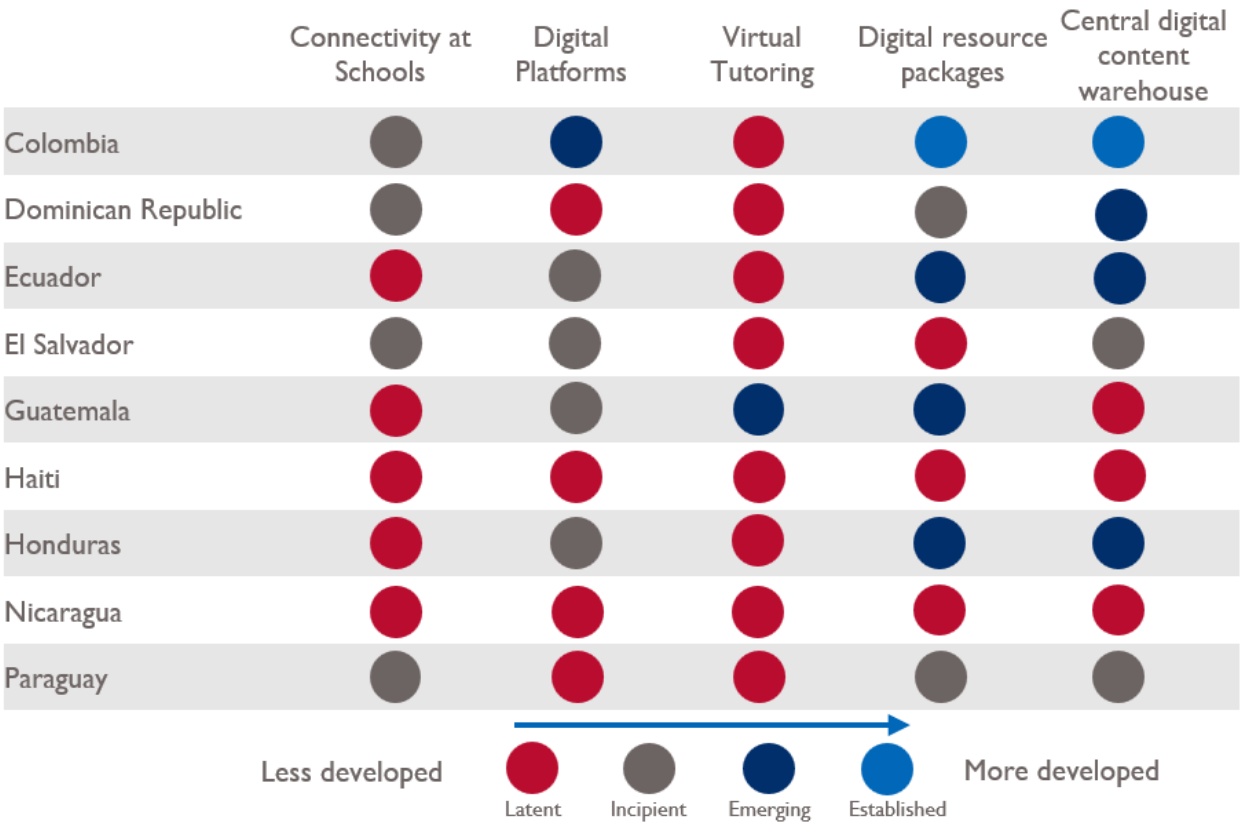
Source: Own elaboration with data from Neidhöfer, Lustig, and Tommasi (2021)

9.2. EDUCATION SYSTEM RESPONSE

Ensuring learning continuity has been the education sector's main goal and challenge during the COVID-19 emergency. This is partly because digital capabilities in the region's public education systems prior to the pandemic were already limited and unequal. The majority of countries had just started developing and implementing plans for connectivity in schools, digital platforms, virtual tutoring, digital resource packages, and a central repository of digital content (Inter-American Development Bank, 2020). An assessment of Education Management and Information Systems (EMIS) in the region shows that most of the countries did not have basic digital learning conditions prior the pandemic, and therefore were not

in a position to provide online education to all students (Inter-American Development Bank, 2019). Graph 92 provides a summary of LAC's level of preparation to digital education platform transition.[74]

GRAPH 92: BASIC DIGITAL CONDITIONS IN THE EDUCATION SYSTEMS OF LATIN AMERICA AND THE CARIBBEAN, EMIS 2020



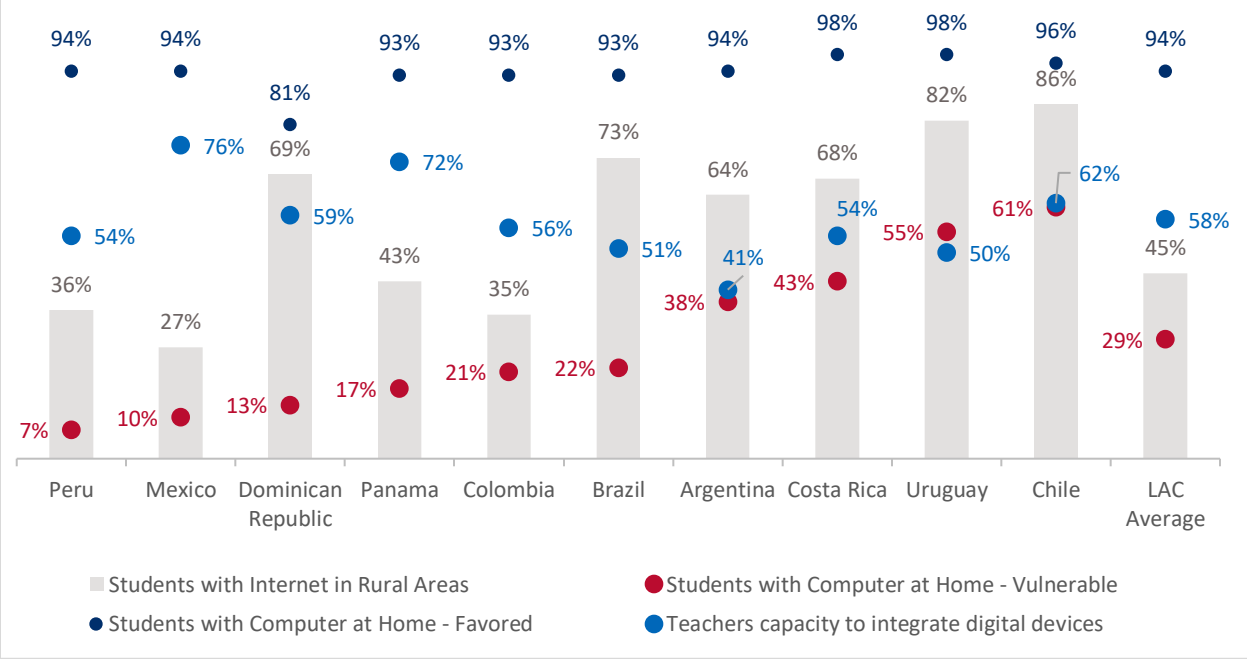
Note: Each component consists of a series of subcomponents that are ranked as latent, incipient, emerging, or established. Latent means that the processes evaluated do not cover the processes or structural conditions that define it; incipient means that it partially covers the processes and structural conditions that define it, but is not geared to efficient management; emerging means that it partially addresses the processes and structural conditions and is geared to efficient management; and established means that it covers over 80 percent of the processes and structural conditions and is geared to efficient management (IDB, 2020).

Source: Adapted from data summarized by IDB, 2020

[74] IDB classified the EMIS in four levels: Red-Latent-the EMIS *does not* cover the processes or structural conditions that define it; Grey-Incipient-the EMIS *partially* covers the processes and structural conditions that define it *but is not geared* to efficient management; Dark Blue-Emerging-the EMIS *partially* addresses the processes and structural conditions and *is geared* to efficient management; and Light Blue-Established-the EMIS covers over 80 percent of the processes and structural conditions and is geared to efficient management.

As shown in Graph 92, **most countries have a latent level of connectivity**[75] for administrative and pedagogical management, including Ecuador, Guatemala, Haiti, Honduras, and Nicaragua. The rest of the countries had an incipient level (between 25 percent and 50 percent of the institutions have connectivity). Given the low access to connectivity, it is only natural that virtual (asynchronous and/or synchronous) tutoring schemes, learning platforms (such as adaptive mathematics, reading, language platforms, and virtual laboratories) are overall at a latent or incipient level in the region. Additionally, prior to COVID-19, all countries on the list, except for Guatemala, did not have virtual tutoring mechanisms within their EMIS. Although results were somehow mixed, the stronger technology-related areas were digital resource packages and central digital content warehouses. Graph 93 provides more context about teachers' ability to integrate digital devices as part of their pedagogic plan, students access to Internet in rural areas, and students access to a computer at home using data from IDB, 2020.

GRAPH 93: ACCESS TO COMPUTER, AND INTERNET, AND TEACHERS' CAPACITY TO INTEGRATE DIGITAL SERVICES



Source: Adapted from data summarized by IDB (2020)

- **Prior to the pandemic, less than 60 percent of secondary teachers had technical and pedagogical skills to integrate digital devices into instruction.** PISA 2018 asked school principals about teacher preparation as well as the availability and use of technology in high schools. There are disparities in teachers' abilities to integrate digital devices into instruction, and they vary between countries, school types, and socioeconomic settings. For

[75] This component includes sub-factors such as having the connectivity to make use of administrative and pedagogical management systems or if connectivity is sufficient to meet the demand from administrative and pedagogical areas, among other topics. Each sub-factor is also classified as latent, incipient, emerging, or established. For Internet or alternative network, latent means that only 25 percent or less of the administrative and pedagogical areas have connectivity, incipient means that between 25 percent and 50 percent of the institutions have connectivity, emerging means that between 50 percent and 75 percent have connectivity, and established means that more than 80 percent of institutions have connectivity. The *Guiding the digital transformation of Education Management and Information Systems* (SIGEDs) technical note No. IDB-TN-1660 includes a full detail of each factor and sub-factor.

schools in more vulnerable contexts, teachers are less prepared to integrate digital devices in instruction (55 percent), compared to 68 percent of teachers in more favorable environments. Overall, the PISA data shows evidence of the educational technology training needs that schools require. Furthermore, the TALIS 2018 data shows that, on average, 61 percent of teachers in Brazil, Chile, Colombia, and Mexico frequently use ICT in projects or class work.

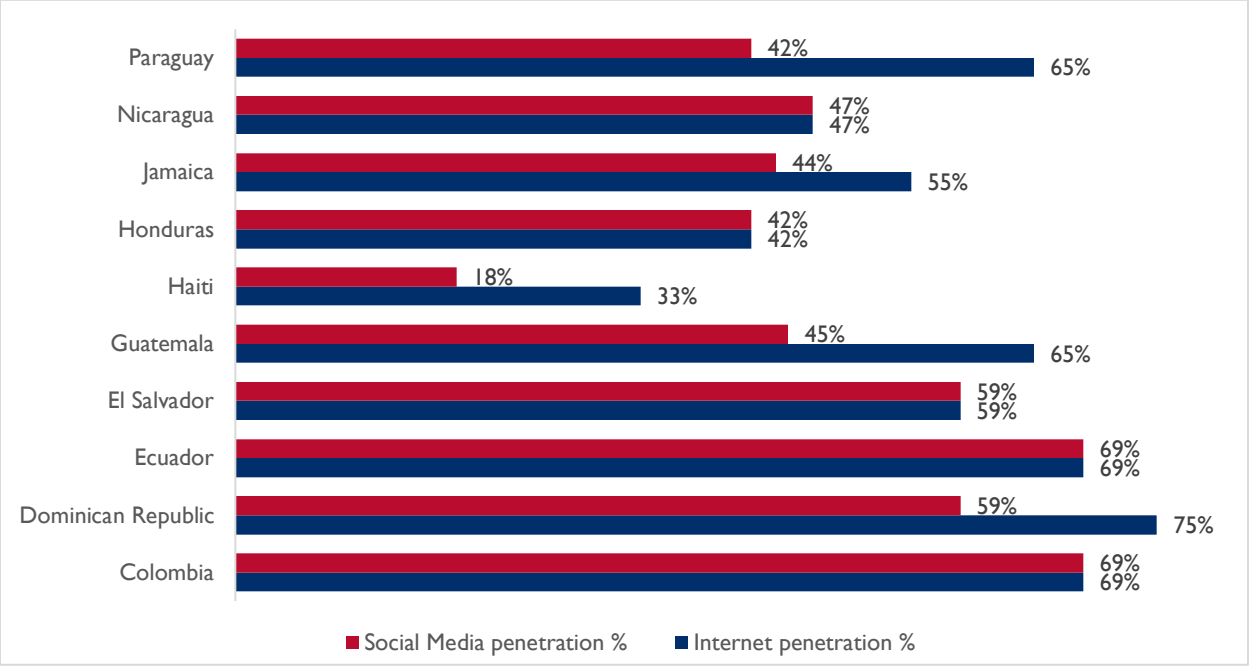
- Internet access is one of the requirements for online learning solutions. **In Latin America, 77 percent of households report access, but this number is reduced to 45 percent in rural areas**. Internet access in rural households is much less than that reported in urban areas, especially in more low-income countries with more vulnerable populations. For example, data from PISA (2018) showed that 45 percent of the most vulnerable groups have Internet access at home in the region, while 98 percent of the wealthiest households have access.

- **Even though students from most favorable households have fairly high access to a computer at home (94 percent on average for the region), this number is significantly reduced for the most vulnerable students (29 percent).** The gap in access between the most advantaged households and the most vulnerable households to home computing equipment is greater among low-income countries. In more developed countries like Chile, this gap is close to 35 percent. However, in countries like Peru and Mexico, this gap can reach 87 percent and 84 percent, respectively.

A. REMOTE LEARNING METHODS

Remote learning strategies vary according to the country, but almost all governments in the region explored and continue exploring different channels for education delivery, mainly through television, radio, and Internet platforms. In some cases, MOEs are distributing home learning kits (exercises, books) for families with fewer resources. A key challenge is ensuring equity in learning for children in rural areas, migrants, refugees and returnees, Indigenous people, and those in remote areas through various alternative options. Graph 94 shows Internet and social media penetration rates for selected countries.

GRAPH 94: INTERNET AND SOCIAL MEDIA PENETRATION



Source: Own elaboration with data from UNICEF (2020)

Graph 94 shows that on average, less than 70 percent of the population in the selected countries have access to the Internet at home (including both urban and rural areas). The Dominican Republic (75 percent) has the highest access, and Haiti (33 percent) has the lowest.

While social media penetration is the same or lower than Internet penetration, it has been a useful tool for teachers around the region, especially in countries with limited access to the Internet or computers. Although not conclusive, these are some examples of the use of social media in the region during the pandemic:

- **The Dominican Republic, Haiti, and Honduras**, among others, designed virtual education proposals to integrate families with fewer resources and without access to technological equipment or the Internet using voice memos via WhatsApp, social networks, television, and radio programs.

- In **Guatemala**, WhatsApp has been used as a technological solution platform to disseminate pedagogical materials for elementary and middle school level students aligned to the curriculum. Similarly, in **Nicaragua**, WhatsApp and Facebook messaging platforms were used to disseminate class materials, homework, and assessments for students that were not going to school.

- In **Jamaica**, teachers also received support via WhatsApp, as well as through other online platforms. Educational lessons at all levels were provided through national public television, as well as radio and online platforms including WhatsApp.

In addition to school closure, some governments are also adjusting the academic year and extending school breaks for the purpose of planning for a more coordinated, effective response. Table 8 provides an overview of the platforms used by the Ministries of Education in different countries, as well as a summary of the response.

TABLE 8: DISTANCE LEARNING MODALITIES AND RESPONSE SUMMARY BY COUNTRY

COUNTRY	DISTANCE LEARNING MODALITIES (GLOBAL)	RESPONSE SUMMARY
Colombia	TV + Online + Radio	The MOE decreed a pedagogical week in all schools to ensure all students receive the necessary material for distance learning. The MOE opened "Colombia Portal" with more than 80,000 educational resources for teachers to use according to their pedagogical planning.
The Dominican Republic	TV + Online + Radio	Printing of COVID-19 prevention materials before school closures. Website for school continuity with educational guides and materials for all levels, including disabilities. Food distributions at national level (bread, milk, high energy biscuits to families with enrolled children).
Ecuador	TV + Online + Radio	Development of digital portal Plan Educativo COVID-19, that includes modules and activities for students that correspond with the textbooks. This material also includes content on psychosocial support and violence prevention, available via online platform, radio, and TV. Development of open access learning resources (Recursos Educativos Digitales Abiertos, REDA, in Spanish), that include 840 learning resources with games, readings, links to museums, ¨the teacher youtuber¨ (*el profe youtuber* in Spanish) for secondary school, and a variety of applications. Design of a virtual class for students in their last year of secondary education with tutorials for more than 75,000 students and 6,300 teachers. TV learning content includes family activities to do at home, material to promote mental health at home, English content, and material on physical activity.
El Salvador	TV + Online + Radio	The MOE established three stages for continued learning. Stage 1 focused on containment of the emergency (first month of school closure), Stage 2 focused on the integration of digital platforms, and Stage 3 on digitalization of education. The MOE disseminated learning guidelines for educational continuity of children with the support of their families (digital and printed), identified and disseminated good practices (educational and socio-emotional topics), and activated a 24/7 call center and e-mail address to receive COVID-19 requests. Additionally, prepared new educational platforms (radio, educational, TV, smartphone apps), produced and disseminated materials for non-academic activities (physical and socio-emotional development) for teachers and families, as well as a specific portal focused on early childhood targeting families and school counselors, etc. As part of the digitalization of education, they provided technological equipment and connectivity for students with less access and for teachers.
Guatemala	TV + Online + Radio	Designed the #AprendoEnCasa (#IlearnAtHome) strategy. Provided learning sessions for pre-primary and primary students, for broadcast on television, radio, television, and print media with mass circulation, with an inclusive approach and cultural and linguistic relevance. They also implemented radio programs: government radio, community radio, and TGW-national radio. Among the technological solutions, they updated virtual platforms with the pedagogical materials for elementary and middle school level students aligned to their curriculum. For teachers, they implemented distant pedagogical support for consultation with MOE staff, educational blog with academic experts and a digital magazine for teachers ("Innovation with knowledge").
Haiti	Online + TV	The Ministry of National Education and Professional Formation used radio, Internet, and television for distance teaching and learning. Education content was developed in two phases. Phase 1 - External partnerships: Immediate radio broadcasting of available content regardless of specific ties to curricular content. This includes a partnership with Blue Buttery, which has radio, YouTube, and television material in Haitian Creole, which is aligned with some curricular objectives. This phase also includes reading books and singing songs that are well known in order to keep children engaged. Phase 2 - MOE preparing curriculum aligned and validated using radio programming, online programming, and television content (Inter-American Development Bank, 2020).

COUNTRY	DISTANCE LEARNING MODALITIES (GLOBAL)	RESPONSE SUMMARY
Honduras	TV + Online + Radio	Education Secretariat recorded and broadcast "classes" on open TV by levels and subjects. MOE started providing classes online. The MOE also implemented an initiative as a framework strategy for the teaching-learning process, with the purpose of giving continuity to student learning in homes, called "We Want You Studying from Home," which included a series of measures to facilitate direct support to parents and tutors or guardians, in a way that is coordinated by the teaching staff.
Jamaica	Online + TV	The MOE placed its emphasis on helping students and teachers access technology to facilitate homeschooling. Access to technology was provided via private-public partnerships. E-Learning Jamaica was instrumental in distributing 65,000 tablets for students, teachers, and principals. Teaching and learning were supported through the establishment of the School's Not Out Programme, which provided televised lessons that aired during the week from 9:00 a.m. to 12:00 p.m. and Saturdays from 9:30 a.m. until 1:00 p.m. The lessons were designed to widen access, especially for those students in rural areas who might not have had access to a computer, laptop, or the Internet. Several curriculum resources were also posted on the MOE's website. These were accompanied by live online lessons or sessions made available through the One on One Learning Management System for students in Grades 1 to 13 (Blackman, 2021).
Nicaragua	Online + TV	Development of material on education, hygiene, and prevention was disseminated. The MOE did not close schools and regular classes continued. Emergency committees were not convened, nor other actors called upon. During 2020, the only response was a campaign to increase hand washing and a set of potential actions in case the crisis was to worsen significantly. Amongst these possible actions are online education, delivery of printed workbooks, and the use of TV. The remote education strategy supposes a series of guidelines emanating from the central government to educational centers (The Dialogue, 2020).
Paraguay	TV + Online + Radio	During the first month of school closures, the MOE made available 1) the online platform "Your School at Home" through a partnership with Microsoft and 2) the use of the Microsoft Office 365 platform to facilitate online classes. The MOE partnered with the state telecommunications companies COPACO and VOX to give access to all state online resources without consuming any data. Partnerships were also established with the private sector to ensure the continuity of education, both in terms of pedagogical and financial support. The MOE also broadcast content on TV (two channels – Paraguay TV and ABC TV).

Sources: Own elaboration with data from UNICEF (2020). Information from Haiti, Honduras, Nicaragua, and Jamaica extracted from other sources.

In summary, countries faced challenges to properly respond to school closures. **Regardless of the country, learners from lower socioeconomic conditions tended to be more affected by the pandemic.** For any type of technology-enabled remote learning, electricity for students and teachers is a necessity. However, some countries in the region—including Haiti, Nicaragua, Honduras, Guatemala, Panama, Bolivia, and Peru—have not achieved full access to electricity and there are large inequities in access between urban and rural areas. For example, as reported by UNICEF (2021), in Haiti, the situation is dire with less than half of the population (45.4 percent) having access to electricity, ranging from just 1 percent of the rural population to 80 percent of the population in urban areas. In the regions and areas with electricity, a wide digital divide already existed before COVID-19 and has been an obstacle for accessing remote learning. Data collected during the pandemic highlighted the challenges of implementing digital remote learning modalities: 37 percent of households in Ecuador (UNICEF, 2020), 30 percent of households in Argentina (UNICEF, 2021) and close to 75 percent of households with children enrolled in public education in Bolivia (UNDP, 2020) did not have access to the internet at home. Low levels of connectivity in Bolivia led the government to set regulations and establish programs to incorporate remote learning into the education system, and both teachers and students reported having challenges with the quality of their connectivity.

UNICEF also highlights that another important element to consider for remote learning is the access to a place to study at home, particularly for the most marginalized. In the region, 5 million households rely on another family for shelter, 3 million live in houses that are beyond repair, and 34 million more live in houses suffering from at least one form of deprivation, including shortages of water, sewage, adequate flooring, and sufficient space. Eighty seven percent of students in the highest wealth quintile have a place to study at home, compared with 74 percent of students in the lowest wealth quintile. Additional data is needed to understand the share of learners that has not accessed education, and the type of education services actually accessed at home.

B. TEACHER ACCESS TO VACCINES

Implementation of vaccine rollout plans for the population and prioritization for teachers in the region varied widely. Even among high-income countries, Chile and Panama had on average the highest proportion of vaccinated teachers (98 percent and 86 percent, respectively, see Table 9), while Uruguay had a lower teacher vaccination rate (71 percent in August 2021). Within the focus countries in this report, only Colombia allocated teachers to the priority group of front-line workers. As a result, 90 percent of primary and secondary Colombian teachers received the vaccine by October 2021. As shown in Table 9, Honduras, Jamaica, and Paraguay included teachers in Group 2; Ecuador and Guatemala included them in Group 3 or lower; and the remaining countries either did not specify or did not prioritize teachers. The Dominican Republic and El Salvador governments did not specify teachers within a priority group, but they are among the countries with the highest percentage of teachers fully vaccinated (100 percent and 92 percent, respectively). Finally, there are outliers like Haiti, where teachers were not prioritized and the population of fully vaccinated, as per data available, reaches only 1 percent.

TABLE 9: PERCENTAGE OF TEACHERS VACCINATED

COUNTRY	TEACHER PRIORITIZATION IN VACCINATION PLANS	% OF TEACHERS PARTIALLY VACCINATED	% OF TEACHERS FULLY VACCINATED	TEACHER VACCINATION DATA REFERENCE DATE[76]	PERCENTAGE OF POPULATION FULLY VACCINATED[77]
Belize	Group 2	85%	60%	30-Dec-21	50%
Bolivia	Not prioritized	93%	80%	30-Dec-21	50%
Brazil	Group 3 or lower				76%
Chile	Group 1		98%	30-Dec-21	89%
Colombia	Group 1		90%	5-Oct-21	69%
Costa Rica	Group 3 or lower	97%		1-Sep-21	78%
Cuba	Not specified				88%

[76] Data showed is the most recent official data in the UNESCO database for all countries.
[77] Nicaragua and Paraguay data is an estimate based on overall percentage of the population vaccinated. Data extracted from: https://datosmacro.expansion.com/otros/coronavirus-vacuna.

COUNTRY	TEACHER PRIORITIZATION IN VACCINATION PLANS	% OF TEACHERS PARTIALLY VACCINATED	% OF TEACHERS FULLY VACCINATED	TEACHER VACCINATION DATA REFERENCE DATE[76]	PERCENTAGE OF POPULATION FULLY VACCINATED[77]
Dominican Republic	Not specified		100%	30-Dec-21	55%
Ecuador	Group 3 or lower	90%	80%	1-Sep-21	79%
El Salvador	Not specified		92%[78]	23-Sep-21	66%
Guatemala	Group 3 or lower	100%		5-Oct-21	33%
Haiti	Not prioritized				1%
Honduras	Group 2		80%	30-Dec-21	46%
Jamaica	Group 2		60%	30-Dec-21	23%
Mexico	Group 3 or lower		100%	1-Sep-21	62%
Nicaragua	Not specified				68%
Panama	Not specified		86%	5-Oct-21	71%
Paraguay	Group 2				47%
Peru	Group 3 or lower		86%	Dec. 21	80%
Uruguay	Group 2		71%	1-Aug-21	82%
Venezuela	Not prioritized		12%	27-Aug-21	50%

Sources: Own elaboration with data from UNESCO and other sources

9.3. EDUCATION POLICY MOVING FORWARD

As of early February 2022, most countries (21 out of 37) continue school lessons through remote learning via online, television, radio, WhatsApp, printed materials, and/or hybrid models. Schools are fully closed in seven countries: Barbados, British Virgin Islands, Dominica, Montserrat, Saint Lucia, Trinidad & Tobago, and Turks & Caicos Islands. In contrast, schools were fully opened in nine countries: Cuba, the Dominican Republic, Grenada, Guyana, Haiti, Nicaragua, Saint Kitts & Nevis, Suriname, and Uruguay. Schools were partially closed in 14 countries: Anguilla, Antigua & Barbuda, Bahamas, Belize, Bolivia, Brazil, Colombia, Ecuador, El Salvador, Honduras, Jamaica, Mexico, Saint Vincent & the Grenadines, and Venezuela. And schools were in academic break[79] in seven countries: Argentina, Chile, Costa Rica, Guatemala, Panama, Paraguay, and Peru. This section compiles a series of recommendations

[78] El Salvador data extracted from a local news report.
[79] Academic break refers to the period of the year when classes are suspended due to holidays or end of school year. Argentina and Panama schools will continue to be partially closed after the break; Chile and Costa Rica will continue fully open; Guatemala, Paraguay, and Peru will open schools in the new school year.

from UNICEF and UNDP (2020) related to education policy in light of systemic changes introduced as a result of the COVID-19 pandemic.[80]

Following World Bank simulations during the time that schools remain closed, learning poverty will continue to increase. UNICEF and UNDP (2020) include the following actions as part of their public policy recommendations:

- Define clear guidelines on the requirements that schools must meet for safe reopening.
- Conduct a quick diagnosis on the capacity of safely reopening schools, and design specific plans for continuity of education services according to the specific context.
- Maintain channels of communication with parents and teachers, and encourage them to be involved in the plans for reopening.
- Ensure the human expertise necessary for reopening.

Governments implemented emergency teaching solutions during the first year of the pandemic. In some cases, as described in Section 9.2.C of this report, they implemented national strategies to provide educational services. However, UNICEF and UNDP (2020) recommend that **governments should design a system-wide strategy to ensure all students have access to a robust, high-quality education, particularly the most vulnerable**. This requires actions along five components: 1) learning recovery; 2) maintaining student retention in school; 3) hybrid learning schemes; 4) teacher training; and 5) support for families. In this sense, it is important to strengthen the EMIS systems to monitor students on an individual basis. Where this is not possible (due to a latent EMIS system), **an alternative is to design monitoring schemes with the support of teachers and communities, particularly in rural areas**, with the objective of reconnecting students with the education system. As part of this system-wide strategy, it is important to develop teacher training and support programs that motivate teachers to meet the challenge of supporting students in the midst of this unprecedented crisis. **The teacher's role must be focused on supporting students and on pedagogical practices that foster autonomy, motivation, and the ability to learn how to learn.** Additionally, teachers require additional training to develop the necessary technological skills to implement hybrid education models.

The system-wide strategy should also consider measures for rebuilding the education system in the long-term, accounting for the changes that the pandemic has brought into place. As discussed by UNICEF and UNDP (2020), MOEs in the LAC region should move toward a system that ensures learning for all students, regardless of their place of birth or residence. Long-term adjustments should consider at least three core elements: **1) closing the digital divide; 2) consolidating an educational model focused on student learning and that uses technology and teachers' time effectively; and 3) consolidating a high-quality body of teaching staff.** Strategies should be in place to enhance teacher training and support to deliver online and distance education. Education

[80] For an in-depth review of recommendations, refer to the Report (2020). https://www.undp.org/content/dam/rblac/Policy Papers COVID 19/undp-rblac-CD19-PDS-Number20-UNICEF-Educacion-EN.pdf

authorities must work with teachers to ensure the correct use of ICT to effectively engage their students (Teacher Task Force, 2020).

Efforts should be in place to continue and strengthen essential services and programs, particularly for the most vulnerable. Schools are not only places to learn or to receive education services. They provide services to protect and **promote child and adolescent development**. Food provision should be among the prioritized programs, especially for those in rural, poorer areas/countries. It is also important to continue and/or improve coordination efforts to ensure that vulnerable children access basic food when they do not go to school through the direct delivery of food baskets to households or food vouchers in urban areas. Schools should also provide protective services in terms of detecting and preventing child neglect or abuse, even if they are closed. This also requires strong coordination among social service providers, MOEs, school principals, and teachers.

It is a priority to support families and schools to identify and prevent mental health problems, and to promote a safe and caring environment. As discussed by CEPAL and UNESCO (2020), confinement measures mean, for a large part of the population, living in overcrowded conditions for a prolonged period, which has serious implications for the mental health of the population and increases exposure to situations of violence against children and teenagers. Ensuring the emotional well-being of children and adolescents requires a comprehensive approach that considers parents and teachers' mental health. Parents should be guided with self-care strategies and concrete tools, so that they, in turn, can offer emotional support to their children and detect potential warning signs of mental health issues that require specialized care. For example, parents should learn how to establish routines that help maintain the dynamic of socialization and positive family environment, as well as to manage feelings of fear and anxiety caused by the pandemic. In this sense, the provision of adequate guides and printed or digital materials that deliver short messages with clear guidelines for action and establishing helplines is essential (UNICEF and UNDP, 2020).

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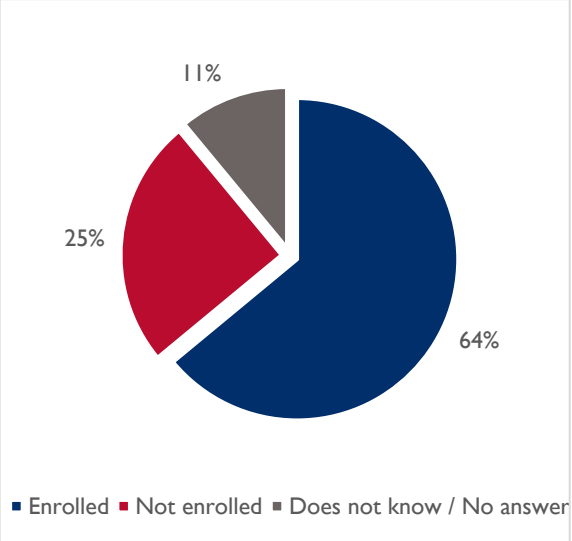
APPENDICES

APPENDIX 1. VENEZUELAN MIGRANTS IN COLOMBIA

As a result of the political crisis and socio-economic instability, around 1.8 million Venezuelans have migrated to Colombia as of August 2021. This represents 6.5 percent of the Venezuelan population; only 18.70 percent of them are in a regular migration situation while 64.16 percent are in the process of regularizing their migratory status through the Temporary Protection Statute modality. Results from the Joint Needs Assessment (JNA) of the R4V[81] National Platform in Colombia (GIFMM) carried out in June 2021 indicate that 77 percent of Venezuelan refugee and migrant households surveyed lacked access to health care; 25 percent of the children (ages 6-17) in the surveyed households did not attend school; 24 percent of households faced food insecurity; 25 percent consumed poor quality water; 36 percent lived in overcrowded conditions; and 31 percent were at risk of eviction due to their inability to pay rent and utilities (GIFMM; R4V, 2021). Although this section does not delve into changes in the current circumstances of Venezuelan migrants during the pandemic, it sheds light on their current education needs and conditions.

