

# EDUCATION for Rural People

## Compensatory Programs in Latin America

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# INTRODUCTION

- LAC countries have succeeded in expanding access to primary (minor gaps) and are moving in the right direction in secondary education
- But quality, as measured by student learning outcomes, is very low when compared to countries outside LAC
- And we still have high levels of inequality and poverty (many unmet social and economic needs)

# INTRODUCTION

Poverty. Selected countries in LAC  
(people below poverty line)

Country	URBAN	RURAL
Argentina	45,4%	N.D.
Bolivia	52,0%	79,2%
Brasil	34,1%	55,2%
Chile	20,1%	23,2%
Colombia	51,0%	83,0%
Mexico	32,2%	51,2%
Latin America	38,4%	61,8%

Source: ECLA

# INTRODUCTION

Countries have designed and implemented social programs targeting mainly the rural poor focusing on:

- Nutrition (mostly for 0-6 year-olds and pregnant mothers)
- Preventive health (mostly maternal and child care)
- Housing
- Employment
- Education

## COMPENSATORY EDUCATION PROGRAMS

In education in LAC we have programs fully financed by central governments, supporting traditional inputs like school construction and rehabilitation; school furniture; textbooks and educational materials, including school libraries and laboratories; teacher training; school development programs; and supervision. In addition, there are a variety of measures, including CCT, to make sure that the cost of education is not a burden to the poor and may not deter enrollment and learning.

# COMPENSATORY EDUCATION PROGRAMS

Types of measures:

- ✓ -Scholarships, conditional cash transfers (CCT) contingent on regular school attendance (girls and poor). Brazil, Nicaragua, Guatemala, Jamaica.
- ✓ -Provide educational input (especially books, training, construction). Practically all.
- ✓ -No tuition fees. Practically all.
- ✓ -Ensure accountability mechanisms so teachers, students and administrators work hard.
- ✓ -School meals. In different forms in many countries.
- ✓ -Transport (for example in Guatemala).
- ✓ -Vouchers/fellowships to attend either public or private schools (Colombia at national level and local level like in Bogota)

## COMPENSATORY EDUCATION PROGRAMS

These programs target regions or particular groups:

- Household surveys
- Local registries
- Analysis of socio-economic indicators



**TARGETING**

## COMPENSATORY EDUCATION PROGRAMS

Countries with CEP have improved coverage:

- **Brazil:** About 8.5 million students receive US\$36 per year under the Conditional Cash Transfer program (Bolsa-Familia previously Bolsa-Escola). **Mexico** also increased coverage through Oportunidades and CONAFE.
- **Colombia:** 140.000 students got vouchers to complete secondary education in the 1990s.

## COMPENSATORY EDUCATION PROGRAMS

Under these programs several countries have developed cost-effective pedagogical models like:

- Community schools (Mexico)
- Multigrade schools using active pedagogy, like the *Nueva Escuela Unitaria*, NEU in Guatemala
- Accelerated schools (Brazil)
- SAT (*Sistema de Aprendizaje Tutorial*) in Colombia

## COMPENSATORY EDUCATION PROGRAMS

### Colombia Case. Vulnerable populations (1)

- Mainly rural areas
- Displaced people due to internal conflict
- Ethnic groups
- Female head of households (28%)
- Students with special needs

## COMPENSATORY EDUCATION PROGRAMS

### Colombia Case. Vulnerable populations (2)

- Multi-sectoral programs (employment for youth, nutrition and health for children --\$US240 per year per child, direct education subsidies –US\$55 per student/year at primary education level and US\$110 per student/year at secondary education level)
- Public private partnerships (PPP)

## COMPENSATORY EDUCATION PROGRAM

- **Colombian Case. Vulnerable populations (3)**  
Academic achievement, math 5 grade

Level	Level-A	Level-B	Level-C
Target	95	75	55
Country	90	55	24
Rural-traditional	90	57	25
<u>Escuela Nueva</u>	92	64	31
Accelerated	89	56	23

Source: Ministry of Education, 2004