As shown in Graph 95, 64 percent of Venezuelan minors from 6 to 17 years old are currently enrolled in preschool, primary school, or secondary school, and 25 percent are not enrolled. That is, one in every four Venezuelan migrants in Colombia are not enrolled in formal education. Out of all those enrolled, 61 percent are in the age range of 6 to 11 years, and the remaining 39 percent are between 12 and 17. Out of all of those not enrolled, 53 percent are aged 12 to 17 years while the remaining 47 percent are 6 to 11. From the total amount of participants that reported not being enrolled in preschool, primary school, or secondary school, 53 percent are male and 47 percent female.

GRAPH 95: VENEZUELAN CHILDREN AND ADOLESCENTS BETWEEN 6 AND 17 ENROLLED IN PRESCHOOL, PRIMARY SCHOOL, OR SECONDARY SCHOOL



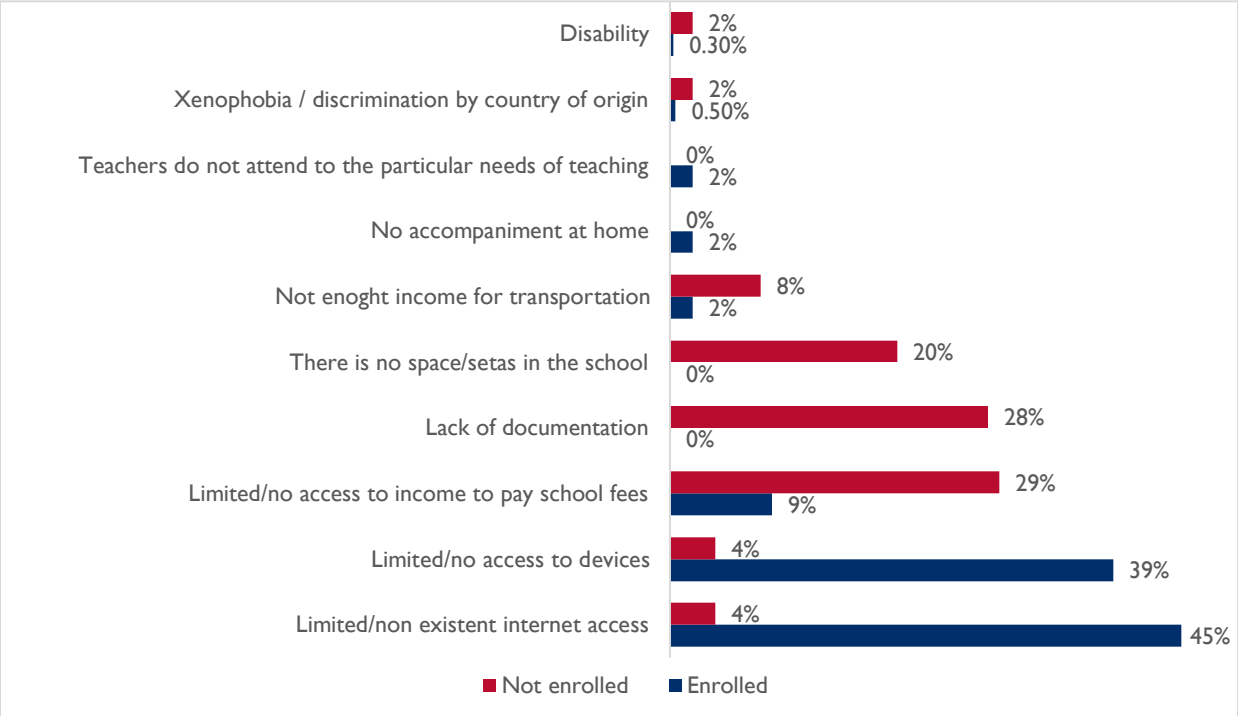
Source: Joint Needs Assessment (JNA) of the R4V National Platform in Colombia (GIFMM) (2021)

The main barriers to learning for enrolled Venezuelan students are access to Internet and electronic devices. As shown in Graph 96, around 84 percent of the students have been affected by the lack of adequate tools (connectivity and electronic equipment) that enable their access to the classes implemented through these methodologies and facilitate their learning, with 45 percent of survey participants indicating limited access to the Internet for virtual classes as the main barrier to their education, and 3 percent indicating limited access to devices needed for virtual classes. **For those not enrolled in preschool, primary school, or secondary school, poverty and lack of legal status**

[81] Interagency Coordination Platform for Refugees and Migrants from Venezuela.

represent the main barriers to learning. Twenty-nine percent of those surveyed report that they do not have enough income to pay school expenses, uniforms, textbooks, materials, etc.; 28 percent indicated a lack of documentation as a barrier to access, and 20 percent indicated that there are no spaces/quotas in educational establishments.

GRAPH 96: MAIN BARRIERS TO LEARNING DEVELOPMENT OF VENEZUELAN IMMIGRANT CHILDREN



Source: Joint needs assessment of the Interagency Group on Mixed Migratory Flows Colombia (GIFMM). June 2021

This percentage is reduced to 25 percent living in city outskirts, 24 percent for those who reside in towns, and 20 percent in rural areas. Overall, identified needs for the Venezuelan migrants are:

1) Access to education;

2) Internet access, mobile devices, and school meals, as well as uniforms and teaching materials (these being the most frequent barriers to access and permanence in school);

3) Access to early childhood education;

4) Flexible educational models adapted to the needs of refugee and migrant children, including those in transit, to address the age and grade gap and the need for remedial education;

5) Monitoring to ensure attendance and permanence in the educational system; and

6) Access to tertiary, professional, and/or technical education, in coordination with the National Apprenticeship Service and other entities.

APPENDIX 2. TRENDS ON LEARNERS WITH DISABILITIES

In the November 2021 UNICEF report on the situation of children with disabilities, it was estimated that 236.3 million children in the world between the ages of 0 and 17 have a disability, of which 10.2 percent of the total (equivalent to some 19.1 million children) are in the Latin American and Caribbean region (see Table 10).

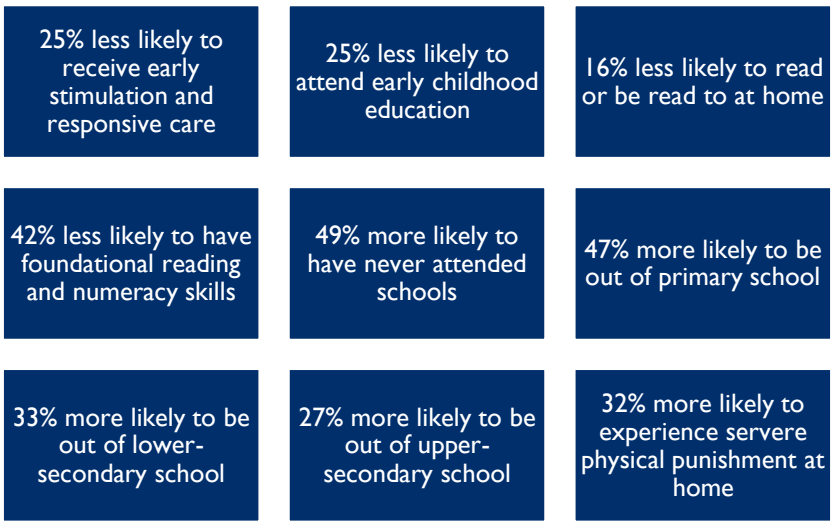
TABLE 10: PERCENTAGE OF CHILDREN WITH DISABILITIES

Region	Children aged 0 to 4 years				Children aged 5 to 17 years				Children aged 0 to 17 years	
	%	Lower bound	Upper bound	Number of children with disabilities (in thousands)	%	Lower bound	Upper bound	Number of children with disabilities (in thousands)	%	Number of children with disabilities (in thousands)
East Asia and the Pacific	3.5	3.2	3.8	5,333	9.5	7.5	11.6	37,788	7.8	43,121
Eastern and Southern Africa	5.2	4.3	6.2	4,509	12.8	11.2	14.4	24,430	10.4	28,938
Europe and Central Asia	2.7	2.3	3.2	1,515	6.5	5.6	7.4	9,299	5.4	10,814
Latin America and the Caribbean	3.8	3.1	4.6	1,978	12.6	11.5	13.7	17,106	10.2	19,084
Middle East and North Africa	4.5	2.9	6.5	2,246	16.9	13.5	20.5	18,694	13.1	20,940
North America	4.4	3.7	5.0	943	12	11.3	12.7	7,073	9.9	8,016
South Asia	3.7	2.5	5.0	6,254	13	10.2	16.1	58,174	10.5	64,428
West and Central Africa	6.8	5.5	8.3	6,139	18.9	15.3	22.7	34,944	14.9	41,083
								World	**10.1**	**236,424**

Source: UNICEF *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities* report

UNICEF (2021) highlights significant vulnerabilities for children with disabilities in terms of their school attendance and reading and numeracy skills. Graph 97 shows how they compare with children that do not have disabilities.

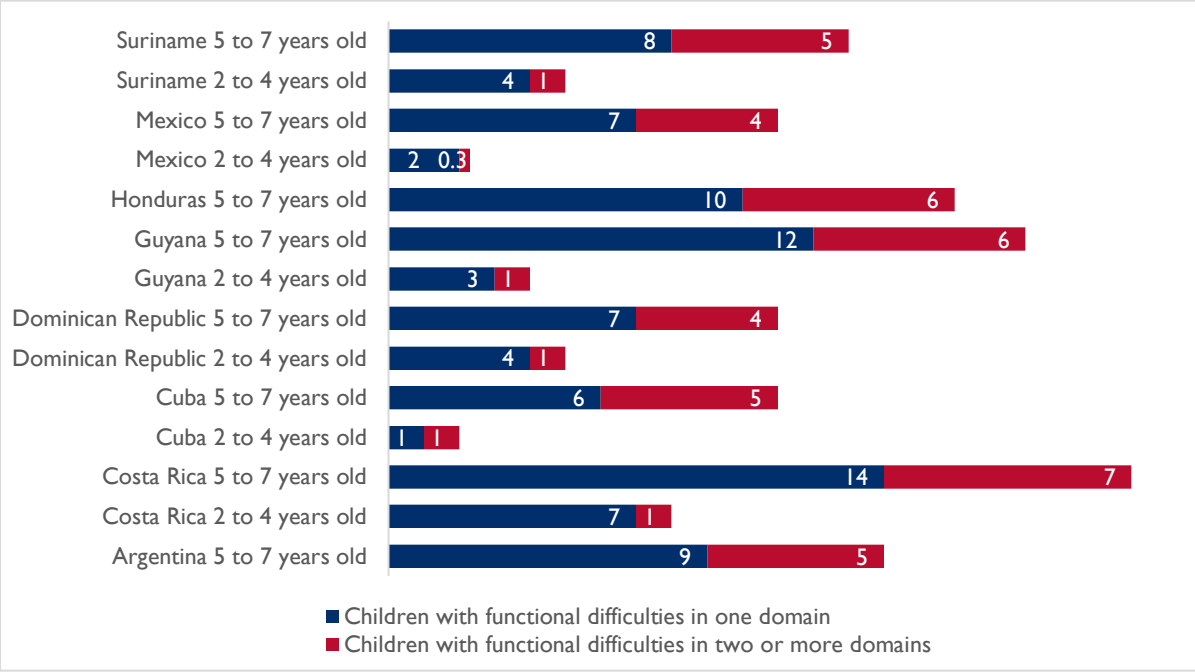
GRAPH 97. LEARNERS WITH DISABILITIES CHARACTERISTICS



Source: UNICEF *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities* report

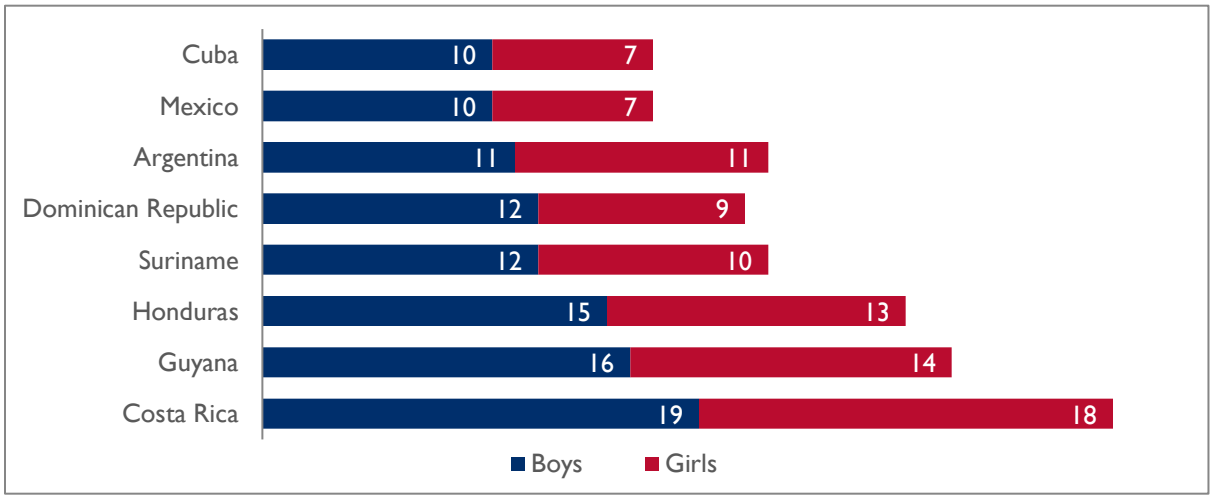
As shown in the Graph 98, for the LAC countries included by UNICEF, Costa Rica has the highest percentage of children with disabilities, either at an early age (from 0 to 4 years of age) or from 4 years to 17 years, in both cases when the child presents only disability in a single domain. Regarding the distribution by sex, the percentage of male children who presents some difficulty is greater than the percentage of females in the region, as shown in Graph 99.

GRAPH 98. PERCENTAGE OF CHILDREN AGED 2 TO 17 YEARS WITH ONE OR MORE FUNCTIONAL DIFFICULTIES



Source: UNICEF *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities* report

GRAPH 99. PERCENTAGE OF CHILDREN AGED 2 TO 17 YEARS WITH ONE OR MORE FUNCTIONAL DIFFICULTIES, BY SEX



Source: UNICEF *Seen, Counted, Included: Using data to shed light on the well-being of children with disabilities* report

APPENDIX 3. SUPPLEMENTARY GRAPHS AND TABLES

TABLE A.1. MEAN SCORES ON PISA (READING), PARTICIPATING LAC COUNTRIES, 2009, 2012, 2015, AND 2018

COUNTRY	2009	2012	2015	2018
Argentina	394.2365	392.7674	-	401.5031
Brazil	409.86	405.1784	408.9769	412.8733
Chile	447.8959	439.6903	456.7805	452.2726
Colombia	411.0563	400.7029	423.1471	412.2951
Costa Rica	440.3051	438.1631	426.4452	426.4982
Dominican Republic	-	-	357.469	341.6256
Mexico	420.3391	418.5612	419.2921	420.4689
OECD average-35a	488.6481	491.9	489.4246	487.2041
OECD average-36a	-	491.7377	489.2621	487.126
Panama	373.5192	-	-	376.9713
Peru	371.5797	384.3558	396.6772	400.5137
Uruguay	421.2152	406.6782	435.3321	427.1176

Source: OECD, 2018a

TABLE A.2. PERCENTAGE OF STUDENTS SCORING AT THE HIGHEST AND LOWEST LEVELS ON THE PISA READING TEST, SELECTED COUNTRIES, 2018

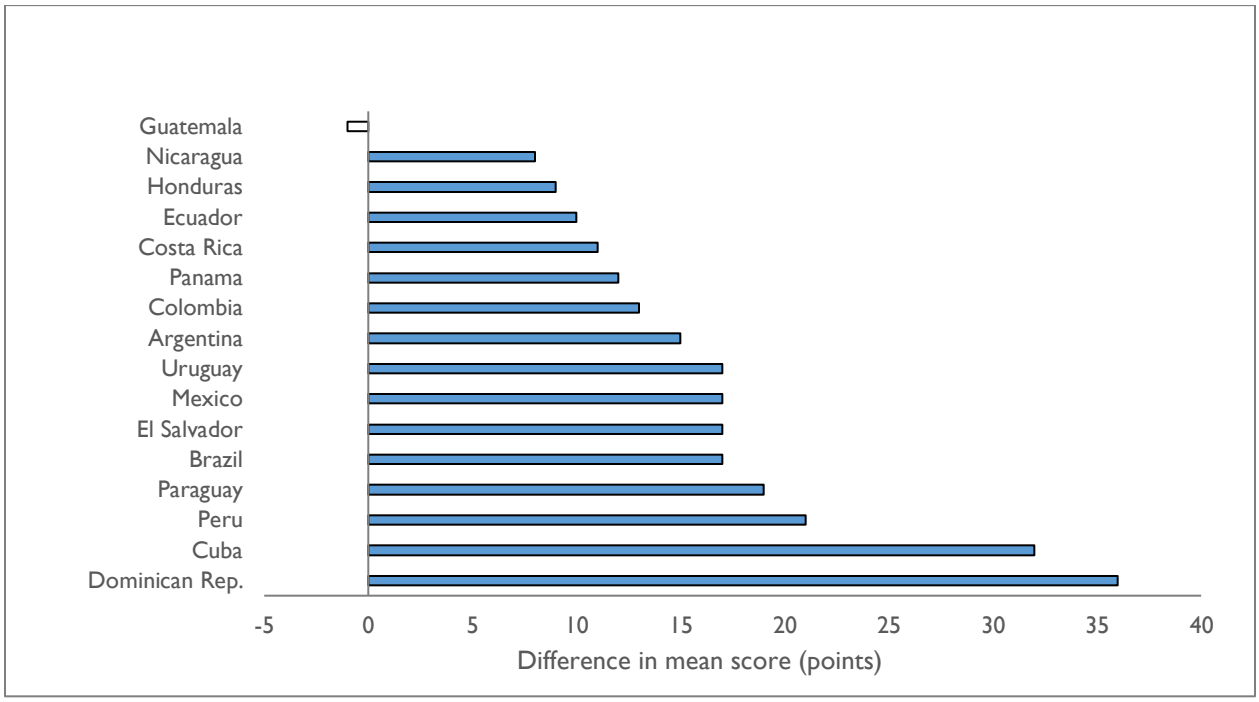
COUNTRY	BELOW LEVEL 1C (LESS THAN 189.33 POINTS)	LEVEL 6 (MORE THAN 698.32 POINTS)
Lebanon	6.250%	0.036%
North Macedonia	1.596%	0.014%
Argentina	1.347%	0.026%
Qatar	1.220%	0.376%
Dominican Rep.	1.115%	0.001%
Brazil	0.369%	0.169%
Peru	0.354%	0.034%
Uruguay	0.305%	0.066%
Indonesia	0.209%	0.001%
Malaysia	0.203%	0.009%
Colombia	0.172%	0.035%

COUNTRY	BELOW LEVEL 1C (LESS THAN 189.33 POINTS)	LEVEL 6 (MORE THAN 698.32 POINTS)
Chile	0.100%	0.184%
OECD average	0.090%	1.340%
Thailand	0.081%	0.001%
Hong Kong (China)	0.073%	2.312%
OECD total	0.072%	1.592%
United States	0.071%	2.831%
Costa Rica	0.056%	0.000%
Finland	0.048%	2.363%
Mexico	0.046%	0.026%
Singapore	0.039%	7.314%
Portugal	0.038%	0.801%
Canada	0.036%	2.839%
Russia	0.031%	0.620%
Latvia	0.021%	0.397%
Vietnam	0.004%	0.346%
B-S-J-Z (China)	0.000%	4.229%
Estonia	0.000%	2.806%

Notes: Selected countries include top performer, Shanghai, the top five countries (not including economies like Hong Kong or Singapore), bottom five countries, all LAC participants, Spain, Portugal, United States, and Canada. Finland is also included as previous top performer, Vietnam as an up and comer, Latvia and Russia as countries with similar GDP, and Indonesia, Malaysia, and Thailand as potential economic competitors.

Source: OECD, 2018a, Annex B1, Table I.B1.1

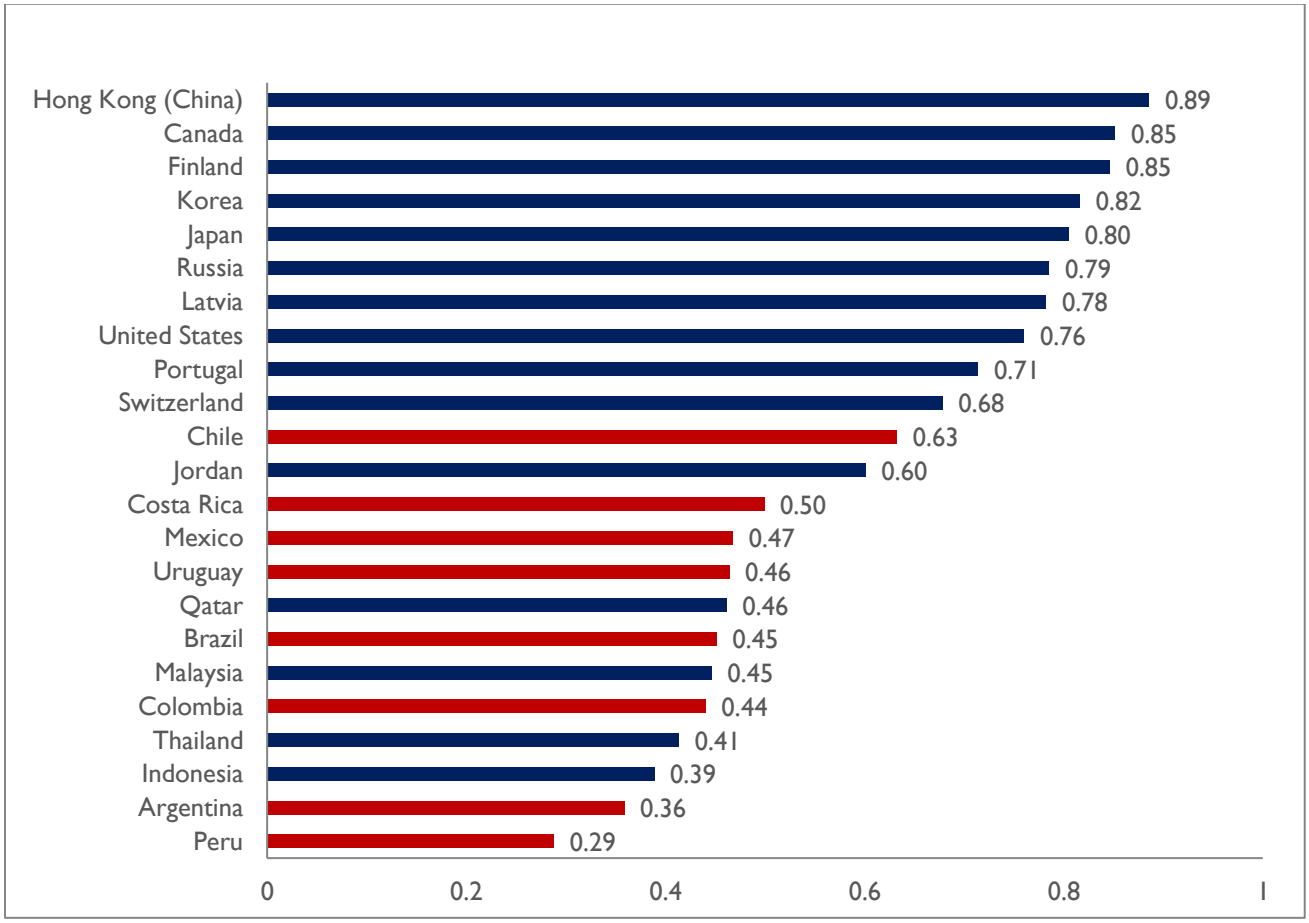
GRAPH A.1. 6TH GRADE GIRLS' ADVANTAGE OVER BOYS IN MEAN ERCE READING SCORES, 2019



Note: The graph only shows those countries where the differences in mean scores were statistically significant.

Source: UNESCO ERCE 2019

GRAPH A.2. SOCIO-ECONOMIC DISPARITIES IN MINIMUM ACHIEVEMENT IN PISA READING TEST, 2019



Notes: Socioeconomically advantaged students are students in the top quarter of the PISA index of economic, social, and cultural status (ESCS) in their own country/economy. Socio-economically disadvantaged students are students in the bottom quarter of the PISA index of ESCS in their own country/economy. Values of the parity index below 1 indicate a disparity in favor of advantaged students. Values of the parity index above 1 indicate a disparity in favor of disadvantaged students. Values equal to 1 indicate equal shares of both groups.

Source: OECD, 2018a, Annex B1, Table I.B1.50

TABLE A.3. YOUTH LITERACY RATE (AGES 15-24) BY REGION, 2010-2019

REGION	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
East Asia & Pacific	98.7	98.3	98.3	98.3	98.5	98.6	98.6	98.6	98.7	98.7
Europe & Central Asia	99.5	99.5	99.5	99.6	99.6	99.6	99.6	99.7	99.7	99.7
Latin America & Caribbean	97.3	97.8	97.9	97.9	98.2	98.3	98.4	98.5	98.5	98.6
Middle East & North Africa	88.9	89.0	92.6	93.0	93.9	90.8	93.0	93.6	89.9	90.1
South Asia	82.2	82.9	83.9	85.2	86.0	87.0	88.1	88.6	89.3	90.0
Sub-Saharan Africa	69.2	71.0	72.4	73.2	73.8	74.4	74.9	75.5	75.9	76.3
World	89.6	89.8	90.3	90.7	91.0	91.0	91.4	91.6	91.5	91.7

Notes: No data for high income countries, but generally considered to be universal. UNESCO Fact Sheet 26, September 2013 shows similar rates for LAC and world averages.

Source: World Bank, EdStats online database

TABLE A.4. ADULT LITERACY RATE (AGES 15+) BY REGION, 2010-2019

REGION	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
East Asia & Pacific	94.3	94.1	94.3	94.4	94.9	95.1	95.3	95.5	95.6	95.8
Europe & Central Asia	97.6	97.9	98.0	98.1	98.1	98.2	98.3	98.3	98.3	98.4
Latin America & Caribbean	91.6	92.2	92.5	92.5	92.9	93.1	93.6	93.7	93.9	94.3
Middle East & North Africa	76.5	77.3	79.9	79.7	81.1	79.4	80.5	81.5	79.0	79.3
South Asia	66.0	66.5	67.3	68.0	68.7	69.7	71.0	71.7	72.2	73.0
Sub-Saharan Africa	58.7	60.3	61.4	62.3	63.0	63.5	64.3	64.5	65.0	65.5
World	84.0	84.3	84.7	84.9	85.4	85.5	86.0	86.2	86.2	86.5

Notes: No data for high income countries, but generally considered to be universal. UNESCO Fact Sheet 26, September 2013 shows similar rates for LAC and world averages.

Source: World Bank, EdStats online database

TABLE A.5. ADULT ILLITERACY RATES (AGES 15+) BY AGE GROUP, 2010, 2015, AND 2018

		2010	2015	2018
Argentina	15 - 24	0.5	0.4	0.9
	25 - 34	0.3	0.4	0.7
	35 - 49	0.7	0.7	0.8
	50 +	2.1	1.5	1.8
Bolivia	15 - 24	1	0.6	0.4
	25 - 34	2.1	1.9	1.1
	35 - 49	6	4.7	4
	50 +	22.4	21.4	19.7
Brazil	15 - 24	1.5	1	0
	25 - 34	3.7	2.5	0
	35 - 49	7.4	6.3	0
	50 +	18.5	16.8	0
Colombia	15 - 24	1.9	1.4	1.2
	25 - 34	3	2.3	1.9
	35 - 49	5.3	4.3	3.8
	50 +	15.4	12.7	10.8
Chile	15 - 24	0.6	0.7	1.1
	25 - 34	0.9	0.8	1.5
	35 - 49	2.1	1.8	2.4
	50 +	7	6.4	6.6
Dominican Republic	15 - 24	2.7	2.1	
	25 - 34	6	5	
	35 - 49	8.9	7	
	50 +	20.6	16.3	
Ecuador	15 - 24	2.9	2	2.2
	25 - 34	5.5	3	9.8
	35 - 49	6.1	4.5	8.1
	50 +	21.5	17	17.7

		2010	2015	2018
El Salvador	15 - 24	4	2.1	
	25 - 34	9	5.8	
	35 - 49	15.9	11.7	
	50 +	33.9	27.9	
Guatemala	15 - 24	9.1	6.7	
	25 - 34	18.2	15.3	
	35 - 49	28	25.4	
	50 +	47.6	43.6	
Honduras	15 - 24	4.9		
	25 - 34	9.9		
	35 - 49	15.1		
	50 +	34.1		
Mexico	15 - 24	1.7	1.2	
	25 - 34	3.5	3.1	
	35 - 49	5.6	5.2	
	50 +	17	15.5	
Nicaragua	15 - 24		5.1	
	25 - 34		8	
	35 - 49		16.1	
	50 +		30.8	
Paraguay	15 - 24	1.4	1.5	1.7
	25 - 34	2	1.7	2.1
	35 - 49	4.2	3.2	4.4
	50 +	13.2	11.8	15.6
Peru	15 - 24	1.7	0.9	1
	25 - 34	3.5	2.8	2.4
	35 - 49	6.8	5.4	5.1
	50 +	20.4	16.8	15.1
Uruguay	15 - 24	1.2	1.1	1.1

		2010	2015	2018
	25 - 34	1.3	1.2	0.9
	35 - 49	1.2	1.1	1.1
	50 +	3.1	2.1	1.7
Venezuela	15 - 24	1.4		
	25 - 34	1.9		
	35 - 49	2.7		
	50 +	10.5		

Notes: Data for most recent year within two years of date listed. Costa Rica and Panama reported as 0 values.

Source: SITEAL online database

TABLE A.6. ADULT ILLITERACY RATE (AGES 15+) BY GEOGRAPHIC AREA, LATIN AMERICAN COUNTRIES, 2010, 2015 AND 2018

		2010	2015	2018
Argentina	Urban	1	0.8	1.2
	Rural			
	Gap			
Bolivia	Urban	3.7	3.8	2.9
	Rural	17.2	16.4	17.6
	Gap	13.5	12.6	14.7
Brazil	Urban	6.5	5.9	0
	Rural	21.1	19.8	0
	Gap	14.6	13.9	0
Chile	Urban	2.5	2.4	2.9
	Rural	8.7	7.8	8.3
	Gap	6.2	5.4	5.4
Colombia	Urban	4.4	3.7	3.1
	Rural	14.5	13	11.6
	Gap	10.1	9.3	8.5
Dominican Republic	Urban	6.6	5.7	
	Rural	16.2	12.9	

		2010	2015	2018
	Gap	9.6	7.2	
Ecuador	Urban	6	4.7	8
	Rural	19.1	11.8	14.1
	Gap	13.1	7.1	6.1
El Salvador	Urban	9.9	7.8	
	Rural	25.9	20.3	
	Gap	16	12.5	
Guatemala	Urban	14	13.9	
	Rural	33.8	28.6	
	Gap	19.8	14.7	
Honduras	Urban	7.8		
	Rural	22.3		
	Gap	14.5		
Mexico	Urban	4.9	4.2	
	Rural	15.5	15.3	
	Gap	10.6	11.1	
Nicaragua	Urban		7.7	
	Rural		23.5	
	Gap		15.8	
Paraguay	Urban	3.1	2.6	4
	Rural	9.2	8.7	9.4
	Gap	6.1	6.1	5.4
Peru	Urban	5.2	4.7	4.5
	Rural	23	20.1	20
	Gap	17.8	15.4	15.5
Uruguay	Urban	1.6	1.3	1.2
	Rural	3.7	2.3	2
	Gap	2.1	1	0.8
Venezuela	Urban	4.2		

		2010	2015	2018
	Rural			
	Gap			

Notes: Data for most recent year within two years of date listed. Argentina excluded because urban only. Venezuela did not have disaggregated data. Costa Rica and Panama reported as 0 values.

Source: SITEAL online database

TABLE A.7. ADULT ILLITERACY RATES (AGES 15+) BY GEOGRAPHIC AREA AND GENDER, LATIN AMERICAN COUNTRIES, 2010, 2015, AND 2018

COUNTRY	AREA	GENDER	2010	2015	2018
Argentina	Urban	M	1.0	0.9	1.3
		F	1.1	0.8	1.1
	Rural	M	-	-	-
		F	-	-	-
Bolivia	Urban	M	1.0	1.5	1.3
		F	6.1	5.8	4.4
	Rural	M	8.6	7.8	8.3
		F	25.7	25.0	27.0
Brazil	Urban	M	6.3	5.7	-
		F	6.7	6.1	-
	Rural	M	22.8	21.8	-
		F	19.3	17.6	-
Colombia	Urban	M	4.2	3.6	3.1
		F	4.5	3.8	3.2
	Rural	M	14.9	13.4	12.3
		F	14.1	12.6	10.9
Chile	Urban	M	2.2	2.2	2.8
		F	2.7	2.6	3.1
	Rural	M	8.6	7.9	8.6
		F	8.8	7.7	8.1
Dominican Republic	Urban	M	6.2	5.4	-
		F	6.9	5.9	-

COUNTRY	AREA	GENDER	2010	2015	2018
	Rural	M	16.9	13.5	-
		F	15.3	12.2	-
Ecuador	Urban	M	5.2	3.6	6.6
		F	6.7	5.8	9.2
	Rural	M	16.0	8.9	12.1
		F	22.2	14.7	16.1
El Salvador	Urban	M	7.0	5.5	-
		F	12.1	9.7	-
	Rural	M	23.0	18.3	-
		F	28.7	22.2	-
Guatemala	Urban	M	8.9	9.5	-
		F	18.4	17.8	-
	Rural	M	24.5	21.4	-
		F	42.4	35.3	-
Honduras	Urban	M	7.0	-	-
		F	8.5	-	-
	Rural	M	22.2	-	-
		F	22.3	-	-
Mexico	Urban	M	3.9	3.3	-
		F	5.8	5.0	-
	Rural	M	13.1	13.0	-
		F	17.8	17.6	-
Nicaragua	Urban	M	-	7.0	-
		F	-	8.2	-
	Rural	M	-	24.5	-
		F	-	22.5	-
Paraguay	Urban	M	2.6	2.1	3.7
		F	3.5	2.9	4.4
	Rural	M	7.7	7.2	8.5

COUNTRY	AREA	GENDER	2010	2015	2018
		F	10.8	10.3	10.3
Peru	Urban	M	2.3	2.1	2.0
		F	7.9	7.0	6.8
	Rural	M	11.1	9.8	9.9
		F	34.9	30.3	29.7
Uruguay	Urban	M	2.0	1.7	1.5
		F	1.3	1.0	0.9
	Rural	M	4.8	2.8	2.4
		F	2.6	1.8	1.6
Venezuela	Urban	M	4.0	-	-
		F	4.3	-	-
	Rural	M	-	-	-
		F	-	-	-

Notes: Data for most recent year within two years of date listed. Argentina is not included because urban only. Venezuela is not included because data is not disaggregated. Costa Rica and Panama had 0 values.

Source: SITEAL online database

TABLE A.8. ADULT ILLITERACY RATES (AGES 15+) BY INCOME, LATIN AMERICAN COUNTRIES, 2000, 2005, AND 2011

COUNTRY	INDICATOR	2010	2015	2018
Argentina	30 percent inf	1.7	1.2	1.8
	30 percent med	1.1	0.9	1.8
	40 percent sup	0.3	0.4	0.7
	Gap	1.4	0.8	1.1
Bolivia	30 percent inf	5.6	5.6	4.1
	30 percent med	3.7	3.5	3
	40 percent sup	2.1	2.5	1.7
	Gap	3.5	3.1	2.4
Brazil	30 percent inf	10.6	8.9	0
	30 percent med	8	7.8	0
	40 percent sup	2.1	2	0

COUNTRY	INDICATOR	2010	2015	2018
	Gap	8.5	6.9	0
Chile	30 percent inf	3.9	3.6	4.2
	30 percent med	3.1	2.5	3.5
	40 percent sup	0.9	0.8	1.5
	Gap	3	2.8	2.7
Colombia	30 percent inf	8.3	6.6	5.8
	30 percent med	4.2	3.9	3.2
	40 percent sup	1.6	1.4	1.2
	Gap	6.7	5.2	4.6
Dominican Republic	30 percent inf	9.6	9.2	
	30 percent med	6.8	4.8	
	40 percent sup	3	2.8	
	Gap	6.6	6.4	
Ecuador	30 percent inf	9	7	9.5
	30 percent med	5.1	4	5.2
	40 percent sup	3.4	2.4	8.3
	Gap	5.6	4.6	1.2
El Salvador	30 percent inf	17.8	13.4	
	30 percent med	10.2	7.7	
	40 percent sup	4.2	4	
	Gap	13.6	9.4	
Guatemala	30 percent inf	28.5	27.6	
	30 percent med	16.5	13.8	
	40 percent sup	5.2	5.7	
	Gap	23.3	21.9	
Honduras	30 percent inf	14.8		
	30 percent med	7.1		
	40 percent sup	3.2		
	Gap	11.6		

COUNTRY	INDICATOR	2010	2015	2018
Mexico	30 percent inf	9	8.2	
	30 percent med	4.5	3.6	
	40 percent sup	1.8	1.4	
	Gap	7.2	6.8	
Nicaragua	30 percent inf		13.2	
	30 percent med		7	
	40 percent sup		3	
	Gap		10.2	
Paraguay	30 percent inf	6.4	5.6	7.7
	30 percent med	2.9	2.5	3.8
	40 percent sup	1.2	1	1.3
	Gap	5.2	4.6	6.4
Peru	30 percent inf	9.9	9	8.9
	30 percent med	4.8	4.4	4.2
	40 percent sup	2.4	1.9	1.7
	Gap	7.5	7.1	7.2
Uruguay	30 percent inf	3	2.5	2.3
	30 percent med	1.6	1.2	1
	40 percent sup	0.4	0.3	0.3
	Gap	2.6	2.2	2
Venezuela	30 percent inf	7.2		
	30 percent med	4.4		
	40 percent sup	2.2		
	Gap	5		

Notes: Data for most recent year within two years of date listed. Countries ordered from lowest to highest gap between richest and poorest in illiteracy rates. Costa Rica and Panama had 0 values.

Source: SITEAL online database,

TABLE A.9. MEAN SCORES ON EIGHTH GRADE TRENDS IN MATHEMATICS AND SCIENCE STUDY (TIMSS), 1995, 1999, 2003, 2007, 2011, 2015, AND 2019

COUNTRY	1995		1999		2003		2007		2011		2015		2019	
	MATH	SCIENCE	MATH	SCIENCE	MATH	MATH	MATH	SCIENCE	MATH	SCIENCE	MATH	SCIENCE	MATH	SCIENCE
Australia	509	514			496	496	496	515	505	519	505	512	517	528
Bahrain					398	398	398	467	409	452	454	466	481	486
Chile			392	420					416	461	427	454	441	462
Cyprus	468	452	476	460	391	391	391	408					501	484
Egypt					513	513	513	542			392	371	413	389
England	498	533	496	538					507	533	518	537	515	517
Finland									514	552			509	543
France	530	488			410	410	410	421					483	489
Georgia					572	572	572	530	431	420	453	443	461	447
Hong Kong	569	510	582	530	517	517	517	539	586	535	594	546	578	504
Hungary	527	537	532	552	403	403	403	459	505	522	514	527	517	530
Iran	418	463	422	448					415	474	436	456	446	449
Ireland	519	518									523	530	524	523
Israel					480	480	480	495	516	516	511	507	519	513
Italy			479	493	570	570	570	554	498	501	494	499	497	500
Japan	581	554	579	550	427	427	427	482	570	558	586	571	594	570
Jordan			428	450					406	449	386	426	420	452

COUNTRY	1995		1999		2003		2007		2011		2015		2019	
	MATH	SCIENCE	MATH	SCIENCE	MATH	MATH	MATH	SCIENCE	MATH	SCIENCE	MATH	SCIENCE	MATH	SCIENCE
Kazakhstan					597	597	597	553	487	490			488	478
Korea, Rep. of	581	546	587	549					613	560	606	556	607	561
Kuwait					449	449	449	414			392	411	403	444
Lebanon					506	506	506	519	449	406	442	398	429	377
Lithuania	472	464	482	488	474	474	474	471	502	514	511	519	520	534
Malaysia			519	492					440	426	465	471	461	460
Morocco									371	376	384	393	388	394
New Zealand	501	511	491	510					488	512	493	513	482	499
Norway					372	372	372	423			512	509	503	495
Oman									366	420	403	455	411	457
Portugal	451	473											500	519
Qatar					461	461	461	462	410	419	437	457	443	475
Romania	474	471	472	472	512	512	512	530	458	465			479	470
Russia	524	523	526	529					539	542	538	544	543	543
Saudi Arabia					593	593	593	567	394	436	368	396	394	431
Singapore	609	580	604	568					611	590	621	597	616	608
South Africa					491	491	491	511	352	332	372	358	389	370
Sweden	540	553			598	598	598	561	484	509	501	522	503	521

COUNTRY	1995		1999		2003		2007		2011		2015		2019	
	MATH	SCIENCE	MATH	SCIENCE	MATH	MATH	MATH	SCIENCE	MATH	SCIENCE	MATH	SCIENCE	MATH	SCIENCE
Taiwan			585	569					609	564	599	569	612	574
Turkey									452	483	458	493	496	515
United Arab Emirates					508	508	508	520	456	465	465	477	473	473
United States	492	513	502	515					509	525	518	530	515	522

TABLE A. 10. MEAN SCORES ON PISA READING, MATH AND SCIENCE TESTS, 2000, 2003, 2006, 2009, 2012, 2015 AND 2018

	SCIENCE					MATH						READING						
	2006	2009	2012	2015	2018	2003	2006	2009	2012	2015	2018	2000	2003	2006	2009	2012	2015	2018
OECD																		
Australia	527	527	521	510	503	524	520	514	504	494	491	528	525	513	515	512	503	503
Austria	511	m	506	495	490	506	505	m	506	497	499	492	491	490	m	490	485	484
Belgium	510	507	505	502	499	529	520	515	515	507	508	507	507	501	506	509	499	493
Canada	534	529	525	528	518	532	527	527	518	516	512	534	528	527	524	523	527	520
Chile	438	447	445	447	444	m	411	421	423	423	417	410	m	442	449	441	459	452
Colombia	388	402	399	416	413	m	370	381	376	390	391	m	m	385	413	403	425	412
Czech Rep.	513	500	508	493	497	516	510	493	499	492	499	492	489	483	478	493	487	490
Denmark	496	499	498	502	493	514	513	503	500	511	509	497	492	494	495	496	500	501
Estonia	531	528	541	534	530	m	515	512	521	520	523	m	m	501	501	516	519	523
Finland	563	554	545	531	522	544	548	541	519	511	507	546	543	547	536	524	526	520
France	495	498	499	495	493	511	496	497	495	493	495	505	496	488	496	505	499	493
Germany	516	520	524	509	503	503	504	513	514	506	500	484	491	495	497	508	509	498
Greece	473	470	467	455	452	445	459	466	453	454	451	474	472	460	483	477	467	457
Hungary	504	503	494	477	481	490	491	490	477	477	481	480	482	482	494	488	470	476
Iceland	491	496	478	473	475	515	506	507	493	488	495	507	492	484	500	483	482	474
Ireland	508	508	522	503	496	503	501	487	501	504	500	527	515	517	496	523	521	518
Israel	454	455	470	467	462	m	442	447	466	470	463	452	m	439	474	486	479	470

	SCIENCE					MATH						READING						
	2006	2009	2012	2015	2018	2003	2006	2009	2012	2015	2018	2000	2003	2006	2009	2012	2015	2018
Italy	475	489	494	481	468	466	462	483	485	490	487	487	476	469	486	490	485	476
Japan	531	539	547	538	529	534	523	529	536	532	527	522	498	498	520	538	516	504
Korea	522	538	538	516	519	542	547	546	554	524	526	525	534	556	539	536	517	514
Latvia	490	494	502	490	487	483	486	482	491	482	496	458	491	479	484	489	488	479
Lithuania	488	491	496	475	482	m	486	477	479	478	481	m	m	470	468	477	472	476
Luxembourg	486	484	491	483	477	493	490	489	490	486	483	m	479	479	472	488	481	470
Mexico	410	416	415	416	419	385	406	419	413	408	409	422	400	410	425	424	423	420
Netherlands	525	522	522	509	503	538	531	526	523	512	519	m	513	507	508	511	503	485
New Zealand	530	532	516	513	508	523	522	519	500	495	494	529	522	521	521	512	509	506
Norway	487	500	495	498	490	495	490	498	489	502	501	505	500	484	503	504	513	499
Poland	498	508	526	501	511	490	495	495	518	504	516	479	497	508	500	518	506	512
Portugal	474	493	489	501	492	466	466	487	487	492	492	470	478	472	489	488	498	492
Slovak Republic	488	490	471	461	464	498	492	497	482	475	486	m	469	466	477	463	453	458
Slovenia	519	512	514	513	507	m	504	501	501	510	509	m	m	494	483	481	505	495
Spain	488	488	496	493	483	485	480	483	484	486	481	493	481	461	481	488	496	m
Sweden	503	495	485	493	499	509	502	494	478	494	502	516	514	507	497	483	500	506
Switzerland	512	517	515	506	495	527	530	534	531	521	515	494	499	499	501	509	492	484
Turkey	424	454	463	425	468	423	424	445	448	420	454	m	441	447	464	475	428	466
United Kingdom	515	514	514	509	505	m	495	492	494	492	502	m	m	495	494	499	498	504

	SCIENCE					MATH						READING						
	2006	2009	2012	2015	2018	2003	2006	2009	2012	2015	2018	2000	2003	2006	2009	2012	2015	2018
United States	489	502	497	496	502	483	474	487	481	470	478	504	495	m	500	498	497	505
OECD average-23	m	m	m	m	m	m	m	m	m	m	m	500	497	495	499	501	497	493
OECD average-27	m	m	m	m	m	m	m	m	m	m	m	494	m	m	m	498	495	491
OECD average-29a	m	m	m	m	m	499	497	499	496	491	494	m	m	m	m	m	m	m
OECD average-29b	m	m	m	m	m	m	m	m	m	m	m	m	494	m	m	498	493	490
OECD average-30	m	m	m	m	m	499	497	m	496	491	494	v	m	m	m	m	m	m
OECD average-35a	m	m	m	m	m	m	m	m	m	m	m	m	m	m	491	493	490	487
OECD average-35b	m	m	m	m	m	m	m	m	m	m	m	m	m	486	m	493	490	487
OECD average-36a	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	493	490	487
OECD average-36b	494	498	498	491	489	m	490	492	490	487	489	m	m	m	m	m	m	m
OECD average-37	495	m	498	491	489	m	490	m	490	487	489	m	m	m	m	m	m	m
Partners																		
Albania	m	391	397	427	417	m	m	377	394	413	437	349	m	m	385	394	405	405
Argentina	391	401	406	m	404	m	381	388	388	m	379	418	m	374	398	396	m	402
Baku (Azerbaijan)	m	m	m	m	398	m	m	m	m	m	420	m	m	m	m	m	m	389

	SCIENCE					MATH						READING						
	2006	2009	2012	2015	2018	2003	2006	2009	2012	2015	2018	2000	2003	2006	2009	2012	2015	2018
Belarus	m	m	m	m	471	m	m	m	m	m	472	m	m	m	m	m	m	474
Bosnia & Herzegovina	m	m	m	m	398	m	m	m	m	m	406	m	m	m	m	m	m	403
Brazil	390	405	402	401	404	356	370	386	389	377	384	396	403	393	412	407	407	413
Brunei	m	m	m	m	431	m	m	m	m	m	430	m	m	m	m	m	m	408
B-S-J-Z (China)	m	m	m	m	590	m	m	m	m	m	591	m	m	m	m	m	m	555
Bulgaria	434	439	446	446	424	m	413	428	439	441	436	430	m	402	429	436	432	420
Costa Rica	m	430	429	420	416	m	m	409	407	400	402	m	m	m	443	441	427	426
Croatia	493	486	491	475	472	m	467	460	471	464	464	m	m	477	476	485	487	479
Cyprus	m	m	438	433	439	m	m	m	440	437	451	m	m	m	m	449	443	424
Dominican Republic	m	m	m	332	336	m	m	m	m	328	325	m	m	m	m	m	358	342
Georgia	m	373	m	411	383	m	m	379	m	404	398	m	m	m	374	m	401	380
Hong Kong (China)	542	549	555	523	517	550	547	555	561	548	551	525	510	536	533	545	527	524
Indonesia	393	383	382	403	396	360	391	371	375	386	379	371	382	393	402	396	397	371
Jordan	422	415	409	409	429	m	384	387	386	380	400	m	m	401	405	399	408	419
Kazakhstan	m	400	425	m	397	m	m	405	432	m	423	m	m	m	390	393	m	387
Kosovo	m	m	m	378	365	m	m	m	m	362	366	m	m	m	m	m	347	353
Lebanon	m	m	m	386	384	m	m	m	m	396	393	m	m	m	m	m	347	353
Macao (China)	511	511	521	529	544	527	525	525	538	544	558	m	498	492	487	509	509	525

	SCIENCE					MATH						READING						
	2006	2009	2012	2015	2018	2003	2006	2009	2012	2015	2018	2000	2003	2006	2009	2012	2015	2018
Malaysia	m	422	420	m	438	m	m	404	421	m	440	m	m	m	414	398	m	415
Malta	m	461	m	465	457	m	m	463	m	479	472	m	m	m	442	m	447	448
Moldova	m	413	m	428	428	m	m	397	m	420	421	m	m	m	388	m	416	424
Montenegro	412	401	410	411	415	m	399	403	410	418	430	m	m	392	408	422	427	421
Morocco	m	m	m	m	377	m	m	m	m	m	368	m	m	m	m	m	m	359
North Macedonia	m	m	m	384	413	m	m	m	m	371	394	373	m	m	m	m	352	393
Panama	m	376	m	m	365	m	m	360	m	m	353	m	m	m	371	m	m	377
Peru	m	369	373	397	404	m	m	365	368	387	400	327	m	m	370	384	398	401
Philippines	m	m	m	m	357	m	m	m	m	m	353	m	m	m	m	m	m	340
Qatar	349	379	384	418	419	m	318	368	376	402	414	m	m	312	372	388	402	407
Romania	418	428	439	435	426	m	415	427	445	444	430	m	m	396	424	438	434	428
Russia	479	478	486	487	478	468	476	468	482	494	488	462	442	440	459	475	495	479
Saudi Arabia	m	m	m	m	386	m	m	m	m	m	373	m	m	m	m	m	m	399
Serbia	436	443	445	m	440	m	435	442	449	m	448	m	m	401	442	446	m	439
Singapore	m	542	551	556	551	m	m	562	573	564	569	m	m	m	526	542	535	549
Taiwan	532	520	523	532	516	m	549	543	560	542	531	m	m	496	495	523	497	503
Thailand	421	425	444	421	426	417	417	419	427	415	419	431	420	417	421	441	409	393
Ukraine	m	m	m	m	469	m	m	m	m	m	453	m	m	m	m	m	m	466
United Arab Emirates	m	438	448	437	434	m	m	421	434	427	435	m	m	m	431	442	434	432

	SCIENCE					MATH						READING						
	2006	2009	2012	2015	2018	2003	2006	2009	2012	2015	2018	2000	2003	2006	2009	2012	2015	2018
Uruguay	428	427	416	435	426	422	427	427	409	418	418	m	434	413	426	411	437	427
Vietnam	m	m	528	525	m	m	m	m	511	495	m	m	m	m	m	508	487	m

Source: PISA 2018 Results: What Students Know and Can Do. Student Performance in Mathematics, Reading and Science. Volume 1. Annex B, Tables I.B1.9, I.B1.10 and I.B1.11. Consulted February 11, 2022

TABLE A.11. ENROLLMENT RATES BY LEVEL OF EDUCATION, LATIN AMERICA, 2015-2019

	2015	2016	2017	2018	2019
Pre-primary (gross)	74.58%	75.96%	77.21%	77.52%	78.11%
Primary (gross)	108.99%	108.83%	108.93%	108.73%	109.31%
Secondary (gross)	94.61%	95.57%	95.79%	97.57%	97.94%
Tertiary (gross)	48.88%	50.71%	51.86%	52.72%	52.72%

Source: World Bank, EdStats online database, consulted February 5, 2022

TABLE A.12. PRIMARY COMPLETION BY COUNTRY, 2016, 2018, AND 2020

COUNTRY	2016	2018	2020
Argentina	95.4	95.7	96.1
Barbados	99.0	99.1	99.2
Belize	96.2		
Bolivia	96.4	97.3	98.4
Brazil	93.8	95.2	
Chile	96.7	96.3	
China	94.8	95.2	95.6
Colombia	92.3	93.0	
Costa Rica	95.3	98.5	
Dominican Republic	91.7	94.1	91.8
Ecuador	98.3	98.6	
El Salvador	87.9	89.7	
Guatemala	79.6	81.5	83.4
Guyana	98.6	98.9	98.3
Haiti		53.1	
Honduras	84.3	86.9	85.7
India	91.6	92.6	93.6
Jamaica	99.7	99.8	99.9
Mexico	96.4	97.9	
Nicaragua	75.3	76.9	78.5
Panama	94.9	96.1	95.4

COUNTRY	2016	2018	2020
Paraguay	92.0	93.9	
Peru	96.1	97.0	96.5
Philippines	88.6	91.9	89.7
Suriname	84.9	85.6	86.2
Trinidad & Tobago	96.1	96.4	96.6
United States	99.7	99.7	
Venezuela			
Vietnam	96.9	97.4	97.8

Notes: No data for Venezuela. Primary completion rate is the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school, minus the number of repeaters in that grade, divided by the total number of children of official graduation age.

Source: UNESCO database, consulted on February 5, 2022

TABLE A.13. PUBLIC EXPENDITURE ON EDUCATION AS PERCENT OF GDP, SELECTED COUNTRIES, 2015, 2017, AND 2019

COUNTRY	2015	2017	2019
Antigua & Barbuda	2.43%#	2.45%	2.82%
Argentina	5.78%	5.46%	4.80%
Bahamas	2.29%	2.42%	2.40%
Barbados	5.38%	4.37%	3.20%
Belize	6.87%	7.45%	7.14%
Brazil	6.24%	6.32%	6.09%*
Chile	4.88%	5.42%	5.43%*
Colombia	4.47%	4.54%	4.51%
Costa Rica	6.87%	7.07%	6.81%
Dominica	3.41%	4.77%	5.57%
Dominican Republic	3.82%	3.92%	4.04%
Ecuador	5.00%	4.61%	4.23%
El Salvador	3.91%	3.73%	3.39%
Guatemala	3.03%	2.95%	3.20%
Guyana	3.90%	4.66%	4.45%*

COUNTRY	2015	2017	2019
Haiti	1.85%	1.59%	1.68%*
Honduras	6.41%	4.94%	4.91%
Jamaica	5.46%	5.26%	5.16%
Mexico	5.23%	4.52%	4.25%*
Nicaragua	4.08%	4.36%	3.44%
Panama	2.84%	2.88%	3.13%
Paraguay	3.34%	3.09%	3.47%
Peru	3.97%	3.93%	3.82%
Santa Lucía	3.87%	3.63%	3.26%
Trinidad & Tobago	3.37%	3.56%	3.56%
Uruguay	4.38%#	4.49%	4.68%
Venezuela	1.93%	1.34%	
Latin America & Caribbean	**4.08%**	**4.42%**	**4.04%**
World	**4.26%**	**4.33%**	**3.66%**

Notes: All individual country data from CEPAL Stats. 2015 data with a # corresponds to 2016 data. 2019 data with an * corresponds to 2018 data (no more recent data available. LAC and World data extracted from WorldBank.

Source: World Bank and CEPAL statistics. Online databases consulted on April 15, 2022

TABLE A.14. SPENDING PER PUPIL, SELECTED COUNTRIES, PPP (CONSTANT 2010 US$), 2009, AND 2019

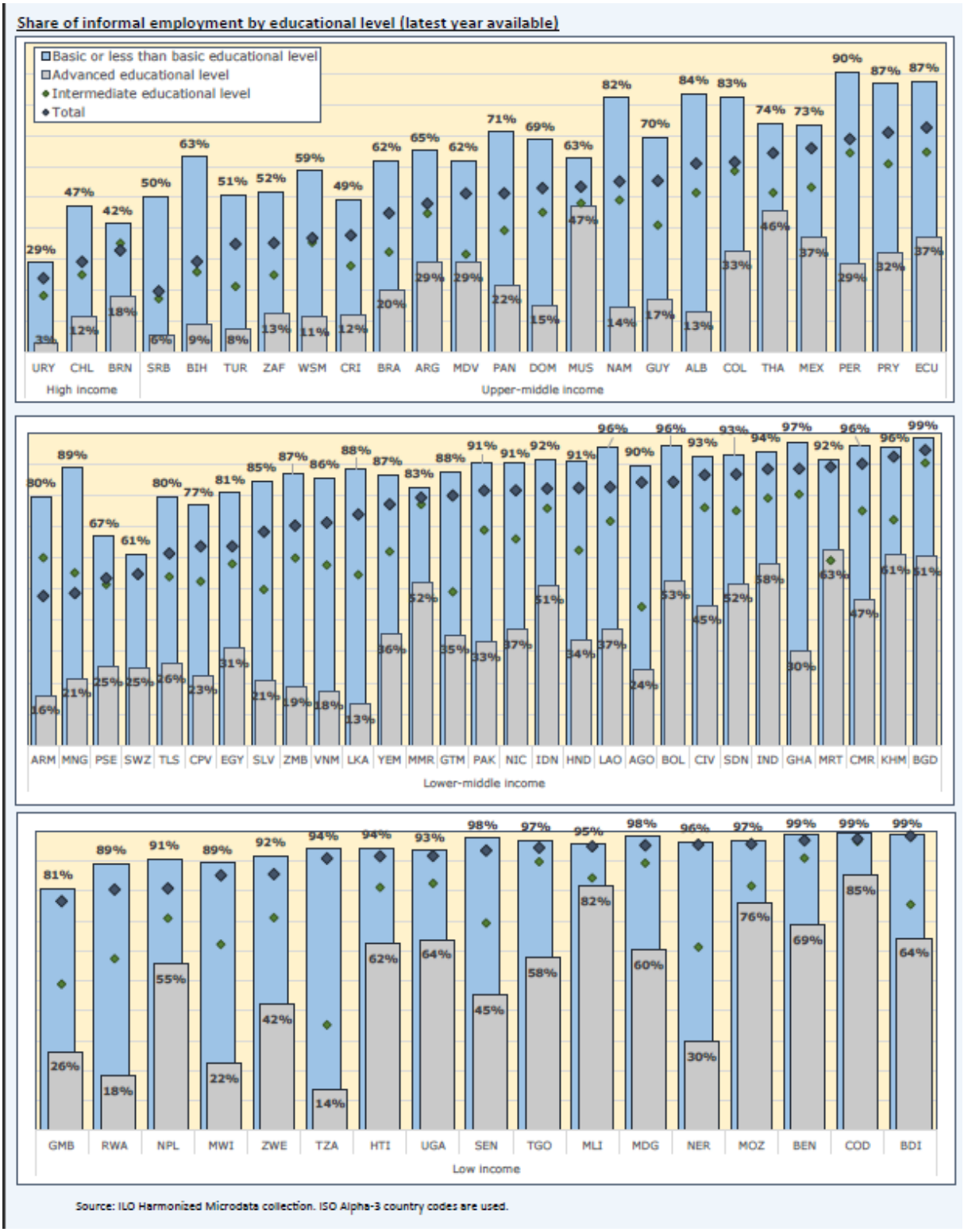
COUNTRY	PRIMARY		SECONDARY	
	2009	2019	2009	2019
Argentina	3,237	3,221	4,803	3,839
Barbados	3,741	3,438	3,525	3,157
Belize	1,211	1,249	1,771	1,868
Bolivia	..		..	..
Brazil	2,810	3,026	2,861	3,218
Chile	3,236	4,572	3,305	4,684
Colombia	1,833	2,626	1,774	2,541
Costa Rica	3,481	4,365	3,462	4,948
Dominican Republic	823	3,135	828	2,472

COUNTRY	PRIMARY		SECONDARY	
	2009	2019	2009	2019
Ecuador	1,155	1,199	456	776
El Salvador	791	1,375	1,096	1,212
Finland	8,976	10,004	15,805	11,333
Guatemala	8,909	1,200	..	490
Guyana	379	..	608	..
Honduras	986	..	..	..
India	282	..	506	..
Indonesia	1,092	..	889	..
Jamaica	1,854	2,203	2,404	2,776
Malaysia	2,827	4,595	4,251	5,578
Mexico	2,471	2,568	2,665	2,441
Nicaragua	532	..	..	..
Panama	1,494	..	..	..
Paraguay	829	1,892	..	1,917
Peru	925	1,406	1,092	1,933
Philippines	500	..	..	..
Spain	8,117	6,895	10,535	7,592
Thailand	3,057	..	1,164	..
Trinidad & Tobago	4,345	..	..	..
Uruguay	..	3,244	..	3,603
Vietnam	952	..	..	..
*World	1,875	2,278	2,644	2,969
*Developed countries	7,426	4,361	7,426	4,361
*Lower middle countries	938	1,635	938	1,635
*Latin America and Caribbean	1,833	2,203	2,239	2,776

Notes: All data within two years of data listed except Philippines and El Salvador, which are for 2008. Comparison countries are marked in red.

Source: UNESCO *Education for All Global Monitoring Report 2013-2014*, Statistical Tables, Table 9, pp. 380-383. Honduras and Jamaica from UNESCO Global Education Digest 2012, Table 13.

GRAPH A.3. SHARE OF INFORMAL EMPLOYMENT BY EDUCATION LEVEL (LATEST YEAR AVAILABLE)



Source: ILO (2020). "Education pays off, but you have to be patient." ILO STAT Spotlight on work statistics No 1-January 2020, pp13. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_733783.pdf

TABLE A. 15. NET SECONDARY ENROLLMENT, SELECTED COUNTRIES, 2010, 2015, AND 2019

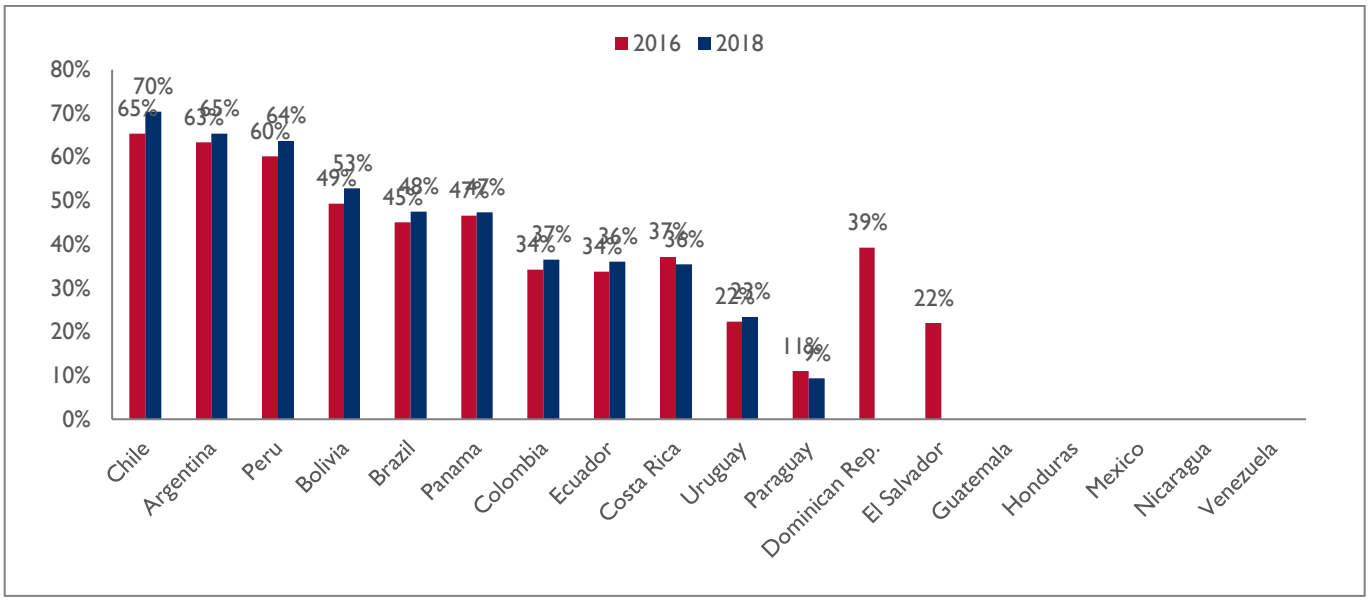
COUNTRY	2010	2015	2019
Argentina	99.50126	106.94647	
Barbados	101.9078	107.52812	102.7072
Belize	75.30958	80.65795	86.38567
Bolivia	88.70912	91.36424	89.72425
Chile	90.00819	101.78093	102.36755
Colombia	97.54612	94.71927	97.50623
Costa Rica	101.07974	122.78658	141.36398
Cuba	92.24871	97.89115	100.33962
Dominican Republic	78.15454	79.97902	81.59329
Ecuador	92.31843	104.03106	101.43565
El Salvador	69.14068	75.3354	71.66179
Finland	107.58606	150.01986	154.82024
Guatemala	52.33046	54.19734	51.14958
Guyana	90.14078		
Jamaica	91.7717	80.90864	85.35463
Latin America & Caribbean	89.39922	94.60751	97.94031
Malaysia	77.26703	84.93446	83.74816
Mexico	87.06992	100.83274	105.10336
Nicaragua	73.43242		
Panama	71.30345	75.83184	
Paraguay	67.67794		
Peru	92.27526	97.59813	108.8338
Philippines		87.85106	84.04539
Spain	119.11595	124.96066	126.17915
Suriname	71.44953	77.4679	82.26363
Thailand	82.42885	120.65117	115.15266
United States	94.84594	97.65255	99.27558
Uruguay	101.19935	112.12948	121.17624
Venezuela	82.71373	91.02732	

COUNTRY	2010	2015	2019
World	71.06453	75.41965	75.97476

Notes: Data for most recent year within two years of date listed. No data for Brazil, Haiti, or Honduras. Comparison countries listed in red.

Source: World Bank, EdStats online database

GRAPH A.4: PERCENTAGE OF THE POPULATION AGES 25+ THAT HAS COMPLETED TERTIARY EDUCATION, LATIN AMERICAN COUNTRIES, 2016 AND 2018



Note: All data within two years of date listed.

Source: SITEAL online database

TABLE A.16. TERTIARY GROSS GRADUATION RATIO, SELECTED COUNTRIES, 2010, 2015, AND 2019

COUNTRY	2010	2015	2020
Argentina	12.1		19.3
Barbados	27.5		
Belize	10.9	6.8	
Brazil	18.8		
Chile	18.4		14.5
China	13	28.6	35.3
Colombia	13.4	20.6	26.6
Costa Rica	35.4		
Cuba	49.7	36.5	16.5
Dominican Republic		19.8	

COUNTRY	2010	2015	2020
El Salvador	10.4	12.5	13.5
Finland	50.9	53.3	60.5
Guatemala	1.6	4.5	
Guyana	3.4		
Honduras	3.2	9.4	10.8
Korea	51.4	20.4	21.3
Latvia	43.4	40.0	48.3
Malaysia	17.8		
Mexico	18	22.1	
Nicaragua			
Panama	22.5	24.1	
Paraguay			
Philippines	18.7		
Spain	46.4	48.5	43.1
Thailand	30.8	25.3	
Trinidad & Tobago	5.1		
United States	37.8		
Uruguay			
Venezuela	18.3		
Vietnam	14.1	19.7	19.8

Notes: Data shows number of graduates in ISCED level 5A first degree programs (regardless of age) as a percent of the population of theoretical graduation age for that level or programmer during the same academic year. Comparison countries marked in red. Data within two years of data listed.

Source: World Bank, EdStats online database

TABLE A.17. PERCENTAGE OF GRADUATES IN SCIENCE, AGRICULTURE, AND ENGINEERING VS. SOCIAL SCIENCES, HUMANITIES, AND EDUCATION, SELECTED COUNTRIES, 2010, 2015, AND 2019

	2010		2015		2019	
	SOCIAL SCIENCES/BUS./LAW, HUM. AND ED.	AG., ENG./MANU./ CONST., AND SCIENCE	SOCIAL SCIENCES/BUS./LAW, HUM. AND ED.	AG., ENG./MANU./ CONST., AND SCIENCE	SOCIAL SCIENCES/BUS./LAW, HUM. AND ED.	AG., ENG./MANU./ CONST., AND SCIENCE
Argentina	86.4	13.6				
Barbados						
Brazil	82.7	12.3	84.7	15.3	81.6	18.4
Chile	79.5	20.5	79.9	20.1	79.1	20.9
Colombia			77.3	22.7	76.9	23.1
Costa Rica	88.6	11.4	87.1	12.9	84.9	15.1
Cuba			50.1	8.7		
Ecuador			82.2	16.7		
El Salvador	73.6	26.4	77.8	22.2	78.6	21.4
Finland	67.9	32.1	71.5	28.5	71.9	28.1
Guatemala			87.9	9.8		
Guyana	85.4	14.6				
Honduras	87.7	12.2	85.3	14.7	84.8	15.2
Latvia	84.5	15.4	79.5	20.5	79.8	20.2
Malaysia	63.1	36.9			60.8	39.2
Mexico	74.3	25.5	72.1	27.9		
Panama	80.2	19.8	82.8	17.2		
Spain	73.7	26.3	74.0	25.4	77.6	22.3
Thailand			61.3	26.8		
Trinidad & Tobago						
United States	84.1	15.9	82.6	17.4		
Uruguay	84.4	15.6	82.5	17.5		
Vietnam	79.6	16.8	74.1	23.4		

Note: All data within two years of data listed.

Source: World Bank, Edstats online database

TABLE A.18. TECHNICAL/VOCATIONAL ENROLLMENT AS PERCENT OF TOTAL SECONDARY ENROLLMENT (ISCED 2 AND 3), 2010, 2015, AND 2019

COUNTRY	2010	2015	2019
Argentina	7.7		
Barbados			
Belize	4.0	4.8	9.4
Bolivia	61.7	63.3	63.9
Chile	23.5	20.1	11.6
China	20.6	20.4	18.1
Colombia	7.6	7.4	7.5
Costa Rica	14.9	24.1	24.8
Cuba	25.1	23.6	27.4
Dominican Republic	4.2	5.0	9.8
Ecuador	20.7	15.3	14.3
El Salvador	18.3	17.9	17.6
Finland	30.8	47.7	47.8
Guatemala	27.6	24.3	29.1
Guyana	6.6		
India	0.8	1.4	1.3
Jamaica	0.0		
Kenya	0.5		
Malaysia	6.2	8.0	10.3
Mexico	16.0	27.2	27.7
Nicaragua	1.5		
Panama	15.8	15.6	
Paraguay	10.1	15.9	
Peru	0.9	1.4	2.1
South Africa	4.7	7.1	7.2
Spain	16.7	18.4	18.8
Suriname	45.0	41.0	43.5
Thailand	15.7	10.1	11.2

COUNTRY	2010	2015	2019
Trinidad & Tobago			
Uruguay	13.7	22.1	23.9
Venezuela	5.4	4.8	

Notes: No data for Barbados, Brazil, Haiti, or Honduras. Comparison countries marked in red.

Source: World Bank, EdStats online database

TABLE A.19. TECHNICAL/VOCATIONAL ENROLLMENT AS PERCENT OF TOTAL ENROLLMENT IN UPPER SECONDARY (ISCED 3), SELECTED COUNTRIES, 2010, 2015, AND 2019

COUNTRY	2010	2015	2019
Belize	18.3	13.4	18.9
Brazil	14.3	8.5	10.5
Chile	35.9	29.0	16.1
China	45.5	42.1	39.5
Colombia	27.6	26.6	26.7
Costa Rica	17.5	32.7	32.7
Cuba	48.8	43.5	47.2
Dominican Republic	6.9	8.0	22.6
Ecuador	48.9	33.2	29.6
El Salvador	55.3	46.0	43.0
Finland	56.2	71.3	71.6
Guatemala	85.0	74.1	83.6
Guyana	14.4		
Honduras	81.8	80.0	71.8
India		2.8	2.6
Malaysia	14.8	16.0	21.3
Mexico	9.2	38.2	34.6
Nicaragua	4.6		
Panama	44.2	37.0	44.8
Paraguay	24.1	21.5	
South Africa	8.1	11.5	12.2
Spain	44.6	35.2	35.8
Suriname	63.3	58.1	59.6

COUNTRY	2010	2015	2019
Thailand	37.5	19.8	22.7
Uruguay	23.2	27.2	27.5
Venezuela	15.7	13.9	

Notes: No data for Argentina, Barbados, Bolivia, Haiti, Peru, or Trinidad & Tobago. Honduras 2005 and 2011 data is for two consecutive years (2007 and 2008) and should be viewed with caution, especially in light of the large jump over the course of one year. Comparison countries are marked in red.

Source: World Bank, EdStats online database

TABLE A.20. PERCENTAGE OF OUT-OF-SCHOOL CHILDREN OF PRIMARY SCHOOL AGE, SELECTED COUNTRIES, 2010, 2015, AND 2019

COUNTRY	2010	2015	2019
Argentina	0.6	0.1	0.4
Barbados	2.2	4.2	1.1
Belize	1.7	0.4	0.5
Bolivia	5.1	11.0	6.8
Chile	2.8	3.7	1.3
Colombia	2.2	3.6	2.3
Costa Rica	11.0	1.9	0.1
Cuba	0.8	5.9	0.8
Dominican Republic	4.6	4.5	4.0
Ecuador	0.8	1.0	1.3
El Salvador	9.2	9.0	13.7
Finland	1.4	0.6	1.3
Guatemala	20.3	12.0	10.7
Guyana	3.7		
Honduras	12.5	20.1	12.5
India	3.9		
Jamaica	12.8	11.8	17.2
Mexico	0.1	0.6	0.7
Nicaragua	3.7		
Panama	3.2	10.2	13.2
Paraguay	10.0		

COUNTRY	2010	2015	2019
Peru	0.5		1.4
Philippines	5.8	2.8	3.8
South Africa		4.4	11.0
Spain	0.1	0.3	3.1
Suriname	10.1	10.6	12.3
Thailand	3.8		
Trinidad & Tobago	1.2		
United States	2.4	1.8	0.6
Uruguay	0.2	0.0	0.1
Venezuela	3.5	6.0	

Notes: All data within two years of date listed. Comparison countries marked in red. No data for Brazil or Haiti.

Source: World Bank, EdStats online database

TABLE A.21. PERCENTAGE OF OUT-OF-SCHOOL CHILDREN OF LOWER SECONDARY SCHOOL AGE, SELECTED COUNTRIES, 2010, 2015, AND 2019

COUNTRY	2010	2015	2017
Argentina	1.7	0.4	0.0
Barbados	10.3	1.2	1.8
Belize	13.2	11.2	11.2
Bolivia	4.3	10.8	14.5
Chile	3.1	2.2	5.0
Colombia	4.6	8.0	7.5
Costa Rica		5.9	8.6
Cuba	5.5	2.6	2.7
Dominican Republic	8.1	2.0	7.9
Ecuador	13.7	1.5	3.8
El Salvador		7.0	17.2
Finland	1.8	0.7	0.5
Guatemala	18.9	28.4	33.1
Jamaica		18.7	20.7
Malaysia	11.1	12.5	13.1
Mexico	7.2	2.4	5.9

COUNTRY	2010	2015	2017
Nicaragua	12.3		
Panama	10.5	9.6	12.2
Paraguay	13.0		
Peru	1.4		0.7
Philippines		6.7	
Spain	3.4	0.1	0.2
Suriname	23.9	15.0	
United States		0.8	0.2
Uruguay		0.5	0.3
Venezuela	8.1	8.4	14.1

Source: World Bank, EdStats online database

TABLE A.22. PERCENTAGE OF YOUNG PEOPLE AGES 15-24 THAT DO NOT STUDY AND ARE ECONOMICALLY ACTIVE, LATIN AMERICAN COUNTRIES, 2011, 2015, AND 2018

	2011	2015	2018
Argentina	28.8	38.7	39.8
Bolivia	29.5	43.4	39.2
Brazil	40	59.8	55.4
Chile	26.7	35.9	
Colombia	38.5	64.7	64.2
Costa Rica	29.4	42.4	40.2
Dominican Republic	23.7	54.7	49.6
Ecuador	31.2	62.7	
El Salvador	36.1	78.7	
Guatemala	42.5		
Honduras	40	65.9	
Mexico	41	62.5	
Nicaragua	39	53.1	53.6
Panama	36.6	57.8	61.7
Paraguay	35.1	58.9	55.1
Peru	35.5	38.5	

	2011	2015	2018
Uruguay	37.3	54.5	49.1
Venezuela	19.7		

Notes: Data shows percentage of young people (ages 15-24) who are outside the education system and have a relationship with the labor market, either because they work more than one hour a week or because they are actively looking for a job. Employment also includes assisting in family activities, whether paid or unpaid.

Source: SITEAL online database

TABLE A.23. PERCENTAGE OF YOUNG PEOPLE AGES 15-24 THAT STUDY AND ARE ECONOMICALLY ACTIVE, LATIN AMERICAN COUNTRIES, 2011, 2015, AND 2018

	2011	2015	2018
Argentina	12	16.9	16
Bolivia	23.5	39.2	35.4
Brazil	19.2	38.5	38.6
Chile	8.8	15.1	15.2
Colombia	10.9	29	22.8
Costa Rica	16.8		
Dominican Republic	16.2	24.9	
Ecuador	10.9		
El Salvador	7.9	18	
Guatemala	12.7	21.4	
Honduras	8.1		
Mexico	8	20.7	
Nicaragua	10.4	28.8	
Panama	10.9	19.7	22.4
Paraguay	22.6	39.7	42
Peru	27.3	38.4	38.8
Uruguay	16.9	26.7	25.5
Venezuela	8.6		

Notes: Data show the percentage of young people (ages 15-24) that study and also have a relationship with the labor market be it because they are employed at least 1 hour a week or are actively looking for employment. Employment also includes assisting in family activities whether paid or unpaid.

Source: SITEAL online database

TABLE A.24. PERCENTAGE OF YOUNG PEOPLE AGES 15-24 THAT NEITHER WORK NOR STUDY, LATIN AMERICAN COUNTRIES, 2010, 2015, AND 2021 (SITEAL)

COUNTRY	2010	2015	2020
Bolivia	10.4	12.2	11.1
Brazil	19	21.8	22.6
Chile	19.6	15.4	13.3
Colombia	22.3	19.8	24.4
Costa Rica	18.8	17.9	19.7
Dominican Republic	17.8	17.8	12.2
Ecuador	14.1	17.7	15
El Salvador	23.9	24.9	22.6
Guatemala[2]		25.8	
Honduras[3]	24.6	25.4	23.7
Mexico	21.9	16.6	18
Nicaragua[1,2]	25.7	23.7	
Panama[3]	20.8	18.3	16
Paraguay	13.9	15.6	16.4
Peru	11.5	12.7	20.9
Uruguay	16.9	17.9	13.3
Venezuela[2]	17.7	18.5	

Notes: All data within two years of date listed unless otherwise noted. Argentina is available for urban areas only. (1) 2010 data corresponds to 2009. (2) 2015 data correspond to 2014. (3) 2020 data correspond to 2019.

Source: CEPAL. CEPALStat online database. Consulted February 10, 2022

TABLE A.25 PERCENTAGE OF YOUNG PEOPLE AGES 15-24 THAT NEITHER WORK NOR STUDY, LATIN AMERICAN COUNTRIES, 2013 AND 2019 (ILO)

COUNTRY	2013	2019
Argentina	19.07	19.23
Bolivia	10.45	10.24
Brazil	20.39	23.52
Chile	18.32	16.51
Colombia	22.09	23.95
Costa Rica	18.24	17.90
Dominican Republic	20.82	24.72
Ecuador	17.36	17.52
El Salvador	25.35	27.94
Guatemala	26.94	27.26
Latin America & Caribbean	20.21	20.94
Mexico	20.47	18.30
Nicaragua	15.02	
Panama	16.98	16.68
Paraguay	14.35	18.06
Peru	16.25	16.82
Uruguay	18.04	18.71
Venezuela	19.63	22.75

Notes: Chile 2011 is 2009 data as 2011 data is not comparable with earlier years. Nicaragua 2005 is data for 2006 and 2011 is data for 2010. Uruguay 2005 is data for 2006. Argentina figures are for 31 greater urban areas. Colombia 2005 data correspond to the second quarter. Ecuador data correspond to the fourth quarter of each year. Mexico data correspond to the second quarter of each year.

Source: ILO, 2013, Trabajo Decente y Juventud en América Latina, Appendix Table 13, pp. 214-215

TABLE A.26. PERCENTAGE OF YOUNG PEOPLE AGES 15-24 THAT NEITHER WORK NOR STUDY BY GEOGRAPHIC AREAS, LATIN AMERICAN COUNTRIES, 2010, 2015, AND 2020

COUNTRY	AREA	2010	2015	2020
Bolivia	Rural	10.3	15.6	8.9
	Urban	10.5	11	11.9
	Gap	-0.2	4.6	-3
Brazil	Rural	18.5	22.9	29.9
	Urban	19.1	21.6	21.3
	Gap	-0.6	1.3	8.6
Chile	Rural	22.3	18.1	13.9
	Urban	19.2	15.1	13.2
	Gap	3.1	3	0.7
Colombia	Rural	27.6	25.9	31.8
	Urban	20.6	18.1	22.2
	Gap	7	7.8	9.6
Costa Rica	Rural	22.8	22.3	22.8
	Urban	16.4	16.2	18.6
	Gap	6.4	6.1	4.2
Dominican Republic	Rural	21.1	21.3	12.4
	Urban	16.7	16.9	12.1
	Gap	4.4	4.4	0.3
Ecuador	Rural	14.8	17.4	14.3
	Urban	13.7	17.8	15.3
	Gap	1.1	-0.4	-1
El Salvador	Rural	30.4	31.3	27.4
	Urban	19.7	20.7	19.3
	Gap	10.7	10.6	8.1
Guatemala[2]	Rural		29.8	
	Urban		21.6	
	Gap		8.2	
Honduras[3]	Rural	28.9	29.4	27.6

COUNTRY	AREA	2010	2015	2020
	Urban	20	22.1	20.4
	Gap	8.9	7.3	7.2
Mexico	Rural	29.7	24.9	21.2
	Urban	19.6	16.9	17.1
	Gap	10.1	8	4.1
Nicaragua[1, 2]	Rural	29.2	28.8	
	Urban	23	19.8	
	Gap	6.2	9	
Panama[3]	Rural	24	21.9	18.4
	Urban	19.1	16.6	15
	Gap	4.9	5.3	3.4
Paraguay	Rural	15.8	19.3	16.4
	Urban	12.6	13.5	16.4
	Gap	3.2	5.8	0
Peru	Rural	10.5	10.5	11.7
	Urban	11.8	13.4	23.1
	Gap	-1.3	-2.9	-11.4
Uruguay	Rural	18.2	17.1	11.6
	Urban	16.9	18	13.4
	Gap	1.3	-0.9	-1.8

Notes: All data within two years of date listed unless otherwise noted. Data for Argentina and Venezuela is available for urban areas only. Gap figures calculated using original data that goes out several decimal places; any differences from straight subtraction in the table are due to rounding. (1) 2010 data correspond to 2009. (2) 2015 data correspond to 2014. (3) 2020 data correspond to 2019.

Source: CEPAL. CEPALStat online database. Consulted February 10, 2022

TABLE A.27.TEENAGE MOTHERS (PERCENT OF WOMEN AGES 15-19 WHO HAVE HAD CHILDREN OR ARE CURRENTLY PREGNANT)

COUNTRY	RATE	YEAR
Bolivia	17.9	2008 DHS
Burkina Faso	25.1	2017-18 MIS
Cambodia	12	2014 DHS
Colombia	17.4	2015 DHS
Dominican Republic	20.5	2013 DHS
Ecuador	17	1987 DHS
El Salvador	26.6	1985 DHS
Ghana	16.1	2019 MIS
Guatemala	20.7	2014-15 DHS
Guyana	18	2009 DHS
Haiti	10	2016-17 DHS
Honduras	24	2011-12 DHS
Indonesia	7.1	2017 DHS
Kenya	12.5	2020 MIS
Nicaragua	24.7	2001 DHS
Paraguay	16.8	1990 DHS
Peru	13.2	2012 DHS
Philippines	8.6	2017 DHS
Senegal	13.8	2019 DHS
Zimbabwe	21.6	2015 DHS

Source: Measure DHS online database. Consulted February 15, 2022

TABLE A.28 ADOLESCENT FERTILITY RATE (BIRTHS PER 1,000 WOMEN AGES 15-19)

COUNTRY NAME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Argentina	63.2	63.3	63.4	63.6	63.4	63.3	63.1	62.9	62.8	62.6	62.3
Barbados	45.5	44.6	43.6	42.7	40.9	39.0	37.2	35.4	33.6	31.1	28.7
Belize	76.3	75.1	73.9	72.7	71.8	71.0	70.2	69.3	68.5	68.0	67.6
Bolivia	78.3	76.5	74.7	72.9	71.3	69.7	68.1	66.5	64.9	63.9	62.9
Brazil	68.3	66.9	65.5	64.1	63.1	62.1	61.1	60.1	59.1	57.9	56.7
Chile	54.6	54.3	54.1	53.8	51.3	48.7	46.2	43.6	41.1	40.1	39.2
Colombia	78.6	76.8	75.1	73.3	72.0	70.7	69.3	68.0	66.7	65.5	64.3
Costa Rica	62.0	61.3	60.5	59.8	58.5	57.2	56.0	54.7	53.5	52.5	51.6
Cuba	50.0	51.3	52.5	53.8	53.3	52.9	52.5	52.0	51.6	51.5	51.4
Dominican Republic	101.8	100.4	99.0	97.6	96.9	96.3	95.6	94.9	94.3	93.0	91.8
Ecuador	83.3	83.1	82.9	82.7	82.0	81.4	80.7	80.0	79.3	78.8	78.3
El Salvador	78.9	77.1	75.3	73.5	72.7	71.9	71.1	70.3	69.5	68.6	67.8
Guatemala	84.9	82.8	80.7	78.6	77.0	75.5	74.0	72.5	70.9	69.8	68.6
Guyana	88.8	86.9	85.0	83.1	81.3	79.6	77.9	76.1	74.4	72.9	71.4
Haiti	60.5	59.5	58.5	57.6	56.4	55.2	54.0	52.9	51.7	51.0	50.2
Honduras	89.2	86.1	83.1	80.1	78.7	77.2	75.8	74.3	72.9	71.8	70.8
Jamaica	68.7	66.1	63.4	60.8	59.2	57.6	56.0	54.4	52.8	51.3	49.9
Mexico	68.6	67.7	66.8	66.0	64.8	63.7	62.6	61.5	60.4	59.5	58.5
Nicaragua	99.0	97.3	95.6	93.9	92.2	90.4	88.6	86.8	85.0	83.3	81.6
Panama	87.5	87.3	87.1	86.9	85.9	84.8	83.8	82.8	81.8	81.0	80.2
Paraguay	76.2	75.1	74.0	72.9	72.4	72.0	71.5	71.0	70.5	70.2	69.9

COUNTRY NAME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Peru	67.9	66.0	64.2	62.3	61.2	60.1	59.1	58.0	56.9	56.0	55.0
Trinidad & Tobago	36.8	36.1	35.5	34.8	33.9	32.9	32.0	31.0	30.1	29.3	28.6
Uruguay	60.9	60.8	60.7	60.7	60.3	59.9	59.5	59.1	58.7	58.2	57.8
Venezuela	89.1	88.7	88.2	87.8	87.3	86.8	86.3	85.8	85.3	85.0	84.6
East Asia & Pacific	19.5	20.1	20.6	20.9	20.9	20.8	20.7	20.7	20.6	20.6	20.6
Europe & Central Asia	21.5	21.0	20.5	20.0	19.4	18.8	18.2	17.6	17.1	16.6	16.2
Latin America & Caribbean	71.5	70.4	69.3	68.2	67.2	66.1	65.1	64.1	63.0	62.1	61.2
World	48.2	47.8	47.3	46.7	45.9	45.1	44.2	43.3	42.4	42.0	41.5
Middle East & North Africa	38.9	39.5	40.0	40.6	40.6	40.6	40.5	40.2	40.0	39.7	39.4
Sub-Saharan Africa	116.8	115.2	113.6	111.9	110.0	108.2	106.4	104.6	102.8	101.2	99.6

Source: World Bank, Databank (social indicators). Consulted February 8, 2022

TABLE A.29 PERCENTAGE OF WOMEN AND MEN MARRIED BY AGE RANGE AND RECENT YEAR

Percentage of Women Married by Age Range and Recent Year

COUNTRY	YEAR	15-19	20-24
Argentina	2010	1.06	7.52
Bolivia	2016	1.5	13.5
Brazil	2010	3.12	15.86
Chile	2011	0.27	5.4
Colombia	2016	0.7	5.2
Costa Rica	2018	0.34	5.6
Cuba	2014	1.7	12.45
Dominican Republic	2014	1.27	6.64
Ecuador	2010	4.35	19.76
El Salvador	2014	1.23	12.04
Guatemala	2018	2.92	21.2
Guyana	2009	13.3	46.7
Haiti	2017	6.58	36.13
Honduras	2012	1.7	9.9
Jamaica	2011		3.46
Mexico	2019	3.93	19.51
Nicaragua	2012	2.7	12.2
Panama	2013	0.73	7.47
Paraguay	2016	2.14	10.69

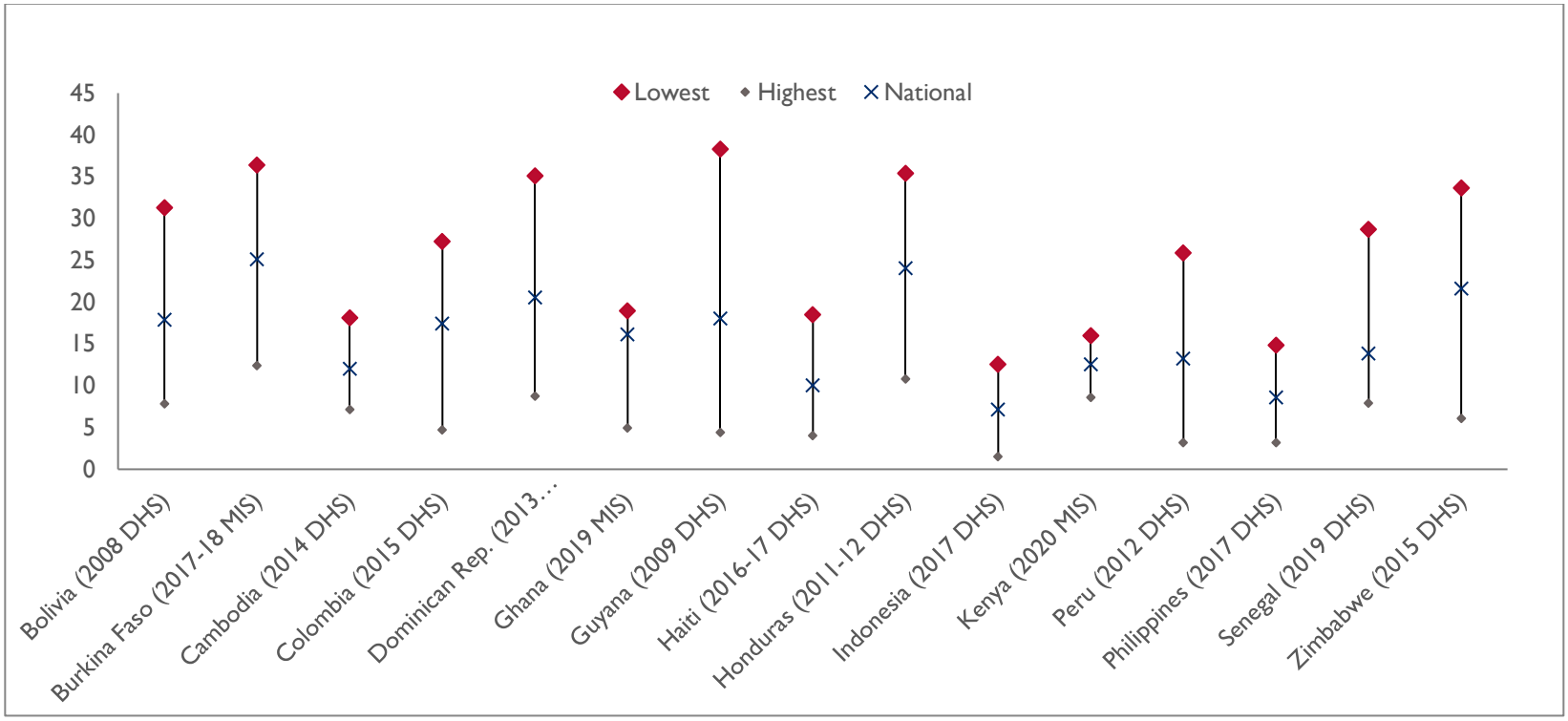
Percentage of Men Married by Age Range and Recent Year

COUNTRY	YEAR	15-19	20-24
Dominican Republic	2007	0.1	2.1
Uruguay	2011	0.1	2.7
Chile	2011	0.2	2.5
Guyana	2009	0.2	10.7
Jamaica	2001	0.2	2.7
Panama	2010	0.2	3.2
Argentina	2010	0.4	3.7
Colombia	2005	0.4	3.5
Haiti	2006	0.4	8.3
Trinidad & Tobago	2000	0.4	6.6
Costa Rica	2011	0.5	6.1
Suriname	2004	0.5	4.9
El Salvador	2007	0.6	7.5
Paraguay	2002	0.6	8.4
Peru	2007	0.6	3.8
Venezuela	2001	0.8	9
Honduras	2001	0.9	10.6
Bolivia	2008	0.9	9.1
Brazil	2010	1	9.4

Peru	2016	0.6	5.2	Nicaragua	2005	1	10.8
Suriname	2012	2.3	13.95	Ecuador	2010	1.3	11.9
Trinidad & Tobago	2011	2.11	13.6	Cuba	2002	1.4	8.6
Uruguay	2013	0.25	7.38	Mexico	2010	1.4	14.5
Venezuela	2011	1.76	9.09	Guatemala	1994	3.8	25.4

Source: UN Department of Economic and Social Affairs, Population Division. Consulted February 3, 2022

GRAPH A.5: TEENAGE PREGNANCY RATES DISAGGREGATED BY HOUSEHOLD WEALTH INDEX



Source: Measure DHS online database

TABLE A.30. PERCENTAGE OF YOUNG PEOPLE WHO HAVE USED CANNABIS

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Argentina	12 – 17	8.6	2017
Bolivia	18 – 25	12.15	2016
Brazil	14 – 17	4.3	2012
Chile	(SS) 15 - 16	36.85	2019
Colombia	University	36.31	2016
Costa Rica	11 – 22	9.38	2018
Dominican Republic	12 – 18	1.7	2008
Ecuador	12 – 17	11.56	2016
El Salvador	7th grade, 9th grade and 2nd year "bachillerato"	15.1	2018
Guatemala	11 – 22	11.31	2014
Guyana	SS	6.6	2013
Haiti	SS	3.2	2014
Honduras	15 – 16	12	2016
Indonesia[a, e]	(SS) 15 - 16	9.6	2018
Jamaica	12-17	6.2	2016
Kenya	(SS) 15 - 16	7.5	2016
Mexico	12 – 17	5.3	2016
Nicaragua	15 – 16	4.8	2003
Paraguay[b]	12+	5.7	2014
Peru	10 – 20	5.6	2017
Puerto Rico	(SS) Grades 9 - 12	12.5	2005
South Africa	(SS) grades 8- 11	12.8	2012
Suriname	12- 18	0.3	2013
Thailand[d]	Youth (undefined)	4.4	2003
Trinidad & Tobago	SS	16.6	2013
Uruguay	13 – 17	24.8	2018
Venezuela	12 – 17	3.44	2016
Zambia[1]	(SS) grades 7 - 10	35.3	2004

Notes: SS = School survey
[1]GSHS. [2]Opium. [3]Heroin. [4]Tramadol only. [5]Pharmaceutical opioids
[a]13 out of 34 Provinces. [b]School in cities of at least 30000. [c]Youth Risk Behavior Survey. [d]Ages not specified. [e]Data correspond to past year.

Source: UNODC online database. Consulted February 8, 2022

TABLE A.31. PERCENTAGE OF YOUNG PEOPLE WHO HAVE USED OPIOIDS

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Argentina[1]	12 – 17	2.6	2017
Barbados	(SS) ages 13, 15, & 17	1	2006
Belize	(SS) ages 13, 15, & 17	1.2	2002
Bolivia[2]	18 – 25	0.51	2016
Brazil[3]	14 – 17	0.2	2012
Chile[3]	(SS) 15 – 16	1.92	2017
Colombia	University	0.39	2016
Dominican Republic	12 – 18	0.2	2008
Ecuador[3]	12 – 17	3.21	2016
El Salvador[3]	15 – 16	1	2018
Grenada	15 – 16	0.7	2005
Guatemala[3]	11 – 22	0.8	2014
Guyana	12 – 18	0.7	2002
Haiti	15 – 16	3	2005
Indonesia[4, a, b]	(SS) 15 – 16	4.8	2018
Jamaica	Ages 11 - 19	1.7	2006
Mexico[2]	12 – 17	0.03	2016
Panama[3]	18-25	0.04	2013
Paraguay[3, c]	12+	0.5	2014
Peru	(SS) ages 13-17	1	2005
Puerto Rico[d]	(SS) Grades 9 - 12	1.6	2005
South Africa[3]	(SS) grades 8- 11	5.3	2012
Suriname	Secondary/ High School	0.5	2006
Thailand	13 – 18	0.23	2005

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Trinidad & Tobago	11 – 24	0.6	2002
United States of America[3]	(SS) Grade 10	0.4	2019
Uruguay[5]	13 – 17	0.7	2018
Venezuela[3]	12 – 17	0.22	2016

Notes: SS = School survey
[1]Opioid analgesics. [2]Opium. [3]Heroin. [4]Tramadol only. [5]Pharmaceutical opioids
[a]13 out of 34 Provinces. [b]Data correspond to past year. [c]School in cities of at least 30000. [d]Youth Risk Behavior Survey

Source: UNODC online database. Consulted 2/8/22

TABLE A.32. PERCENTAGE OF YOUNG PEOPLE WHO HAVE USED COCAINE

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Argentina[1]	12 – 17	1.2	2017
Barbados	SS	2.8	2013
Belize	SS	2.98	2013
Bolivia[2]	18 – 25	0.13	2016
Brazil[2]	14 – 17	0.8	2012
Chile	(SS) 15 - 16	6.1	2019
Colombia[3]	University	6.94	2016
Costa Rica	11 – 22	2.15	2018
Dominican Republic	12 – 18	0.8	2008
Ecuador[3]	18 – 24	4.41	2016
El Salvador	7th grade, 9th grade and 2nd year "bachillerato"	2.8	2018
Grenada[4]	SS	3.25	2013
Guatemala[3]	11 – 22	3.6	2014
Guyana	SS	6.8	2013
Haiti[4]	SS	2.16	2014
Honduras[3]	15 – 16	6	2016
Indonesia[a]	(SS) 15 - 16		2018
Jamaica[4]	SS	2.08	2013
Mexico	12 – 17	1.1	2016

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Nicaragua	12 – 18	2.3	2004
Paraguay[3, b]	12+	2	2014
Peru[3]	10 – 17	2.6	2017
Puerto Rico[c]	(SS) Grades 9 - 12	2.1	2005
South Africa	(SS) Grades 8- 11	4.9	2012
Thailand[1, d]	Youth (undefined)	0.3	2003
Trinidad & Tobago[3]	SS	2.81	2013
United States[1]	(SS) Grade 10	2.6	2018
Uruguay	13 – 17	3.7	2018
Venezuela	12 – 17	0.74	2016

a) Cocaine type
b) Crack
c) Cocaine
d) Crack; Central District
e) Cocaine salts
f) Limited geography
g) Cocaine and cocaine salts
h) Cocaine, any (HCl and/ or Crack); Ages not specified

Source: UNODC online database. Consulted February 8, 2022

TABLE A.33. PERCENTAGE OF YOUNG PEOPLE WHO HAVE USED AMPHETAMINES

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Argentina[3]	12 – 17	0.1	2017
Belize[1]	SS	3.25	2013
Bolivia[2]	18 – 25	0.21	2016
Brazil[1]	14 – 17	0.6	2012
Chile	(SS) 15 - 16	5.99	2019
Colombia[2]	University	1.06	2016
Costa Rica[1]	11 – 22	5.55	2018
Dominican Republic[1]	SS	9.12	2008
Ecuador[2]	12 – 17	0.41	2012
El Salvador[2]	7th grade, 9th grade and 2nd year "bachillerato"	5.2	2018
Guatemala	11 – 22	3.74	2014
Guyana[1]	SS	2.87	2013
Haiti[1]	SS	7.65	2014
Honduras	15 – 16	1.9	2016
Indonesia[2, a, b]	(SS) 15 - 16		2018
Jamaica[1]	SS	3.46	2013
Mexico[2]	15 – 16	0.6	2016
Paraguay[1, c]	12+	2.3	2014
Peru[1]	06 – 20	2.8	2017
Puerto Rico[3, d]	(SS) Grades 9 - 12	1.9	2005
South Africa[1]	(SS) Grades 8- 11	11.5	2012
Suriname[5]	Secondary/ High School	4.8	2006
Trinidad & Tobago[1]	SS	3.91	2013
United States[2]	(SS) Grade 10	8.6	2018
Uruguay[2]	13 – 17	0.5	2018
Venezuela[2]	12 – 17	0.2	2016

a) Stimulants (includes Amphetamines)
b) Stimulants
c) Prescription stimulants
d) Amphetamine-type stimulants (ATS)

e) Any amphetamines without a prescription
f) Amphetamine
g) Stimulants (includes Amphetamines); Central District
h) Methamphetamine/ Youth Risk Behavior Survey
i) Amphetamine

Source: UNODC online database. Consulted February 8, 2022

TABLE A.34. PERCENTAGE OF YOUNG PEOPLE WHO HAVE USED ECSTASY

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
Argentina	12 – 17	0.3	2017
Barbados	SS	2.4	2013
Belize	SS	2.42	2013
Bolivia	18 – 25	0.54	2016
Brazil	14 – 17	0.6	2012
Chile	(SS) 15 - 16	3.4	2019
Colombia	University	4.77	2016
Dominican Republic	12 – 18	0.5	2008
Ecuador	12 – 17	1.95	2016
El Salvador	7th grade, 9th grade and 2nd year "bachillerato"	0.9	2018
Guatemala	11 – 22	2.25	2014
Guyana	SS	1.69	2013
Haiti	SS	0.88	2014
Honduras	15 – 16	2	2016
Indonesia[1]	(SS) 15 - 16	1.8	2018
Jamaica	SS	1.62	2013
Nicaragua	12 – 18	0.5	2004
Paraguay[2]	12+	1	2014
Peru	10 – 17	2.3	2017
Puerto Rico[3]	(SS) Grades 9 - 12	2.2	2005
South Africa	(SS) Grades 8- 11	3.6	2012
Suriname	SS	1.45	2006
Thailand[4]	Youth (undefined)	0.3	2003
Trinidad & Tobago	SS	1.55	2013

COUNTRY/ TERRITORY	COVERAGE (AGE/GRADE)	PERCENT OF YOUNG PEOPLE WHO EVER USED	YEAR OF ESTIMATE
United States	(SS) Grade 10	3.2	2019
Uruguay	13 – 17	1.2	2018
Venezuela	12 – 17	1.95	2016

a) Youth Risk Behavior Survey
b) Ages not specified
Source: UNODC online database. Consulted February 8, 2022

TABLE A.35. CHILD VICTIMS OF HOMICIDE

COUNTRY	2016	2018	DIFF. (%)
Chile	11	16	45.5
Jamaica	15	28	86.7
Colombia	146	112	-23.3
El Salvador	90	38	-57.8
Panama	8	5	-37.5
Costa Rica	16	10	-37.5

Note: Only countries with data for the years 2009 and 2019 are shown.

Source: UNODC online database. Consulted February 4, 2022

TABLE A.36 YOUTH LITERACY RATE (PERCENT POPULATION AGES 15-24), BY GENDER, 2005-2018

COUNTRY	GENDER	2005	2010	2015	2018
Argentina	M		99.0	99.5	99.2
	F		99.6	99.6	99.8
	Gap		-0.6	-0.2	-0.5
Aruba	M		99.0		99.6
	F		99.3		99.4
	Gap		-0.4		0.2
Bolivia	M	99.8		99.4	
	F	99.1		99.4	
	Gap	0.7		0.0	
Brazil	M	95.8	96.7	98.6	99.0
	F	97.9	98.3	99.3	99.4
	Gap	-2.1	-1.6	-0.8	-0.4
Chile[1]	M		99.2	99.3	99.0
	F		99.6	99.4	99.0
	Gap		-0.4	-0.2	0.0
Colombia	M	97.5	97.7	98.2	98.6
	F	98.4	98.5	98.9	99.1
	Gap	-0.9	-0.8	-0.8	-0.4
Costa Rica[2]	M		99.0		99.3
	F		99.3		99.5
	Gap		-0.3		-0.2
Ecuador[3]	M		98.5	99.3	99.1
	F		98.9	98.9	99.4
	Gap		-0.4	0.4	-0.3
Dominican Republic	M		95.8	97.2	
	F		97.9	98.0	
	Gap		-2.1	-0.8	
El Salvador[4]	M	94.4	95.7	97.5	97.7
	F	95.5	96.4	98.4	98.2

COUNTRY	GENDER	2005	2010	2015	2018
	Gap	-1.1	-0.7	-1.0	-0.5
Guatemala[5]	M		95.5	95.5	95.4
	F		91.9	93.3	93.9
	Gap		3.6	2.2	1.5
Haiti[6]	M	74.4		83.4	
	F	70.5		82.6	
	Gap	3.9		0.8	
Honduras	M		94.4	95.0	94.9
	F		95.9	97.0	98.2
	Gap		-1.4	-2.0	-3.3
Mexico	M	97.6	98.4	98.9	99.2
	F	97.6	98.5	99.0	99.4
	Gap	0.0	-0.1	-0.1	-0.1
Nicaragua	M	85.2		89.6	
	F	88.8		93.6	
	Gap	-3.7		-4.0	
Panama	M		97.9		99.3
	F		97.3		98.9
	Gap		0.6		0.4
Paraguay	M		98.5	98.4	97.7
	F		98.7	99.0	98.9
	Gap		-0.2	-0.6	-1.1
Peru	M	97.9		99.2	99.1
	F	96.3		98.8	99.0
	Gap	1.6		0.5	0.1
Puerto Rico[7]	M		98.8		92.4
	F		98.9		92.4
	Gap		0.0		0.0
Suriname[8]	M	95.6	98.0		98.9

COUNTRY	GENDER	2005	2010	2015	2018
	F	94.1	98.8		98.4
	Gap	1.5	-0.8		0.5
Trinidad & Tobago	M	99.5	99.6		
	F	99.5	99.6		
	Gap	0	0.0		
Uruguay[9]	M	98.3	98.4	98.6	98.6
	F	99.1	99.2	99.2	99.2
	Gap	-0.8	-0.9	-0.6	-0.6
Venezuela[10]	M	98	96.9	98.7	
	F	98.8	98.2	99.3	
	Gap	-0.8	-1.3	-0.6	

Notes: [1]2010 data correspond to 2011 and 2018 data correspond to 2017. [2]2010 data correspond to 2011. [3]2018 data correspond to 2017. [4]2015 data correspond to 2006. [5]2010 data correspond to 2012 and 2015 data correspond to 2014. [6]2005 data correspond to 2006 and 2015 data correspond to 2016. [7]2018 data correspond to 2017. [8]2005 data correspond to 2004. [9]2005 data correspond to 2006. [10]2010 data correspond to 2011.

Source: CEPAL. CEPALStat online database. Consulted February 7, 2022

TABLE A.37 ADULT LITERACY RATE (PERCENT POPULATION AGES 15+), BY GENDER, 2008-2018

	GENDER	2008	2011	2015	2018
	F	98.51077	98.99984	99.20877	99.06204
	M	98.72719	99.22831	99.14825	98.93774
Argentina	Gap	0.21642	0.22847	-0.06052	-0.1243
	F	86.83175	88.0802	88.58286	
	M	94.95543	96.60105	96.52275	
Bolivia	Gap	8.12368	8.52085	7.93989	
	F	90.21955	91.63315	92.34379	93.42507
	M	89.83787	91.16898	91.72516	93.00904
Brazil	Gap	-0.38168	-0.46417	-0.61863	-0.41603
	F	97.74206	96.53071	96.74396	96.33402
	M	97.7025	96.89878	97.02469	96.48063
Chile	Gap	-0.03956	0.36807	0.28073	0.14661
Colombia	F	93.43537	93.66713	94.41582	95.31892

	GENDER	2008	2011	2015	2018
	M	93.31688	93.48826	94.06317	94.85183
	Gap	-0.11849	-0.17887	-0.35265	-0.46709
	F		97.50041		97.92443
	M		97.30633		97.80235
Costa Rica	Gap		-0.19408		-0.12208
	F				
	M				
Cuba	Gap				
	F		90.22557	92.32106	
	M		89.98501	91.65071	
Dominican Republic	Gap		-0.24056	-0.67035	
	F	91.12257	90.22082	93.25662	92.08669
	M	93.74945	93.05252	95.72622	93.77906
Ecuador	Gap	2.62688	2.8317	2.4696	1.69237
	F	81.3595	83.01564	86.2171	87.23414
	M	87.05468	88.39165	90.00994	91.10234
El Salvador	Gap	5.69518	5.37601	3.79284	3.8682
	F		72.42804	76.37066	
	M		84.84873	86.75616	
Guatemala	Gap		12.42069	10.3855	
	F	87.25198		85.03461	
	M	82.43656		86.31438	
Guyana	Gap	-4.81542		1.27977	
	F	44.59945		58.30052	
	M	53.35505		65.27765	
Haiti	Gap	8.7556		6.97713	
	F	83.45277	84.93027	87.8937	87.26556
	M	83.74603	85.34128	87.92208	87.13764
Honduras	Gap	0.29326	0.41101	0.02838	-0.12792

	GENDER	2008	2011	2015	2018
	F			92.7	
	M			83.44	
Jamaica	Gap			-9.26	
	F	91.45361	92.33828	93.4855	94.60805
	M	94.59216	94.78277	95.54933	96.2329
Mexico	Gap	3.13855	2.44449	2.06383	1.62485
	F			82.77935	
	M			82.43855	
Nicaragua	Gap			-0.3408	
	F		93.48526		94.88172
	M		94.70741		95.96893
Panama	Gap		1.22215		1.08721
	F	92.49443	93.58785	94.87442	93.53171
	M	94.12632	94.81725	96.2543	94.51148
Paraguay	Gap	1.63189	1.2294	1.37988	0.97977
	F	84.64688	90.66883	91.24653	91.70311
	M	94.85703	96.95013	97.10638	97.12137
Peru	Gap	10.21015	6.2813	5.85985	5.41826
	F	93.76537	94.00354		92.71206
	M	95.49294	95.36479		96.07404
Suriname	Gap	1.72757	1.36125		3.36198
	F		98.3		
	M		99.14		
Trinidad & Tobago	Gap		0.84		
	F	98.46366	98.61908	98.86746	99.00774
	M	97.83128	98.02311	98.14592	98.37136
Uruguay	Gap	-0.63238	-0.59597	-0.72154	-0.63638
	F	94.92964	95.02888	96.56007	
Venezuela	M	95.38173	94.50232	96.65108	

	GENDER	2008	2011	2015	2018
	Gap	0.45209	-0.52656	0.09101	

Notes: Data for most recent year within two years of date listed. No data for 2012. Data for 2015 is projected. LAC countries not included had no data available.

Source: World Bank, EdStats online database

TABLE A.38 SECONDARY NET ENROLLMENT RATE BY GENDER, SELECTED COUNTRIES, 2008, 2011 2015 AND 2018

	GENDER	2008	2011	2015	2018
	F	83.17861	87.46214	90.89313	93.0542
Argentina	M	74.25696	79.71058	86.0714	88.61459
	F	88.88199	91.58659	99.96777	96.81848
Barbados	M	87.56635	86.16039	98.62536	90.61275
	F	66.04449	67.60589	71.03463	73.35268
Belize	M	60.73391	63.08268	67.77098	68.98259
	F	72.35473	73.15149	77.23552	76.97286
Bolivia	M	71.85467	71.6485	76.16133	76.15256
	F	87.15343	86.95864	90.32174	89.88541
Chile	M	84.26815	83.59496	87.65744	87.45981
	F	74.76274	80.18614	78.53982	80.16872
Colombia	M	68.15368	74.45407	72.78667	74.88658
	F		77.46791	81.99878	84.30884
Costa Rica	M		73.23429	78.73094	80.66948
	F	88.66904	88.60291	85.6546	86.70001
Cuba	M	86.40825	87.24725	81.57603	81.79969
	F	66.83578	67.72275	72.32872	74.54667
Dominican Republic	M	54.98171	58.7365	63.44083	66.76219
	F	71.90295	77.55059	80.78122	81.24246
East Asia & Pacific	M	69.8385	74.67501	77.24413	76.79316
	F	56.61446	73.45156	85.96723	86.0294
Ecuador	M	55.43478	72.19058	83.53411	83.3652
	F	57.8461	63.77506	66.13285	62.55455
El Salvador	M	56.66659	63.22494	64.21188	61.12096

	GENDER	2008	2011	2015	2018
	F	95.41035	93.79525	95.67699	96.3946
Finland	M	94.55265	93.21013	94.86993	95.82859
	F	35.85935	40.73043	42.89968	42.97926
Guatemala	M	37.60644	43.64968	45.31998	44.54363
	F	76.32264	88.59825		
Guyana	M	75.98506	84.98543		
	F	88.21791	88.70855	90.6114	91.268
High Income	M	86.89332	87.62387	89.17572	90.39525
	F		79.77297	75.65635	76.31102
Jamaica	M		73.96963	68.27336	71.72318
	F	93.45759	95.40711	97.47823	97.80743
Korea, Rep.	M	93.31706	95.84121	97.91916	98.19101
	F	74.27278	75.47695	78.4996	79.07735
Latin America & Caribbean	M	68.37758	70.5809	75.07628	75.98675
	F	76.54197	77.05669	77.54029	75.42821
Malaysia	M	71.77356	71.43447	71.9294	69.18652
	F	71.19059	72.06915	81.00084	82.50117
Mexico	M	68.04242	69.27626	79.07405	79.84907
	F	64.33042	69.24243	68.66013	70.76348
Middle East & North Africa	M	69.37033	73.10258	73.15713	74.94981
	F	49.42487			
Nicaragua	M	41.69515			
	F	66.10004	68.39254	72.08741	65.94409
Panama	M	60.60095	62.84086	67.45334	61.71676
	F	61.81727	65.43847		
Paraguay	M	57.0192	60.10205		
	F	76.59316	80.15817	79.97777	87.71031
Peru	M	72.90413	77.76211	78.41994	90.92061
Philippines	F	65.7531		71.3301	

	GENDER	2008	2011	2015	2018
	M	55.15425		60.15612	
	F	47.45936	52.92137	58.25063	60.07847
South Asia	M	52.78759	55.02816	58.35437	60.93505
	F	93.2494	90.26585	93.28815	97.75094
Spain	M	89.86562	88.57775	92.28014	96.05046
	F	26.39904	29.9541	32.91653	33.98075
Sub-Saharan Africa	M	31.40719	34.14778	36.66622	37.16512
	F	78.74402	83.89367	77.54404	
Thailand	M	72.1487	75.22795	77.01047	
	F		90.47964	92.66306	93.03496
United States	M		89.06161	89.93936	91.88962
	F	73.01783	77.70593	84.93637	91.12043
Uruguay	M	66.06683	69.36807	78.40613	85.42257
	F	74.10101	76.95473	77.21328	76.7969
Venezuela	M	66.01777	69.26989	72.00123	69.83931
	F	60.02488	63.27635	65.76561	66.26578
World	M	61.61238	63.77674	65.66595	66.2793

Notes: All data within two years of data listed, except South Asia 2011 average, which is 2008 data. No data for Brazil, Haiti, or Honduras. Comparison countries in red. Note that in every Latin American country with data, girls have higher secondary enrollment rates than boys, except in Cuba, where rates are essentially equal, and in Guatemala where rates favor boys. Gaps in favor of girls in several countries are substantial.

Source: World Bank, EdStats online database

TABLE A.39 TERTIARY GROSS ENROLLMENT RATES BY GENDER, SELECTED COUNTRIES, 2008, 2011, 2015, AND 2018

	GENDER	2008	2011	2015	2018
Argentina	F	81.85	92.92	104.52	112.80
	M	54.45	60.01	64.05	67.77
Barbados	F	81.60	90.57		
	M	38.05	40.33		
Belize	F	23.55	27.31	28.67	31.32
	M	14.64	16.47	17.83	18.66
Bolivia	F				
	M				
Chile	F	57.54	75.76	89.94	97.89
	M	55.95	68.90	80.74	84.12
China	F	20.86	26.78	50.18	55.88
	M	20.52	24.60	42.34	45.93
Colombia	F	35.96	45.15	57.43	59.72
	M	36.19	40.98	49.28	51.09
Costa Rica	F		51.09	60.28	60.68
	M		40.75	46.11	49.96
Cuba	F	146.84	101.22	42.50	51.01
	M	88.61	61.68	30.16	32.28
Dominican Republic	F			66.99	77.01
	M			36.65	42.98
East Asia & Pacific	F	25.00	30.41	46.77	50.55
	M	25.09	29.20	41.00	42.97
Ecuador	F	41.64		48.40	
	M	35.99		41.51	
El Salvador	F	26.45	28.30	29.36	31.15
	M	23.68	26.00	26.52	27.54
Finland	F	105.22	105.00	95.82	98.06
	M	84.66	85.31	79.85	82.81
Guatemala	F	17.52		23.56	

	GENDER	2008	2011	2015	2018
	M	17.12		20.04	
	F	13.57	15.92		
Guyana	M	9.58	7.23		
	F	76.50	82.85	83.10	85.71
High Income	M	61.67	66.48	67.45	68.88
	F	21.51		23.63	30.28
Honduras	M	14.00		17.27	22.18
	F	10.81	20.09	26.82	29.06
India	M	15.22	25.16	26.72	27.17
	F	33.23	36.99	34.69	
Jamaica	M	14.38	15.87	19.88	
	F			7.68	9.73
Kenya	M			10.79	13.20
	F	85.41	85.60	81.96	84.95
Korea, Rep.	M	120.56	113.99	105.29	105.81
	F	43.82	49.26	55.19	59.75
Latin America & Caribbean	M	34.59	38.41	42.69	45.85
	F	95.62	84.83	91.13	111.85
Latvia	M	50.25	51.79	58.41	75.43
	F	38.40	41.41	51.66	49.85
Malaysia	M	28.75	31.15	39.84	40.66
	F	25.76	28.04	31.56	42.31
Mexico	M	26.48	28.65	32.07	40.75
	F	30.13	32.84	40.41	42.07
Middle East & North Africa	M	27.66	31.36	39.60	39.19
Nicaragua	F				
	F	52.69	51.42	57.99	
Panama	M	34.38	33.20	36.85	
Paraguay	F	39.55	40.88		

	GENDER	2008	2011	2015	2018
	M	28.81	28.64		
	F				72.67
Peru	M				68.73
	F	32.38	34.13	40.11	40.42
Philippines	M	26.06	27.57	31.33	30.78
	F	10.78	17.27	22.46	24.32
South Asia	M	15.25	21.79	23.34	24.04
	F	77.40	88.75	93.24	99.97
Spain	M	62.49	71.81	78.34	82.66
	F	5.74	6.73	7.77	8.19
Sub-Saharan Africa	M	8.18	9.74	10.57	10.68
	F	52.89	58.60	57.77	
Thailand	M	44.51	45.99	41.05	
	F				
Trinidad & Tobago	M				
	F	99.86	109.50	102.75	102.35
United States	M	70.93	79.02	75.76	74.90
	F				
Uruguay	M				
	F	100.29			
Venezuela	M	59.35			
	F	19.04	25.28	29.16	
Vietnam	M	19.09	24.63	29.00	
	F	28.06	32.58	38.91	40.98
World	M	26.11	30.28	34.84	35.89

Notes: Data for ISCED 5 & 6. All data within two years of date listed except Ecuador and Venezuela 2011 (data for 2008.) Comparison countries in red. In all LAC countries, girls have higher tertiary enrollment rates than boys, except Guatemala (2005) where gender rates were the same, and Mexico and Bolivia (2005) where rates favor boys.

Source: World Bank, EdStats online database

TABLE A.40. PERCENTAGE OF PRIVATE ENROLMENT (PRIMARY), LATIN AMERICAN COUNTRIES, 2010 AND 2019

	2010	2019
Argentina	23.64	26.65
Barbados	11.32	13.86
Belize	82.22	81.91
Bolivia	8.20	10.28
Chile	58.03	62.60
Colombia	18.37	19.70
Costa Rica	8.10	8.76
Dominican Republic	23.13	21.85
Ecuador	25.87	24.20
El Salvador	9.66	13.29
Guatemala	10.17	12.52
Guyana	5.02	7.13001
Honduras	9.30	11.10
Jamaica	12.02	10.38
Latin America & Caribbean	17.28	20.50
Mexico	8.23	9.55
Nicaragua	15.55	
Panama	11.45	13.07
Paraguay	18.29	
Peru	22.07	26.06
Trinidad & Tobago	72.13	
United States	8.89	8.79
Uruguay	16.14	18.14
Venezuela	17.43	19.15
World	14.75	18.61

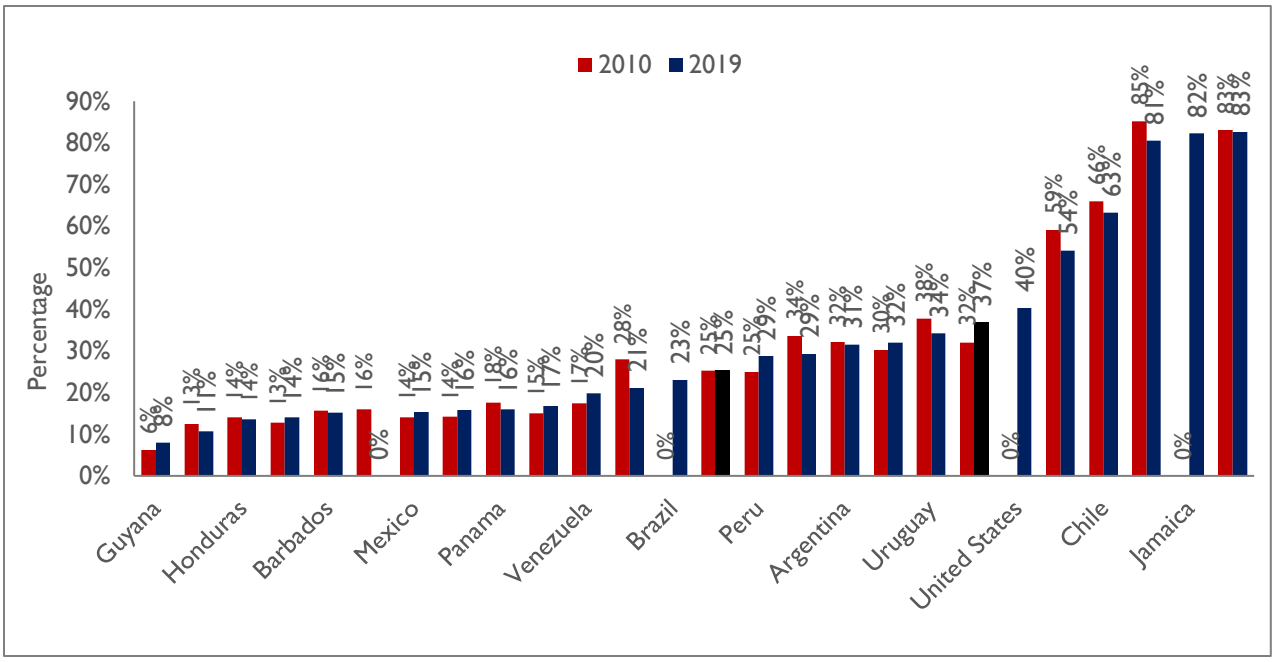
TABLE A.41. PERCENTAGE OF PRIVATE ENROLLMENT (SECONDARY), LATIN AMERICAN COUNTRIES, 2010 AND 2019

	2010	2019
Argentina	25.37	26.8304
Barbados	5.56	7.30
Belize	63.21	66.31
Bolivia	12.65	11.50
Brazil	13.64	13.86
Chile	57.91	61.91
Colombia	21.04	20.44
Costa Rica	9.66	7.94
Dominican Republic	21.58	18.34
Ecuador	33.39	25.98
El Salvador	16.14	16.60
Guatemala	62.50	63.15
Guyana	6.23	7.934
Honduras	24.65	24.48
Jamaica	5.15	2.43
Latin America & Caribbean	18.96	19.08
Mexico	13.65	13.27
Nicaragua	21.83	
Panama	16.39	
Paraguay	21.62	
Peru	24.10	26.59
Trinidad & Tobago		
United States	8.43	8.95
Uruguay		11.56
Venezuela	28.82	
World	22.60	26.91

Note: Data within two years of date listed except Guyana 2000 is for 2003. Honduras 2000 is for 2006. Trinidad & Tobago 2011 is for 2004. No data for Haiti.

Source: World Bank, EdStats online database

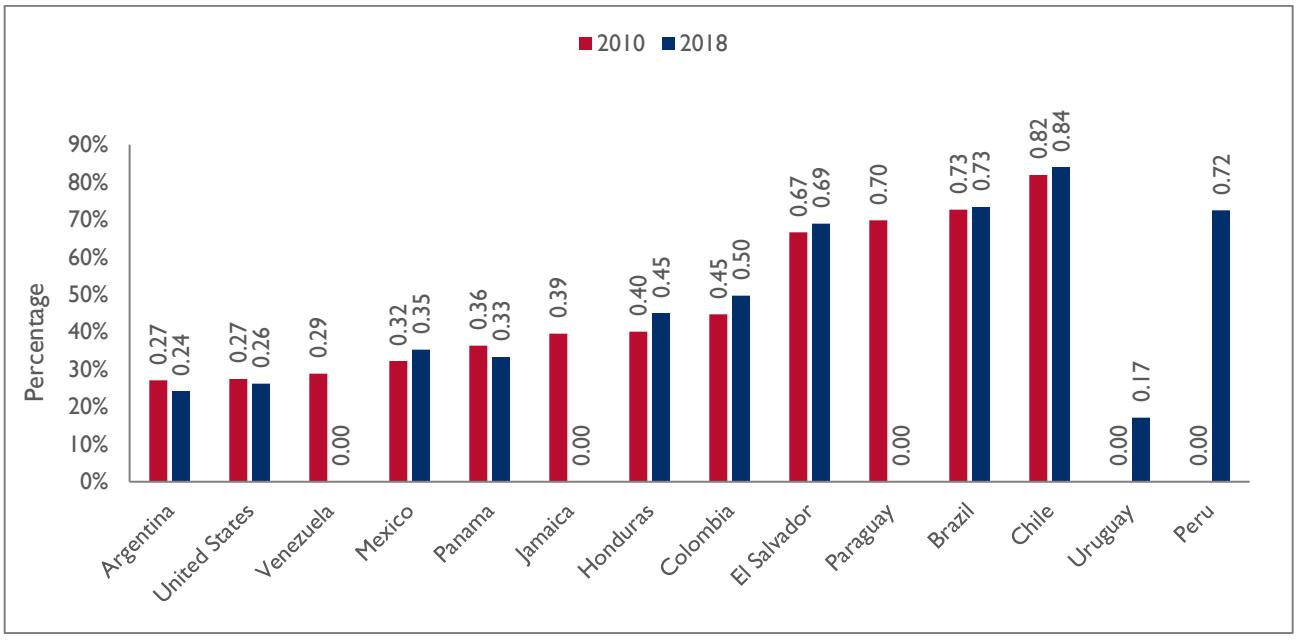
GRAPH A.6 PERCENTAGE OF PRIVATE ENROLLMENT (PRE-PRIMARY), LATIN AMERICAN COUNTRIES, 2010 AND 2019



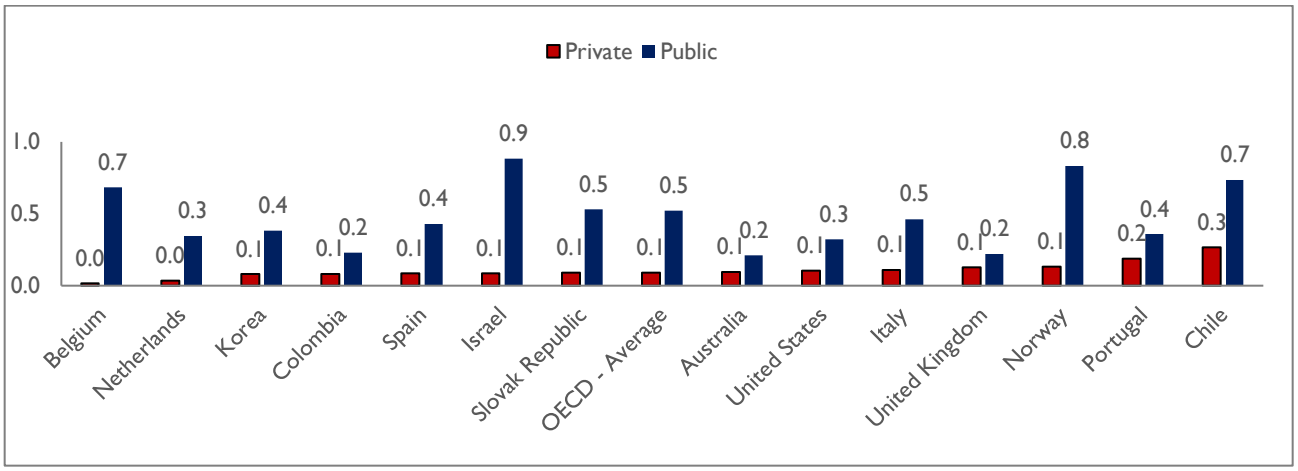
Note: Data within two years of date listed. No data for Haiti.

Source: World Bank, EdStats online database

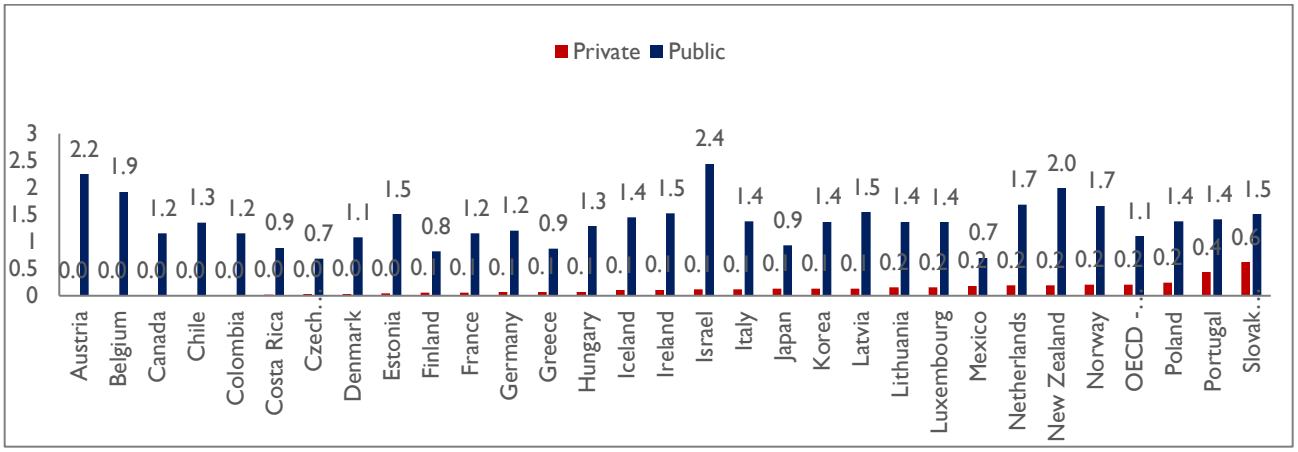
GRAPH A.7: PERCENTAGE OF PRIVATE ENROLLMENT (TERTIARY), LATIN AMERICAN COUNTRIES, 2010 AND 2018



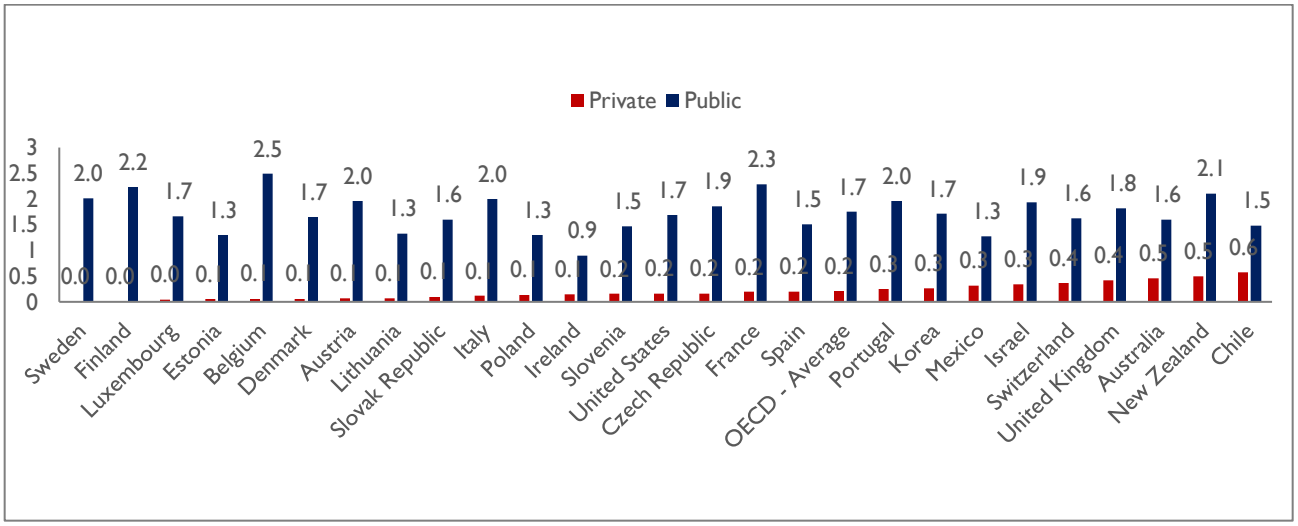
GRAPH A.8: EXPENDITURE ON PREPRIMARY EDUCATIONAL INSTITUTIONS AND ADMINISTRATION BY SOURCE OF FUNDS (% GDP), 2018



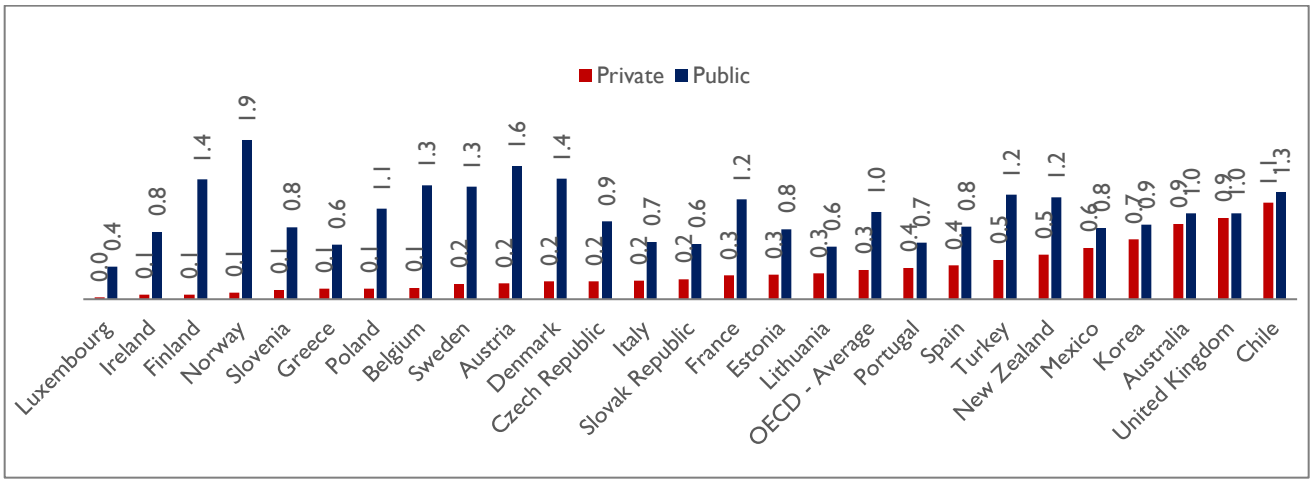
GRAPH A.9: EXPENDITURE ON PRIMARY EDUCATIONAL INSTITUTIONS AND ADMINISTRATION BY SOURCE OF FUNDS (% GDP), 2018



GRAPH A.10: EXPENDITURE ON SECONDARY EDUCATIONAL INSTITUTIONS AND ADMINISTRATION BY SOURCE OF FUNDS (% GDP), 2018

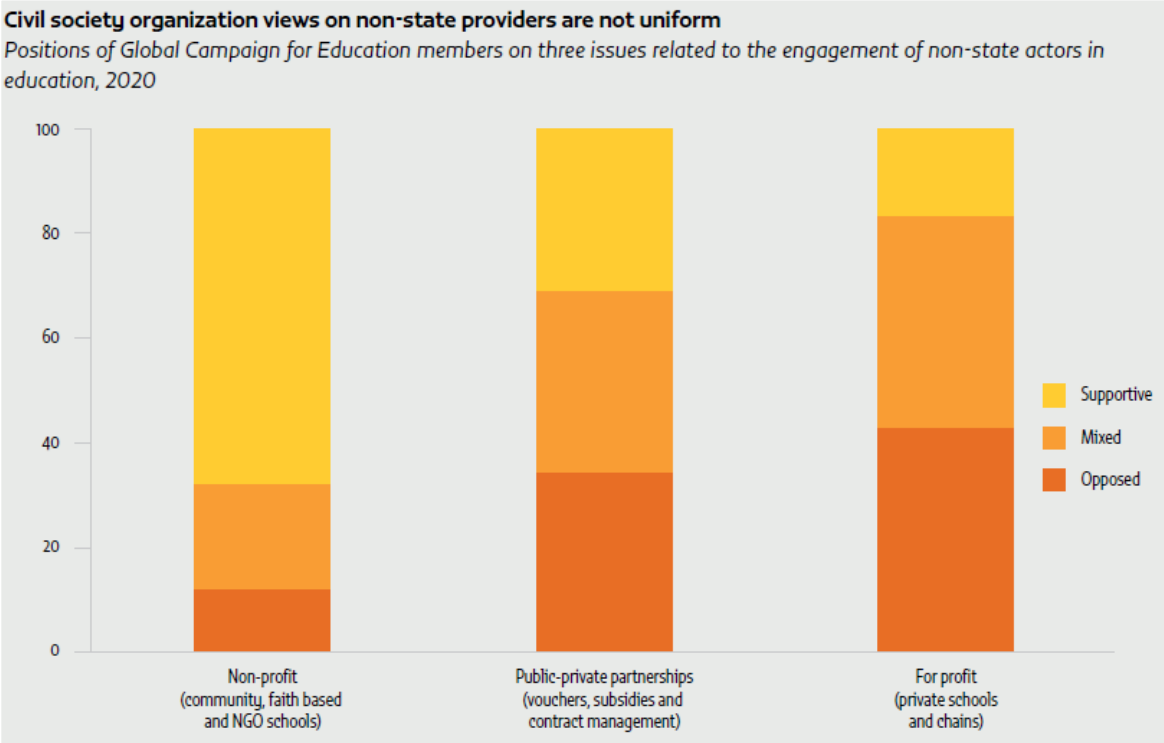


GRAPH A.11: EXPENDITURE ON TERTIARY EDUCATIONAL INSTITUTIONS AND ADMINISTRATION BY SOURCE OF FUNDS (% GDP), 2018



Source: World Bank, EdStats online database

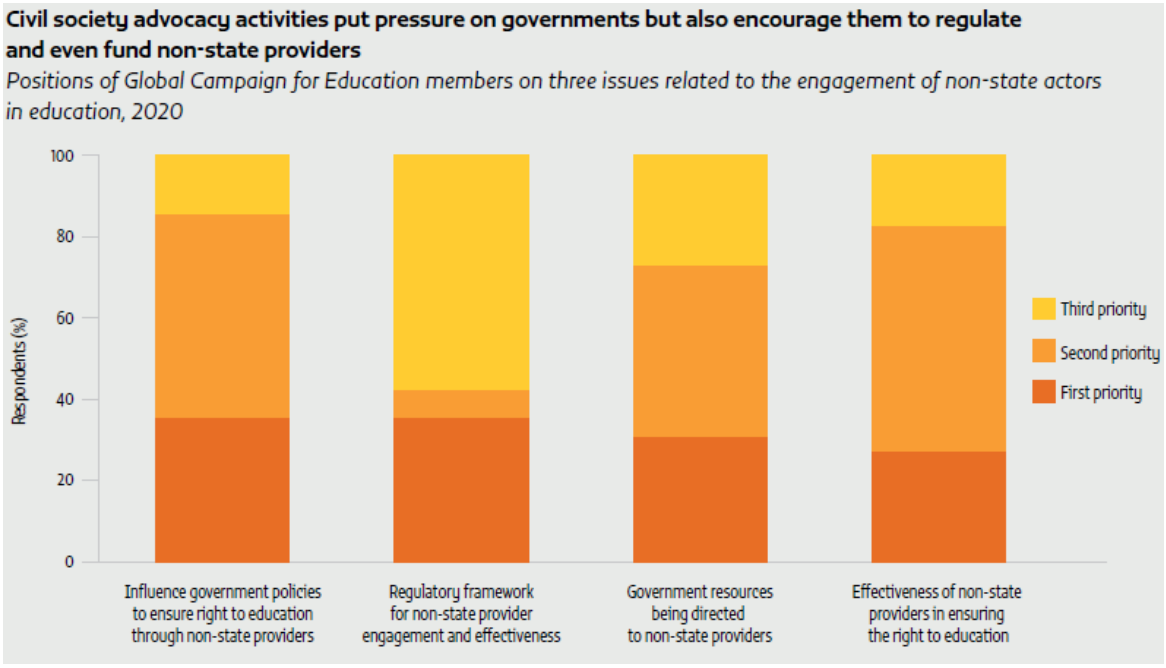
GRAPH A.12 HOW ENGAGED IS THE PRIVATE SECTOR IN YOUR COUNTRY (OPINION SURVEY), 2021



Note: Based on replies of 49 respondents.

Source: UNESCO. 2021. Global Education Monitoring Report 2021/2: Non-state actors in education: Who chooses? Who loses? Paris, UNESCO. The report uses data from the National Foundation for Educational Research (2021)

GRAPH A.13. ABILITY OF PRIVATE SECTOR TO INFLUENCE EDUCATION POLICY (OPINION SURVEY), 2021

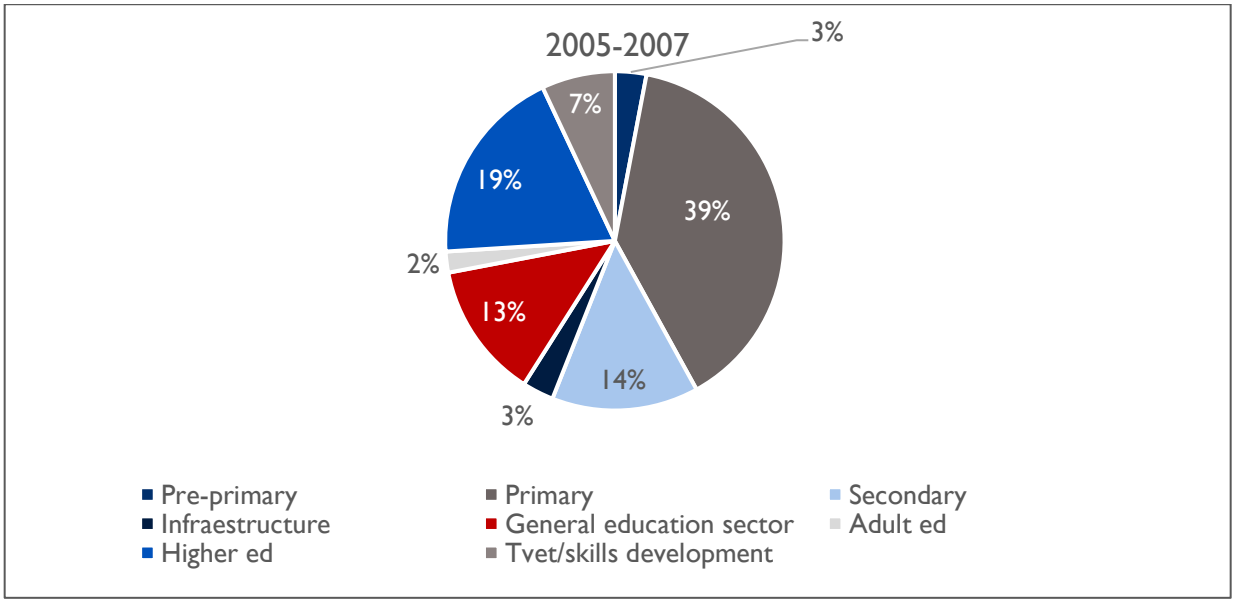


Note: Based on replies of 29 respondents who were asked to rank areas of work as first, second, and third priority.

Source: UNESCO. 2021. Global Education Monitoring Report 2021/2: Non-state actors in education: Who chooses? Who loses? Paris, UNESCO. The report uses data from the National Foundation for Educational Research (2021)

National Foundation for Educational Research. 2020. Final Evaluation of the Civil Society Education Fund, 2016–2019 (CSEF III). Slough, UK, National Foundation for Educational Research.

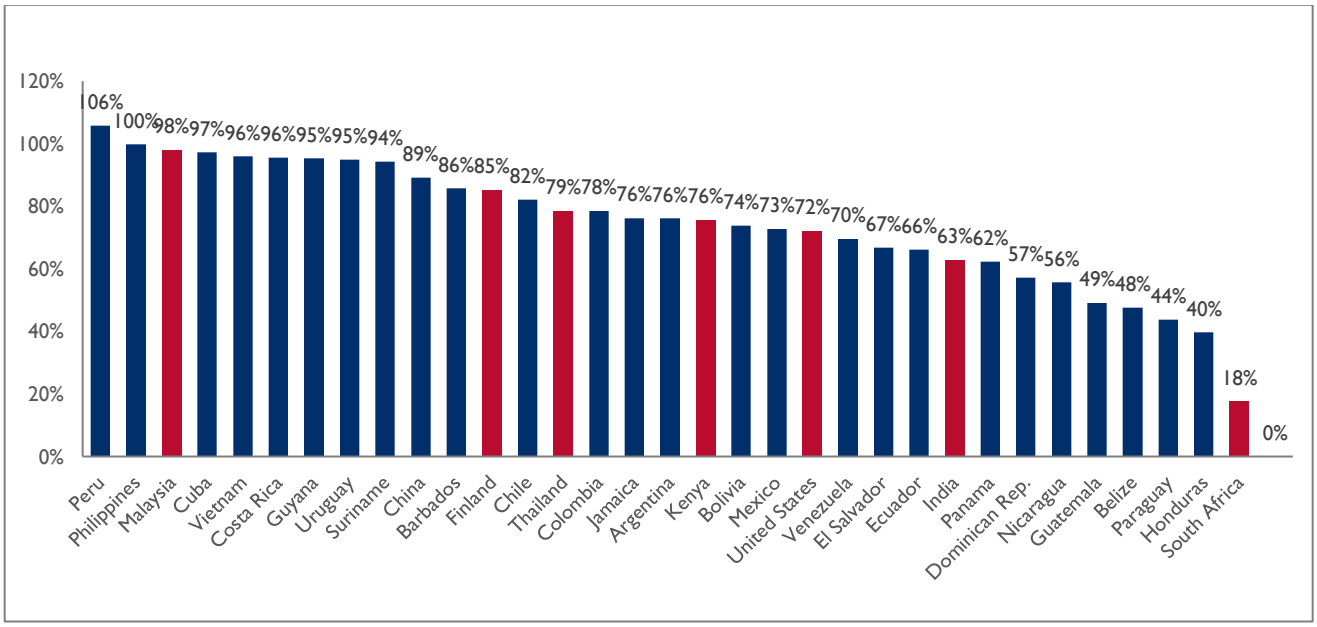
GRAPH A.14. MULTILATERAL INVESTMENT IN EDUCATION IN LATIN AMERICA BY TOPIC AREA, 2010



Note: While the study of U.S. Fortune 500 companies' investments in education highlighted a strong support of STEM education, areas typically associated with 21st century skills and a competitive knowledge economy, none of the multilaterals invested in these skills specifically.

Source: Van Fleet and Sanchez Zinny, 2012, Figure 9, p.13

GRAPH A.15: PREPRIMARY GROSS ENROLLMENT RATE BY COUNTRY, 2019



Notes: No data for Brazil or Haiti. Rates are capped at 100; anything over is over/under-aged students. Comparison countries in red.

Source: World Bank, EdStats online database

TABLE A.42. PREPRIMARY GROSS ENROLLMENT RATIO BY COUNTRY, 2010, 2015, AND 2019

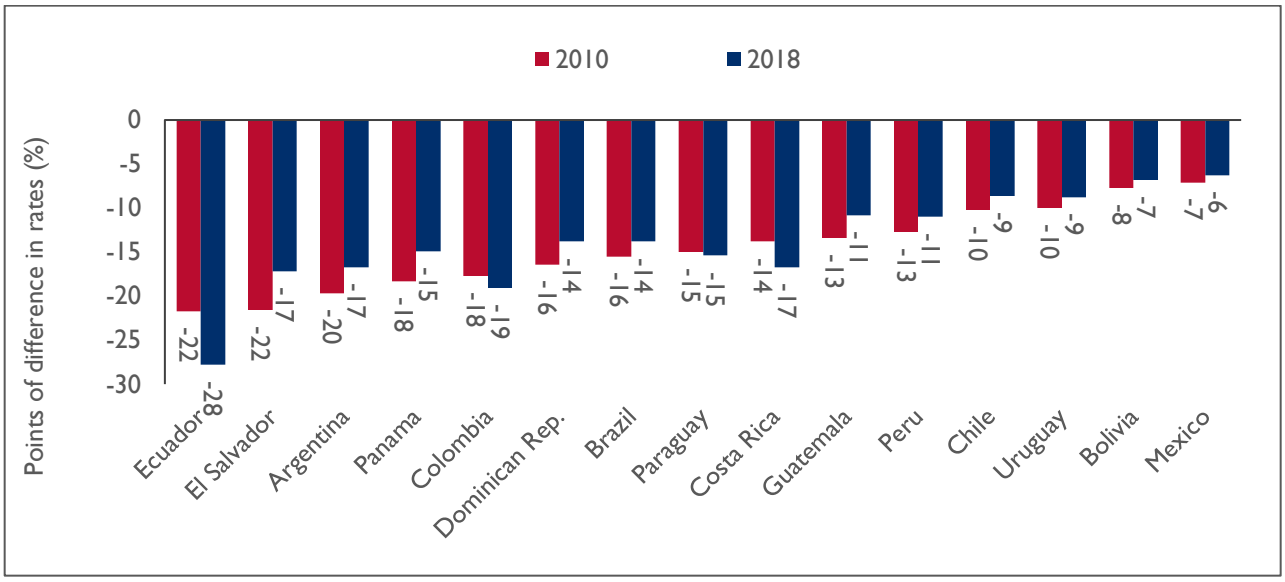
	2010	2015	2019
Argentina	68.89	74.69	76.08
Barbados	78.37	90.86	85.75
Belize	42.54	49.92	47.67
Bolivia	47.46	70.18	74.48
Chile	108.16	82.35	82.15
China	53.67	78.66	89.12
Colombia	53.92		78.50
Costa Rica	77.44	79.31	95.64
Cuba	101.89	101.40	97.23
Dominican Republic	40.54	48.37	57.13
Ecuador	48.04	72.98	66.14
El Salvador	62.40	65.33	66.70
Finland	67.83	79.64	85.25
Guatemala	69.07	46.28	49.07

	2010	2015	2019
Guyana	82.57		
Honduras	39.58	37.93	39.76
India			62.81
Jamaica	91.85	84.07	76.23
Kenya	49.82	75.14	
Malaysia	79.14	97.02	98.06
Mexico	101.68	72.00	72.80
Nicaragua	55.60		
Panama	64.83	50.35	62.24
Paraguay	38.92	43.79	
Peru	78.86	89.17	105.82
Philippines		100.05	99.82
South Africa		25.08	17.63
Suriname	74.40	87.26	94.19
Thailand		67.95	78.60
Trinidad & Tobago	82.97		85.04
United States	70.10	72.03	72.15
Uruguay	90.66	94.01	94.98
Venezuela	73.46	76.15	69.52
Vietnam	71.27	83.97	95.89

Notes: No data for Brazil or Haiti. Anything over 100 represents over/under age students. Comparison countries in red.

Source: World Bank, EdStats online database

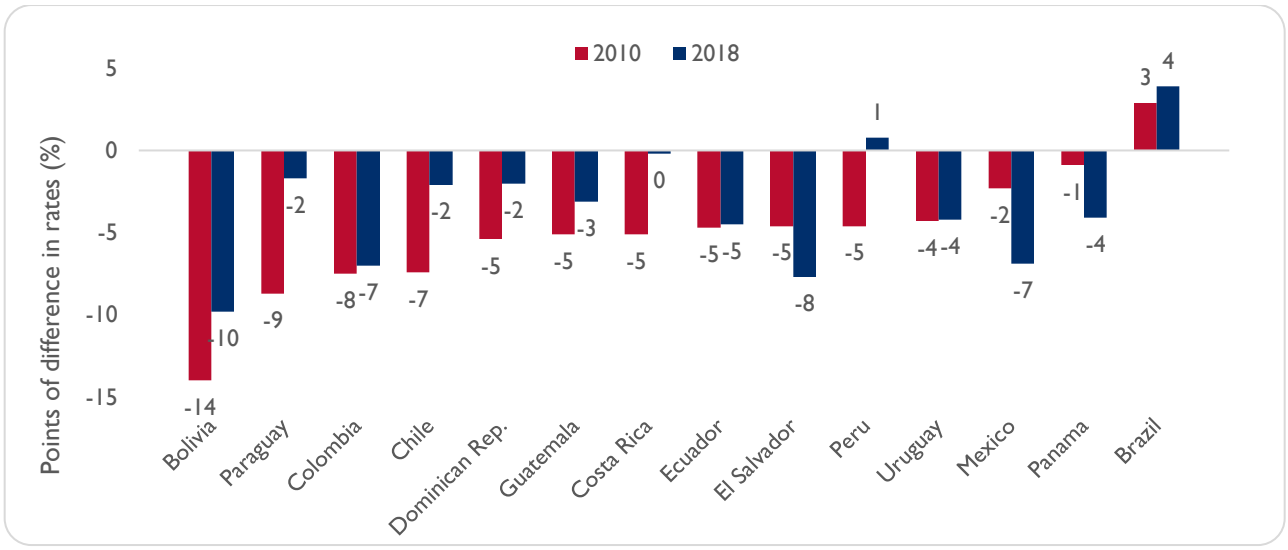
GRAPH A.16: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO DO NOT STUDY AND ARE ECONOMICALLY ACTIVE BETWEEN FEMALE AND MALE



Notes: Graph show difference in rates between female and male for Latin American Countries, the absolute value is taken. All data within two years of date listed, except Guatemala 2018 is for 2014. Venezuela, Nicaragua, and Honduras are excluded because data is available just for one year: 2011, 2014, and 2010, respectively.

Source: SITEAL online database, consulted September 3, 2022

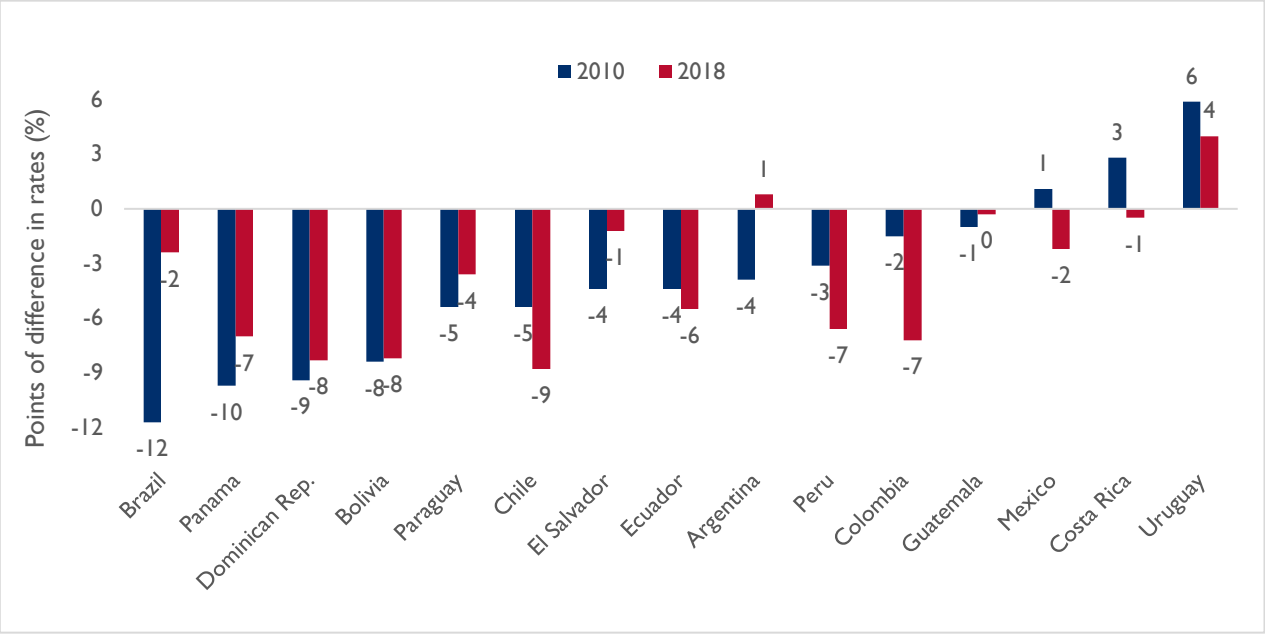
GRAPH A.17: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO DO NOT STUDY AND ARE ECONOMICALLY ACTIVE BETWEEN URBAN AND RURAL GEOGRAPHICS AREAS



Notes: Graph shows the difference between percentage of young people ages 15–24 who do not study and are economically active in urban geographic area and the percentage in rural geographic areas. All data within two years of date listed, except Guatemala 2018 is for 2014. Venezuela, Nicaragua, Honduras, and Argentina are excluded, because data is available just for one year: 2011, 2014, and 2010, respectively. No rural data for Argentina.

Source: SITEAL online database, consulted September 3, 2022

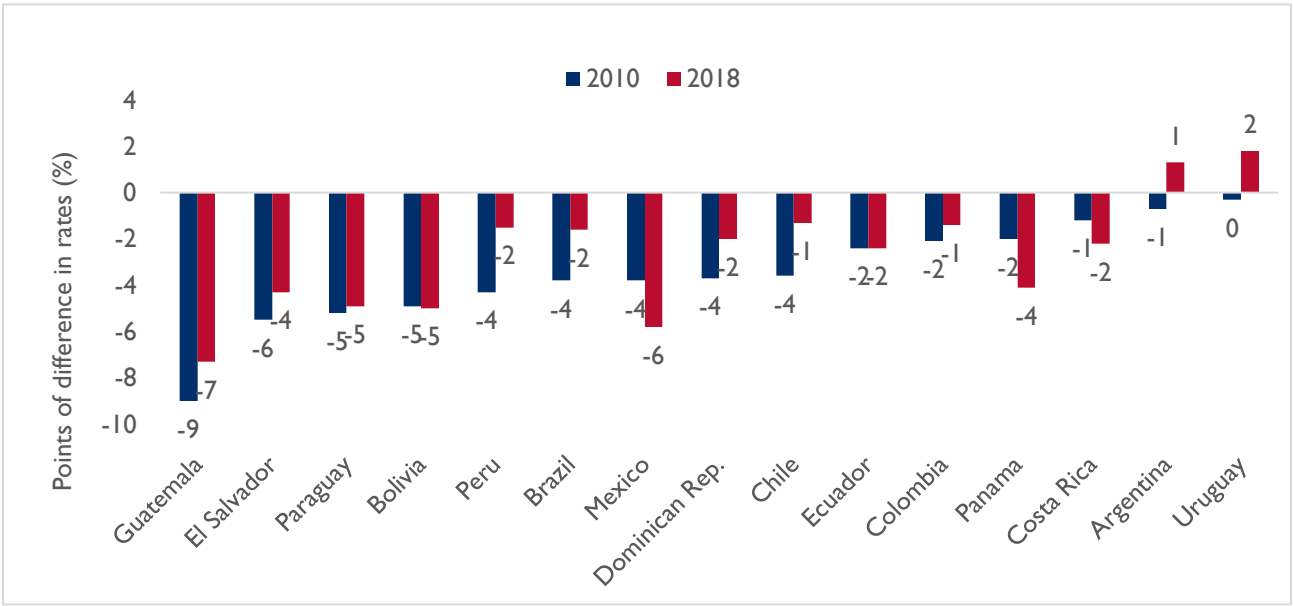
GRAPH A.18: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO DO NOT STUDY AND ARE ECONOMICALLY ACTIVE BETWEEN POOREST 30 PERCENT AND RICHEST 40 PERCENT OF THE POPULATION



Notes: All data within two years of date listed, except Guatemala 2018 is for 2014. Venezuela, Nicaragua, and Honduras are excluded because data is available just for one year: 2011, 2014, and 2010, respectively.

Source: SITEAL online database, consulted September 3, 2022

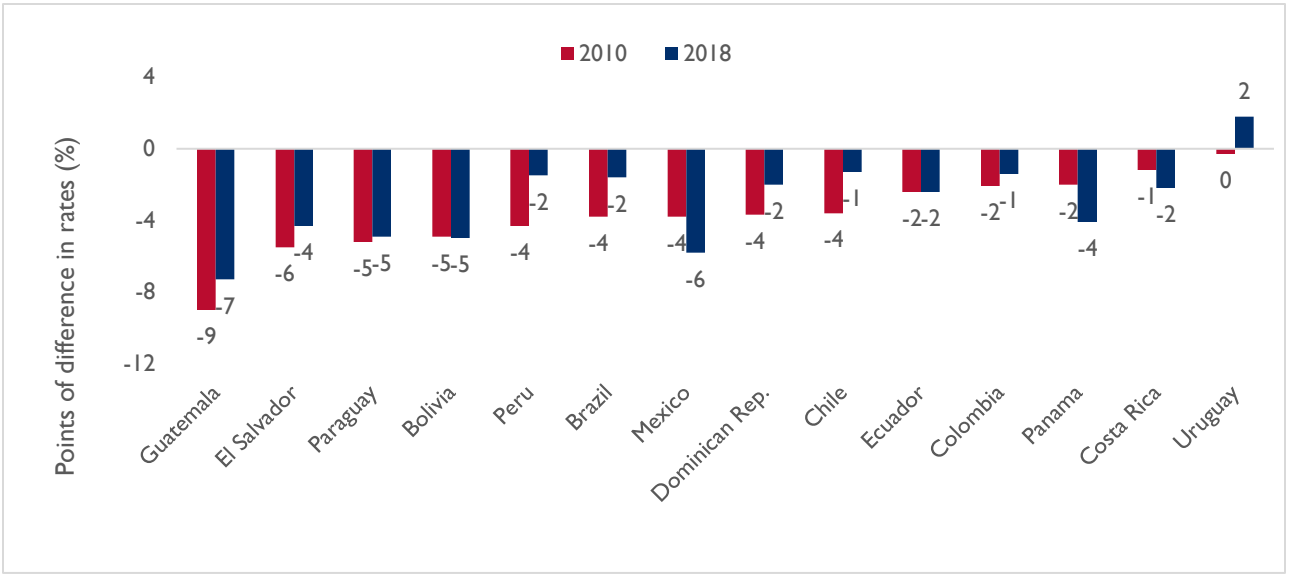
GRAPH A.19: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO STUDY AND ARE ECONOMICALLY ACTIVE BETWEEN FEMALE AND MALE, LATIN AMERICAN COUNTRIES



Notes: All data within two years of date listed except Guatemala 2018 is for 2014. Venezuela, Nicaragua, Honduras, and Argentina are excluded because data is available just for one year: 2011, 2014, and 2010, respectively.

Source: SITEAL online database, consulted September 3, 2022

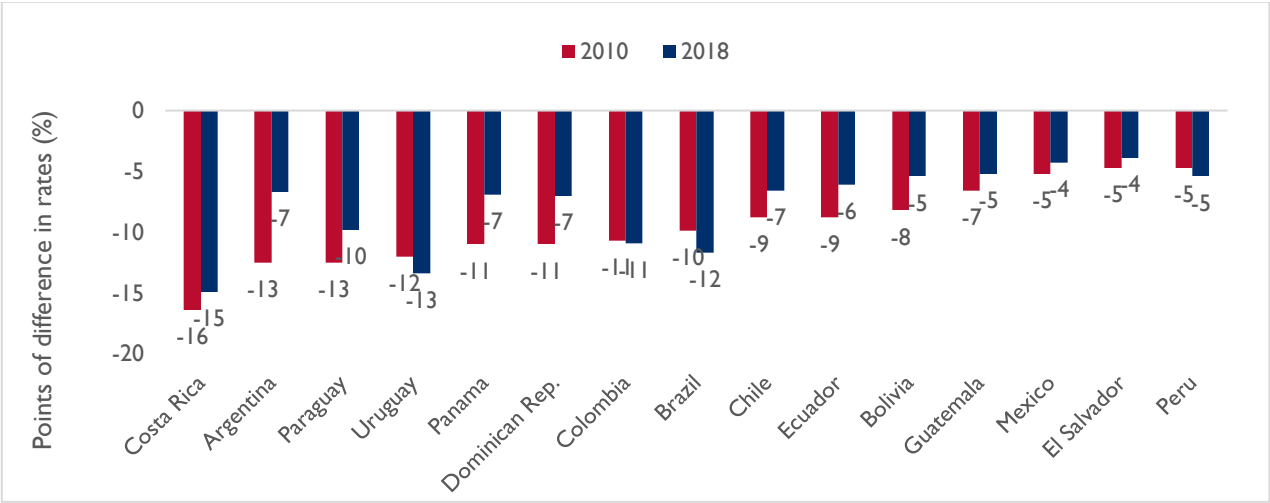
GRAPH A.20: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO STUDY AND ARE ECONOMICALLY ACTIVE BETWEEN URBAN AND RURAL GEOGRAPHICS AREAS



Notes: The graph shows the difference between the percentage of young people ages 15–24 who study and are economically active in urban geographic areas and the percentage in rural geographic areas. All data within two years of date listed, except Guatemala 2018 is for 2014. Venezuela, Nicaragua, Honduras, and Argentina are excluded because data is available just for one year: 2011, 2014, and 2010, respectively. No rural data for Argentina.

Source: SITEAL online database, consulted September 3, 2022

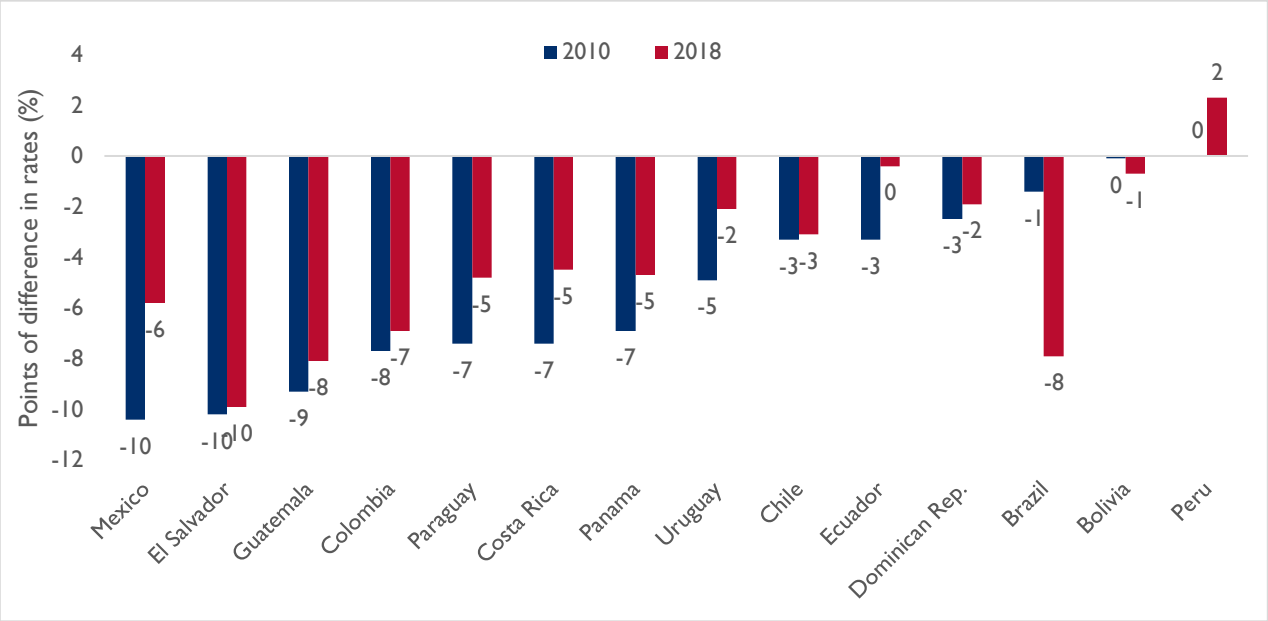
GRAPH A.21: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO STUDY AND ARE ECONOMICALLY ACTIVE BETWEEN POOREST 30 PERCENT AND RICHEST 40 PERCENT OF THE POPULATION



Notes: All data within two years of date listed, except Guatemala 2018 is for 2014. Venezuela, Nicaragua, and Honduras are excluded because data is available just for one year, 2011, 2014, and 2010 respectively.

Source: SITEAL online database, consulted September 3, 2022

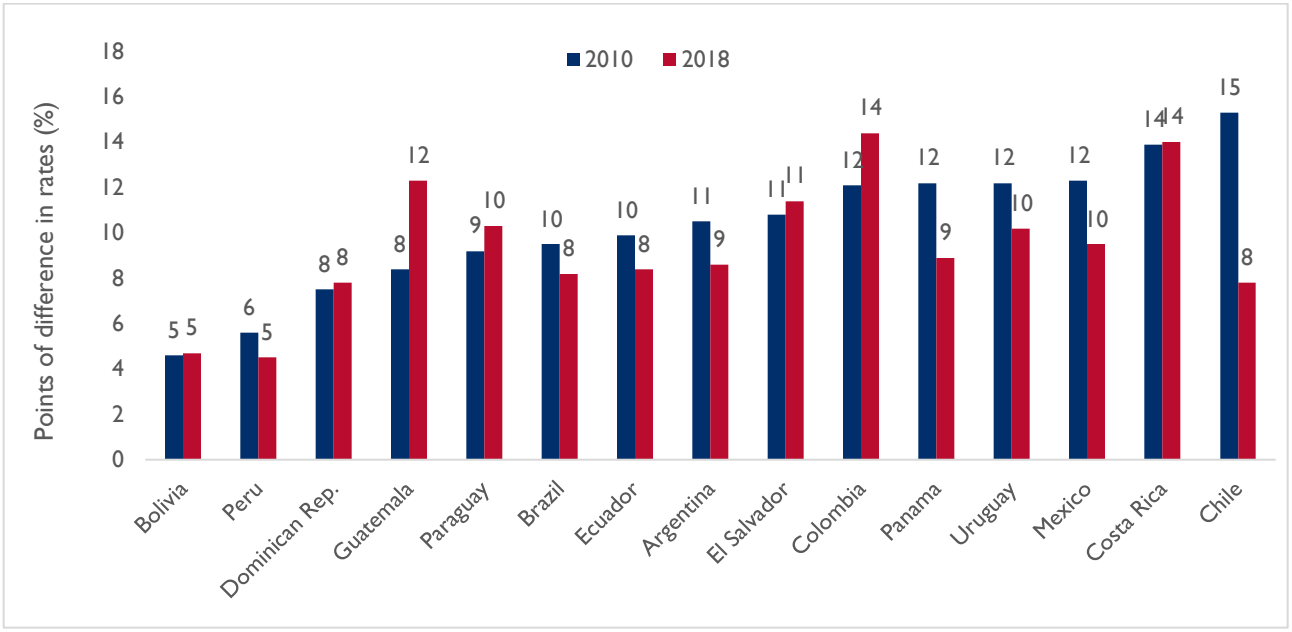
GRAPH A.22: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO DON'T STUDY AND ARE ECONOMICALLY INACTIVE BETWEEN URBAN AND RURAL GEOGRAPHICS AREAS



Notes: The graph shows the difference between the percentage of young people ages 15–24 who do not study and are economically inactive in urban geographic areas and the percentage in rural geographic areas. All data within two years of date listed, except Guatemala 2018 figure is for 2014. Venezuela, Nicaragua, Honduras, and Argentina are excluded because data is available just for one year: 2011, 2014, and 2010, respectively. No rural data for Argentina.

Source: SITEAL online database, consulted September 3, 2022

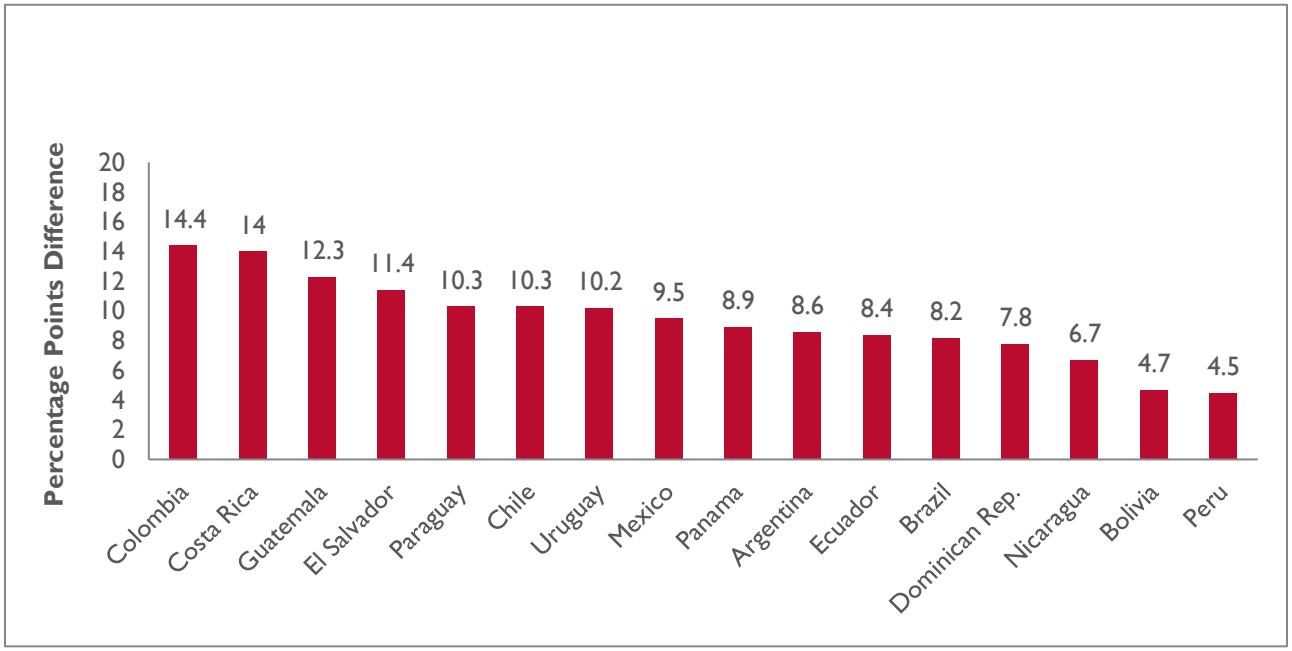
GRAPH A.23: DIFFERENCE IN PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO DON'T STUDY AND ARE ECONOMICALLY INACTIVE BETWEEN POOREST 30 PERCENT AND RICHEST 40 PERCENT OF THE POPULATION



Notes: All data within two years of date listed, except Guatemala 2018 is for 2014. Venezuela, Nicaragua, and Honduras are excluded because data is available just for one year: 2011, 2014, and 2010, respectively.

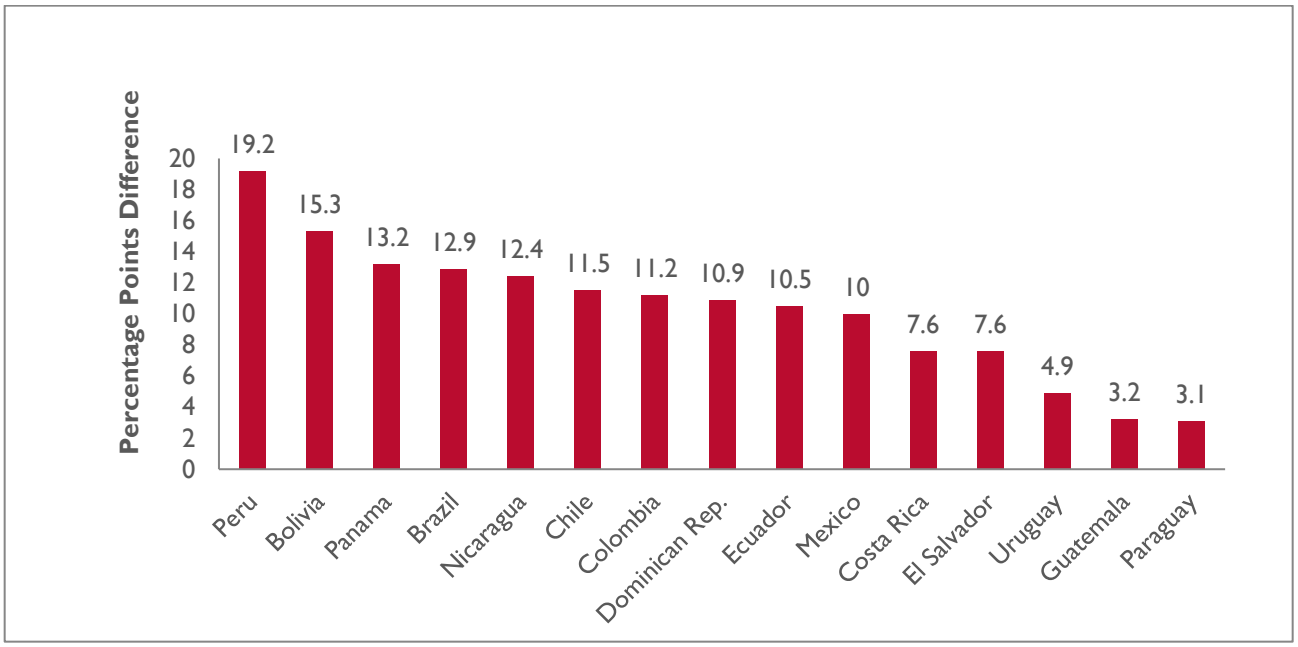
Source: SITEAL online database, consulted September 3, 2022

GRAPH A.24: PERCENTAGE OF YOUNG PEOPLE AGES 15–24 WHO NEITHER WORK NOR STUDY DIFFERENCE BETWEEN THE TOP 40 PERCENT AND BOTTOM 30 PERCENT OF INCOME DISTRIBUTION



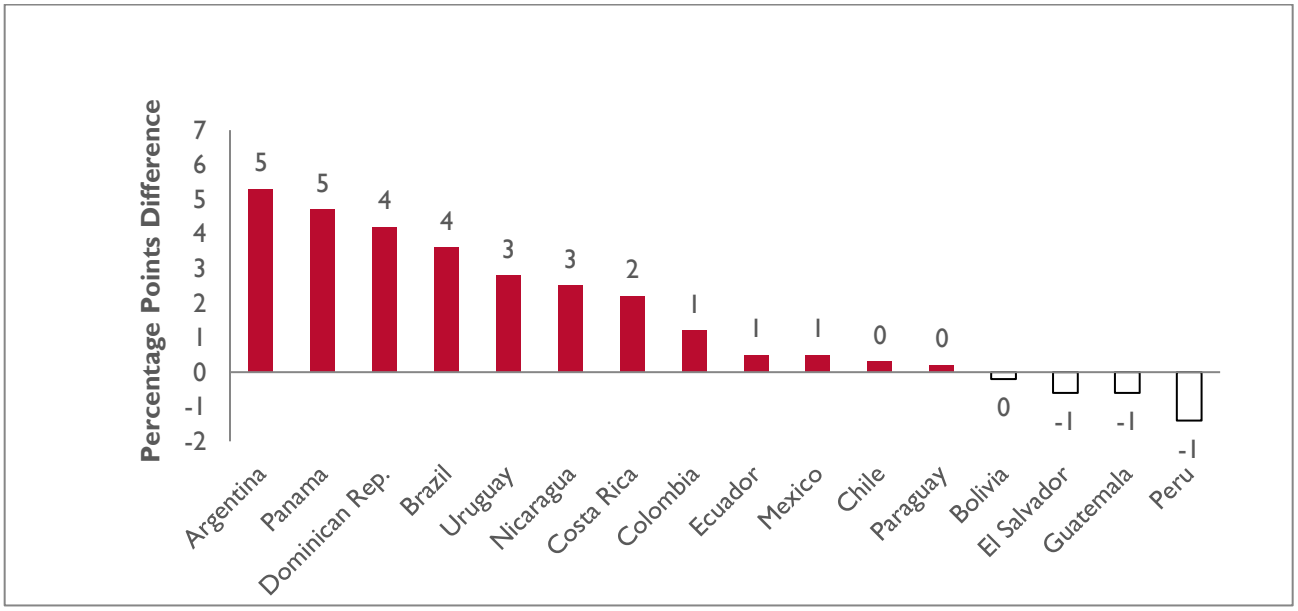
Source: SITEAL, consulted on March 10, 2022

GRAPH A.25: DIFFERENCE IN PERCENTAGE OF THE POPULATION AGES 20+ THAT HAS COMPLETED TERTIARY EDUCATION, URBAN - RURAL



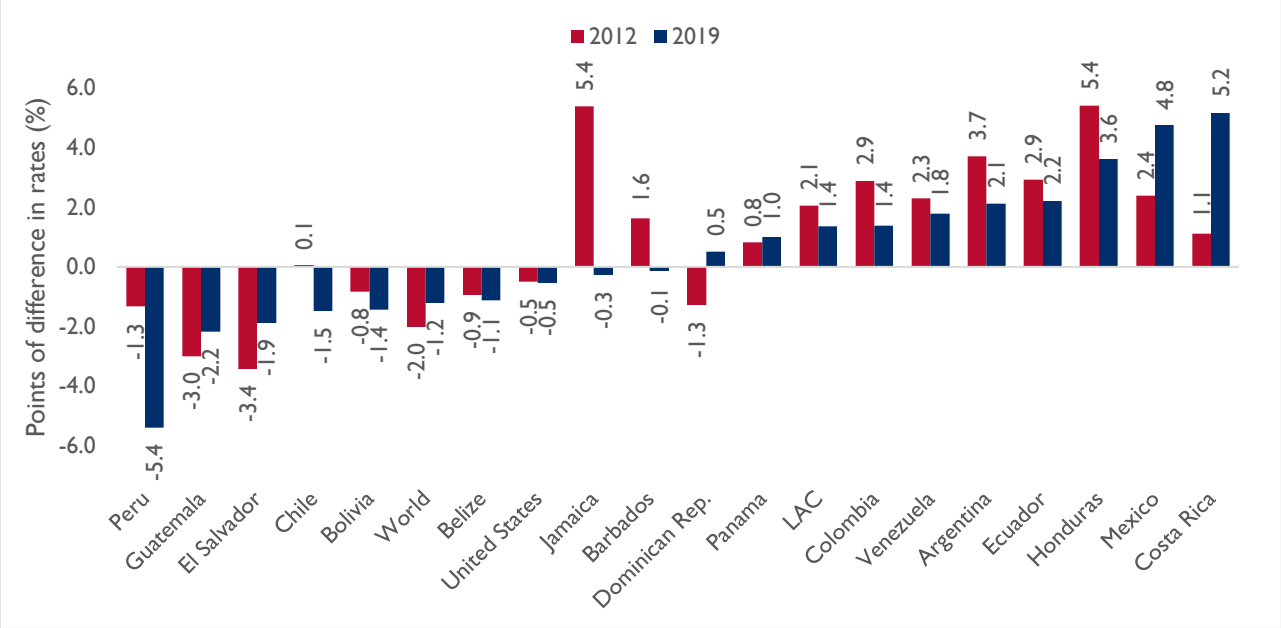
Source: SITEAL, consulted on March 10, 2022

GRAPH A.26: DIFFERENCE IN PERCENTAGE OF THE POPULATION AGES 20+ THAT HAS COMPLETED TERTIARY EDUCATION, FEMALE - MALE



Source: World Bank, EdStats, consulted on March 10, 2022

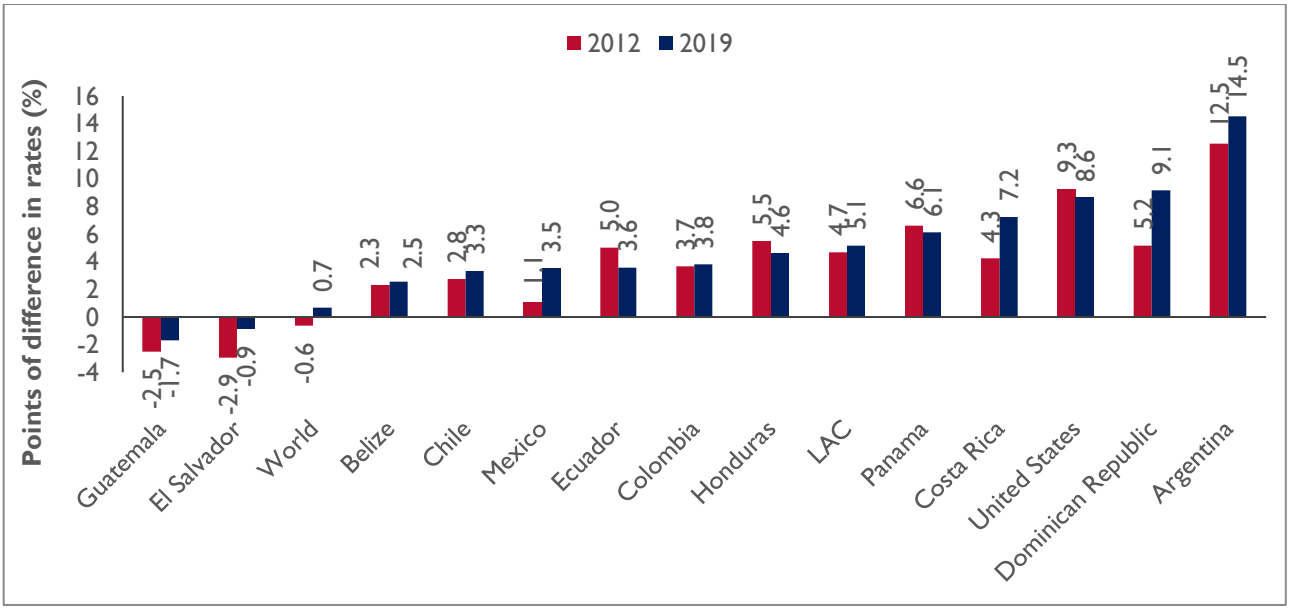
GRAPH A.27: GENDER GAP IN GROSS ENROLMENT RATIO, PRIMARY AND SECONDARY



Notes: All data within two years of date listed, except 2012 data for Panama (2013), Barbados (2014), Jamaica (2015); and 2019 data for Venezuela (2017), Panama (2017), and Argentina (2017). Guyana and Paraguay are excluded because data is available for one year: 2012; Uruguay is excluded because the earliest data is 2017.

Source: World Bank, EdStats online database, consulted March 11, 2022

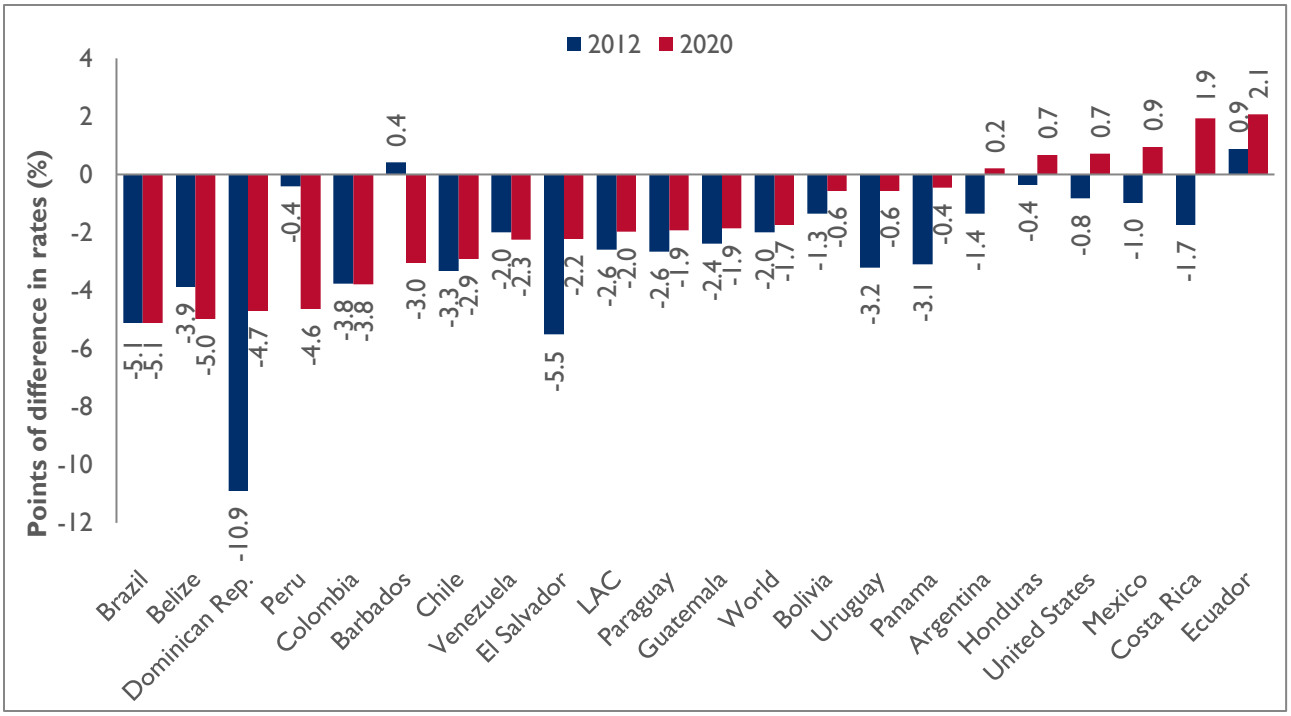
GRAPH A.28: GAP BETWEEN FEMALE AND MALE OF GROSS ENROLMENT RATIO, PRIMARY TO TERTIARY



Notes: All data within two years of date listed, except 2012 data for Guatemala (2013), Panama (2014); and 2019 data for Guatemala (2015), Ecuador (2015), Panama (2016), the Dominican Republic (2017), and Argentina (2017). Guyana and Jamaica are excluded because data is available just for one year: 2012 and 2015, respectively; Peru is excluded because the earliest data available is 2017; Venezuela is excluded for lack of data.

Source: World Bank, EdStats online database, consulted March 11, 2022

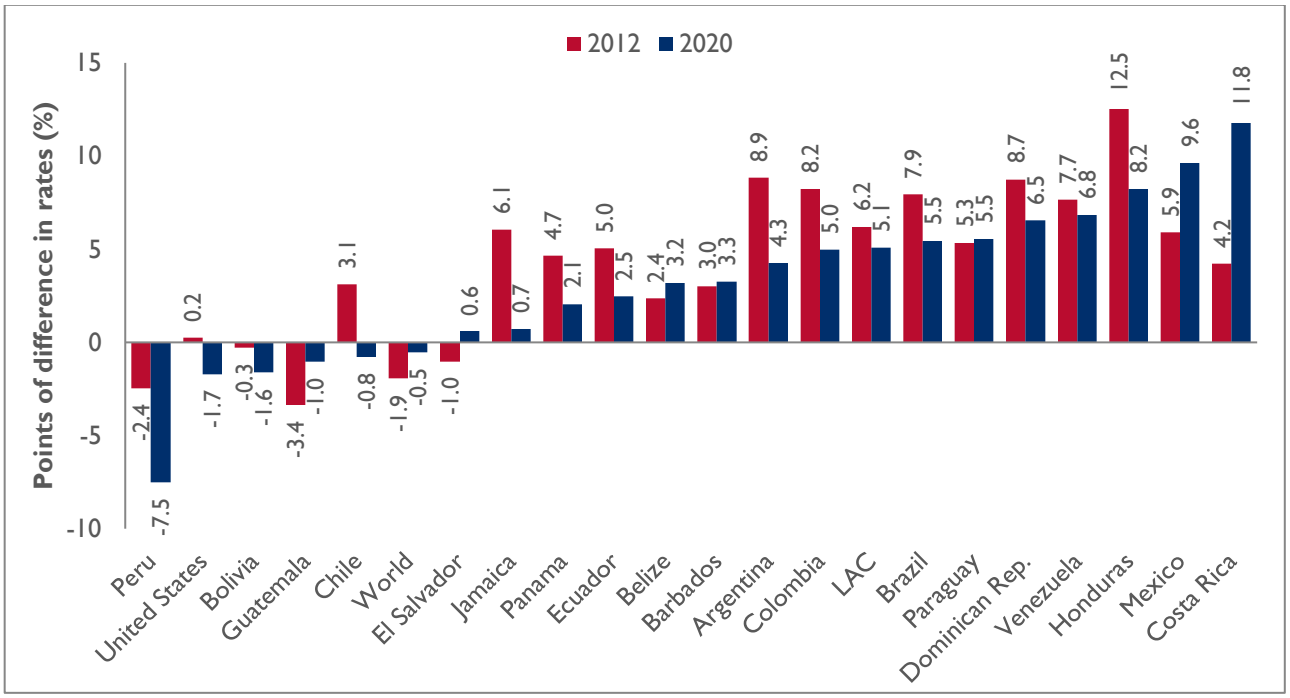
GRAPH A.29: GENDER GAP IN GROSS ENROLMENT RATIO (PRIMARY)



Notes: All data within two years of date listed, except 2012 data for the United States (2013), Barbados (2014); and 2020 data for Venezuela (2017). Guyana is excluded because data is available just for one year: 2012.

Source: World Bank, EdStats online database, consulted March 11, 2022

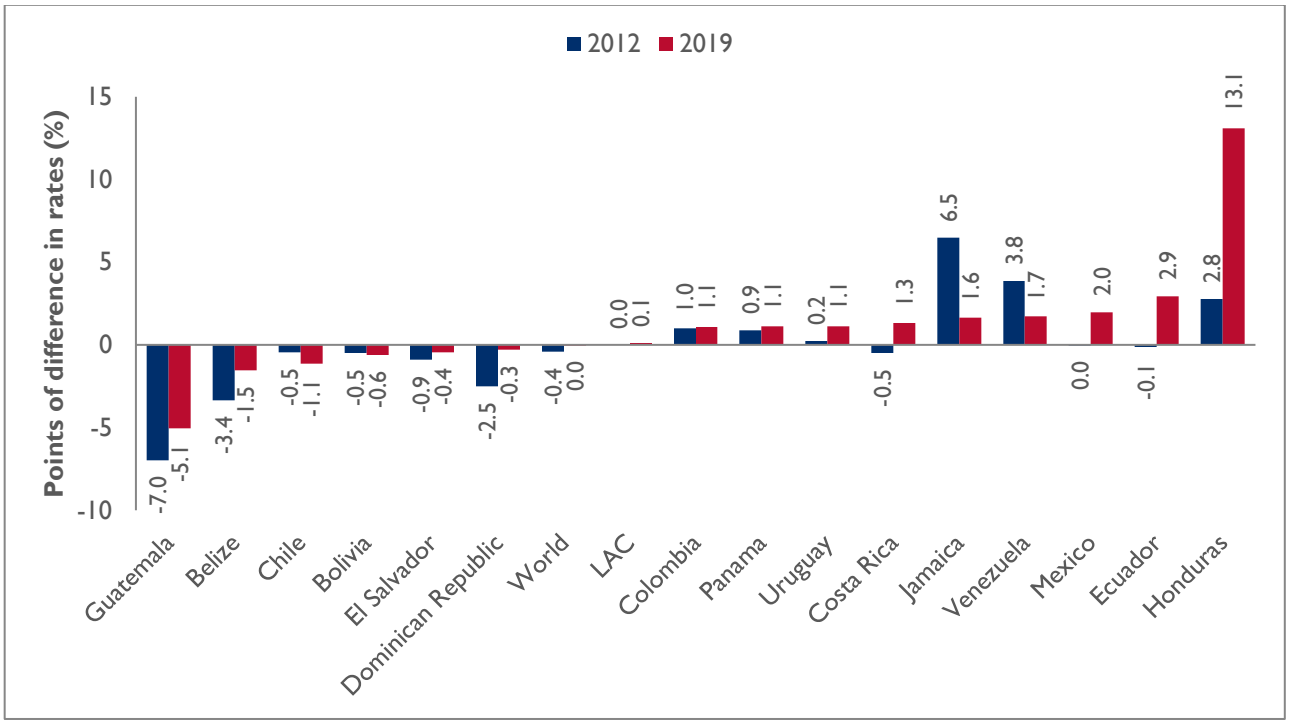
GRAPH A.30: GENDER GAP IN GROSS ENROLMENT RATIO (SECONDARY), FEMALE VS. MALE



Notes: All data within two years of date listed, except 2012 data for Jamaica (2013), Panama (2013), and the United States (2013), and Barbados (2014); and 2020 data for Venezuela (2017). Guyana is excluded because data is available just for one year: 2012. Uruguay is excluded because the earliest data available is 2017.

Source: World Bank, EdStats online database, consulted March 11, 2022

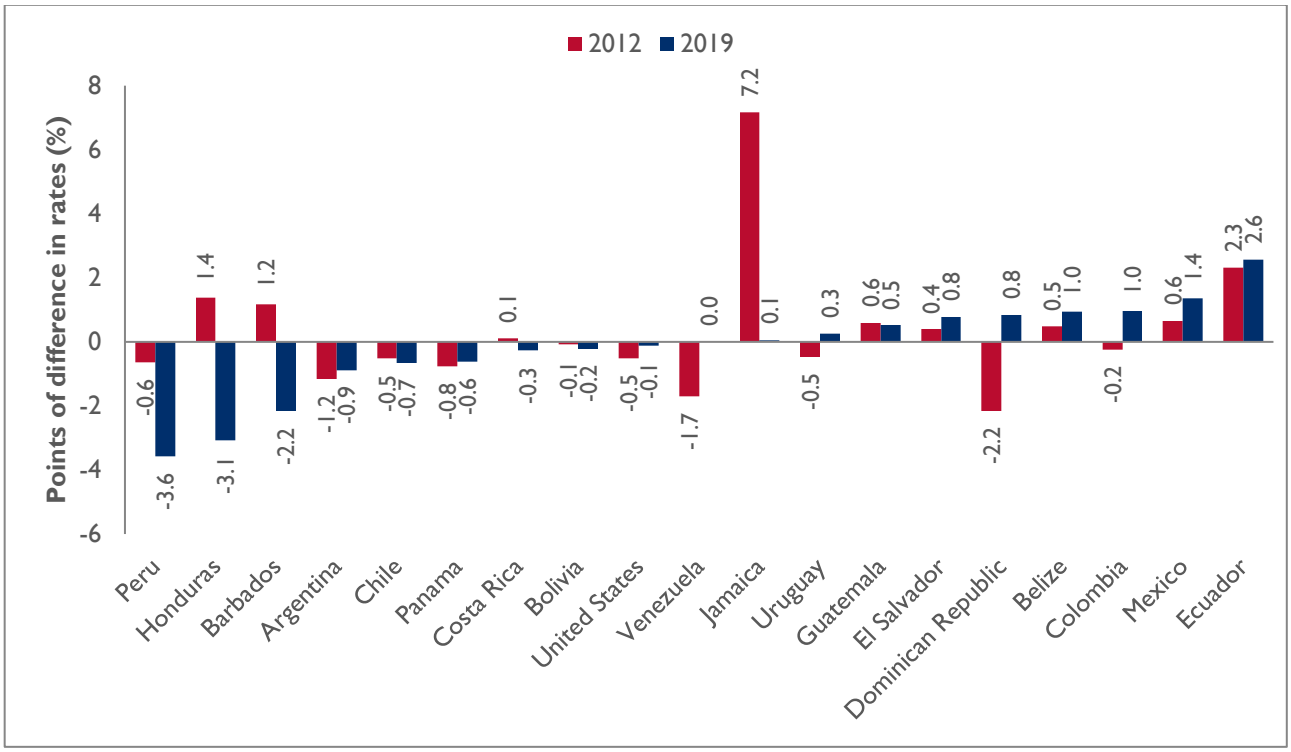
GRAPH A.31: GENDER GAP IN NET ENROLMENT RATE (LOWER SECONDARY), FEMALE - MALE



Notes: All data within two years of date listed, except 2012 data for Jamaica (2013), Honduras (2013), El Salvador (2015), and 2019 data for Uruguay (2016), Venezuela (2017), and Panama (2017). Argentina, Guyana, Paraguay, and Peru are excluded because data is available just for one year: 2012 and 2016. Barbados is excluded because the earliest data available is 2018. The United States is excluded because the latest data is 2014.

Source: World Bank, EdStats online database, consulted March 10, 2022

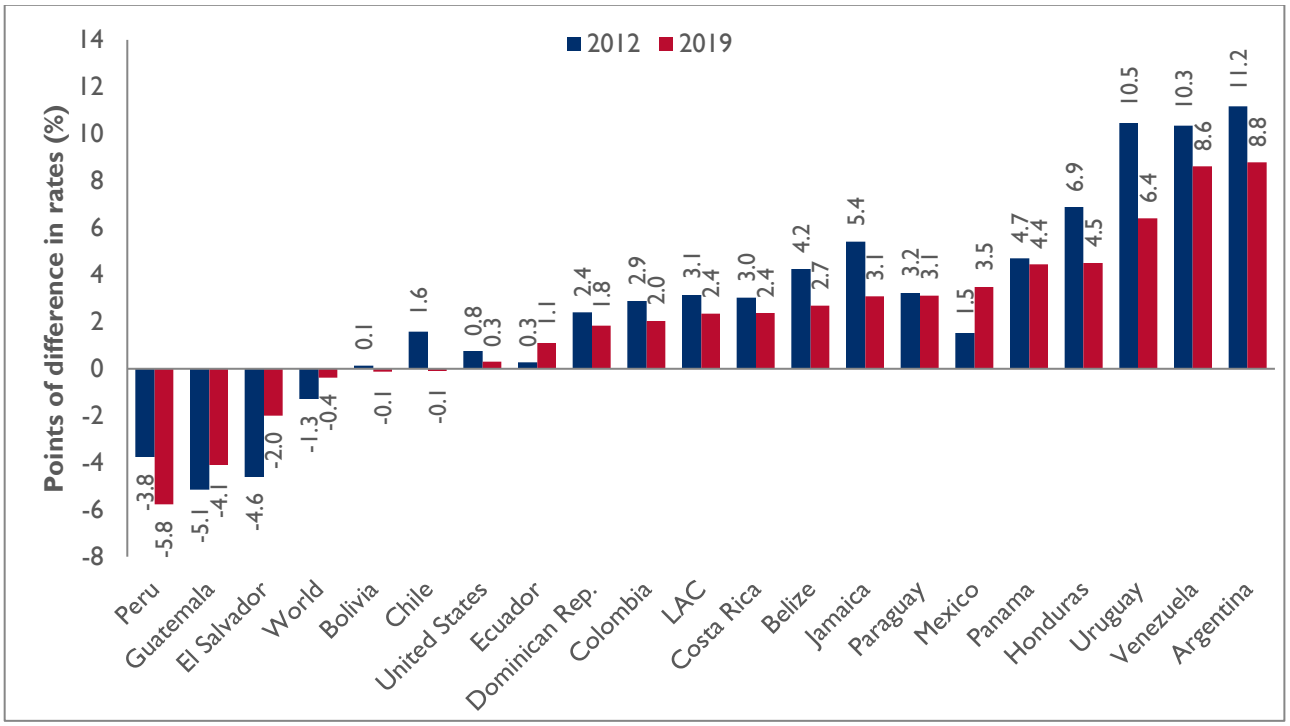
GRAPH A.32: GENDER GAP IN NET ENROLMENT RATE (PRIMARY), FEMALE – MALE



Notes: All data within two years of date listed, except 2012 data for Barbados (2014), El Salvador (2014), Jamaica (2015), and Peru (2016); and for 2019 data for Venezuela (2017), Argentina (2017), and Panama (2017). Guyana and Paraguay are excluded because data is available just for one year: 2012.

Source: World Bank, EdStats online database, consulted March 11, 2022

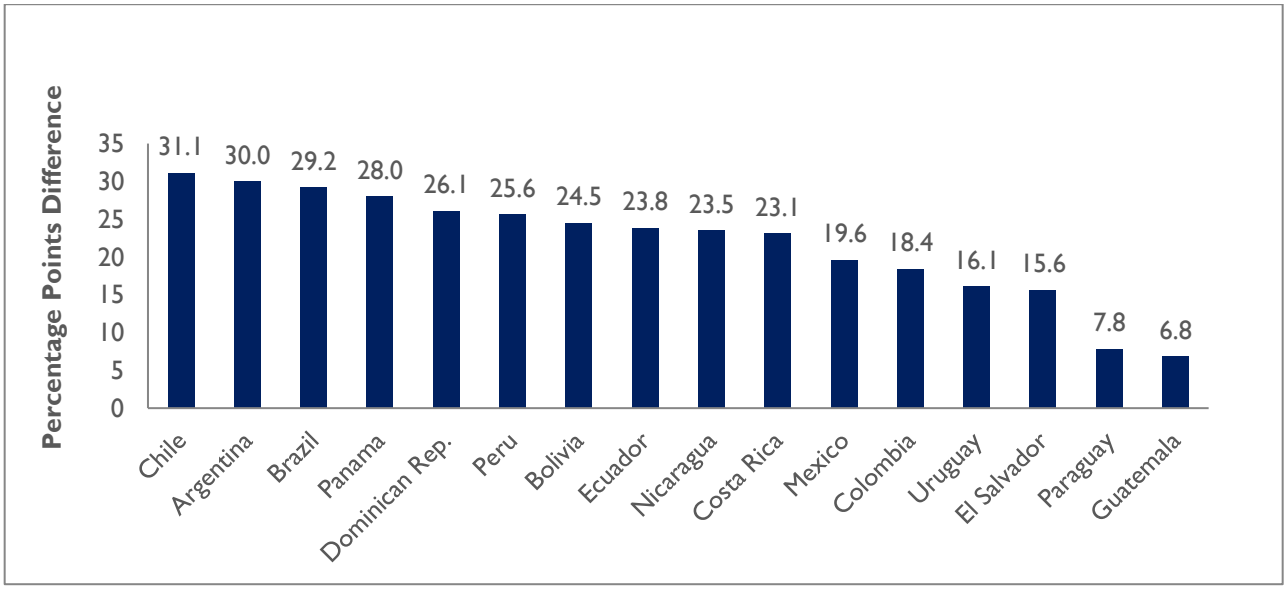
GRAPH A.33: GENDER GAP IN NET ENROLMENT RATE (UPPER SECONDARY), FEMALE VS. MALE



Notes: All data within two years of date listed, except 2012 data for Jamaica (2013), Panama (2013), and Honduras (2013); and for 2019 data for Paraguay (2016), Panama (2017), Venezuela (2017), and Uruguay (2017). Guyana is excluded because data is available just for one year: 2012. Barbados is excluded because the earliest data available is 2018.

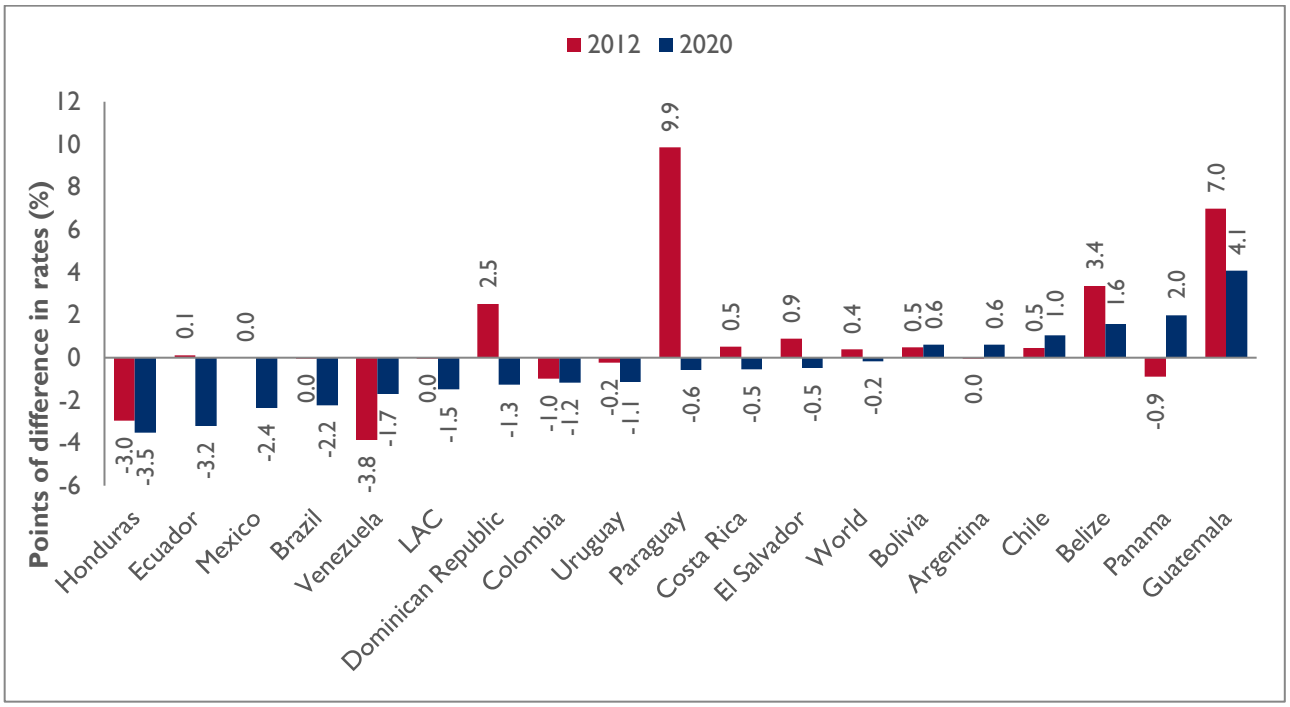
Source: World Bank, EdStats online database, consulted March 10, 2022

GRAPH A.34: DIFFERENCE IN PERCENTAGE OF THE POPULATION AGES 20+ THAT HAS COMPLETED TERTIARY EDUCATION, TOP 40% - BOTTOM 30% OF INCOME DISTRIBUTION



Source: World Bank, EdStats, consulted on March 10, 2022

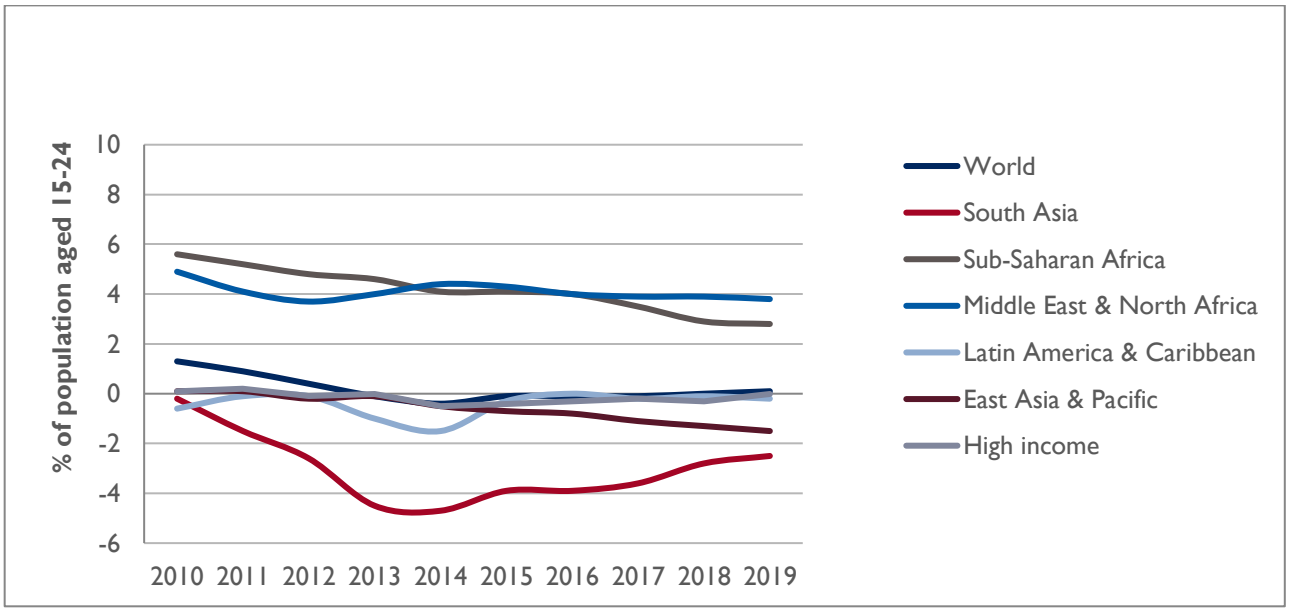
GRAPH A.35: GENDER GAP IN OUT-OF-SCHOOL RATE FOR CHILDREN AND ADOLESCENTS OF PRIMARY AND LOWER SECONDARY SCHOOL AGE



Notes: All data within two years of date listed, except 2012 data for Panama (2013), El Salvador (2015), and 2020 data for Uruguay (2016), Venezuela (2017), and Bolivia (2018). Guyana and Jamaica are excluded because data is available just for one year: 2012 and 2019, respectively. Barbados is excluded because the earliest data available is 2018.

Source: World Bank, EdStats online database, consulted March 11, 2022

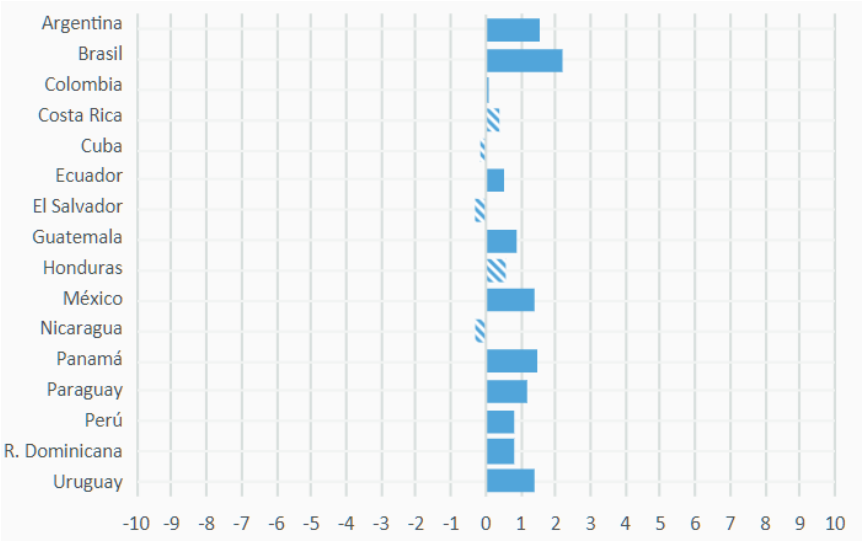
GRAPH A.36: DIFFERENCE IN OUT-OF-SCHOOL RATE FOR ADOLESCENTS OF LOWER SECONDARY SCHOOL AGE, FEMALE - MALE



Source: World Bank, EdStats, consulted on March 10, 2022

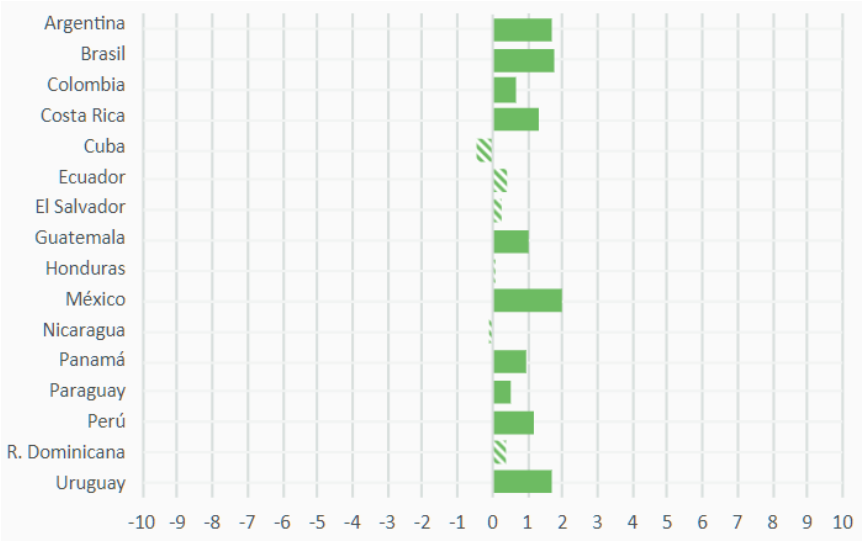
GRAPHS A.37.1-3: RELATIONSHIP BETWEEN SOCIO EMOTIONAL SKILLS AND SOCIOECONOMIC STATUS

GRAPH A.37.1: RELATIONSHIP BETEWEEN SOCIOECONOMIC STATUS AND SCHOOL SELF REGULATION



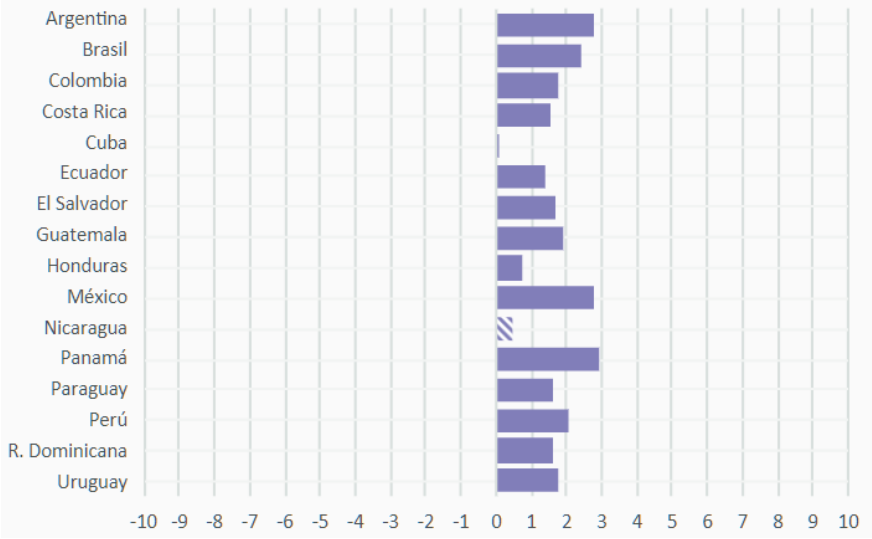
Source: UNESCO (2021, Dec). Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019). Santiago, Chile

Graph A.37.2: RELATIONSHIP BETEWEEN SOCIOECONOMIC STATUS AND EMPATHY



Source: UNESCO (2021, Dec). Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019). Santiago, Chile

GRAPH A.37.3: RELATIONSHIP BETEWEEN SOCIOECONOMIC STATUS AND OPENNESS TO DIVERSITY



Source: UNESCO (2021, Dec). Habilidades socioemocionales en América Latina y el Caribe. Estudio Regional Comparativo y Explicativo (ERCE 2019). Santiago, Chile

TABLE A.43. NATIONAL EDUCATION PLANS

COUNTRY	YEAR PASSED (YEARS COVERED)	BASIC EDUCATION*	EFA-SPECIFIC PLANS	EDUCATION SECTOR	NATIONAL EDUCATION PLAN	LINK
Argentina	(2016-2021)			X	Argentina enseña y aprende. Plan Estratégico Nacional de Educación	https://www.argentina.gob.ar/educacion/planestrategico2016-2021
Barbados					none	
Belize	2012 (2011-2016)			X	Belize Education Sector Strategy 2011-2016	https://cgfbelize.files.wordpress.com/2013/06/belize-education-sector-strategy.pdf
Bolivia	2017 (2016-2020)			X	Plan sectorial de desarrollo integral de educación para el vivir bien 2016-2020	https://www.ministeriodeeducacion.gob.do/transparencia/media/plan-estrategico-institucional-pei/plan-nacional-educacion-para-todos-preservando-la-salud/mmX-plan-nacional-de-educacion-listopdf.pdf
Brazil	2015 (2014-2024)			X	Plano Nacional De Educação Pne 2014-2024	https://educacion.gob.ec/plan-educativo-covid-19/
Chile					none	
Colombia	2016-2026			X	Plan nacional decenal de educación 2016-2026	https://plancuscatlan.com/documentos/plancuscatlan_educacion.pdf
Costa Rica	(2019-2024)			X	"Plan Estratégico Institucional 2019-2024"	https://www.mep.go.cr/sites/default/files/documentos/plan-estrategico-2019-2024.pdf
Cuba					none	https://www.mineduc.gob.gt/portal/contenido/menu_lateral/quienes_somos/politicas_educativas/pdf/PLAN-EDUCACION.pdf
Dominican Republic	2020 (2020-2021)			X	Plan Nacional de Educación 2020-2021	https://education.gov.gy/web2/index.php/other-resources/other-files/policy-documents/5784-education-sector-plan-esp-2021-2025/file
Ecuador					Plan Educativo COVID-19	https://planipolis.iiep.unesco.org/sites/default/files/ressources/haiti_pdef_2019-2029.pdf
El Salvador	2019			X	Educación. Plan Cuscatlán. Un nuevo gobierno para El Salvador	https://cne.presidencia.gob.hn/sites/default/files/PESE_2018_2030_OFICIAL_VERSION_COMPLETA.pdf

COUNTRY	YEAR PASSED (YEARS COVERED)	BASIC EDUCATION*	EFA-SPECIFIC PLANS	EDUCATION SECTOR	NATIONAL EDUCATION PLAN	LINK
Guatemala	(2016-2020)			X	Plan estrategico de educación 2016-2020	https://www.ministeriodeeducacion.gob.do/transparencia/media/plan-estrategico-institucional-pei/plan-nacional-educacion-para-todos-preservando-la-salud/mmX-plan-nacional-de-educacion-listopdf.pdf
Guyana	(2021-2025)			X	Education Sector Plan (ESP) 2021-2025	https://educacion.gob.ec/plan-educativo-covid-19/
Haiti	2018 (2019-2020)			X	Plan décennal d'éducation et de formation (PDEF) 2019-2029: document de consultation	https://plancuscatlan.com/documentos/plancuscatlan_educacion.pdf
Honduras	(2018-2030)			X	Plan estratégico del sector educación 2018-2023	https://www.mineduc.gob.gt/portal/contenido/menu_lateral/quienes_somos/politicas_educativas/pdf/PLAN-EDUCACION.pdf
Jamaica	2012 (2011-2020)			X	National Education Strategic Plan: 2011-2020	https://planipolis.iiep.unesco.org/sites/default/files/ressources/jamaica_nesp_2011-2020.pdf
Mexico	2020 (2020-2024)			X	Programa Sectorial de Educación 2020-2024.	https://www.gob.mx/cms/uploads/attachment/file/562380/Programa_Sectorial_de_Educaci_n_2020-2024.pdf
Nicaragua	(2017-2021)				Plan de educación 2017-2021	https://siteal.iiep.unesco.org/sites/default/files/sit_accion_files/6353.pdf
Panama	(2019-2024)			X	Plan estratégico de educación de políticas educativas a la acción 2019-2024	https://www.meduca.gob.pa/sites/default/files/Plan-Estrategico-Educacion-MEDUCA-2019-UV.pdf
Paraguay	(2018-2023)				Plan de Acción educativa 2018-2023	https://www.mec.gov.py/cms_v2/adjuntos/15500?1570024727
Peru	2020 (2036)			X	Proyecto Educativo Nacional, PEN 2036: el reto de la ciudadanía plena	https://repositorio.minedu.gob.pe/handle/20.500.12799/6910
Trinidad & Tobago	(2017-2022)			X	Draft education policy paper 2017-2022	https://www.moe.gov.tt/education-policy-paper-2017-2022/
Uruguay	(2020-2024)			X	Proyecto de Presupuesto y Plan de Desarrollo 2020-2024	https://www.anep.edu.uy/sites/default/files/images/2020/noticias/setiembre/200910/TOMO%201

COUNTRY	YEAR PASSED (YEARS COVERED)	BASIC EDUCATION*	EFA-SPECIFIC PLANS	EDUCATION SECTOR	NATIONAL EDUCATION PLAN	LINK
						%20MOTIVOS%20Presupuesto%202020-2024%20v12%20WEB.pdf
Venezuela					none	

Sources: Various, listed in links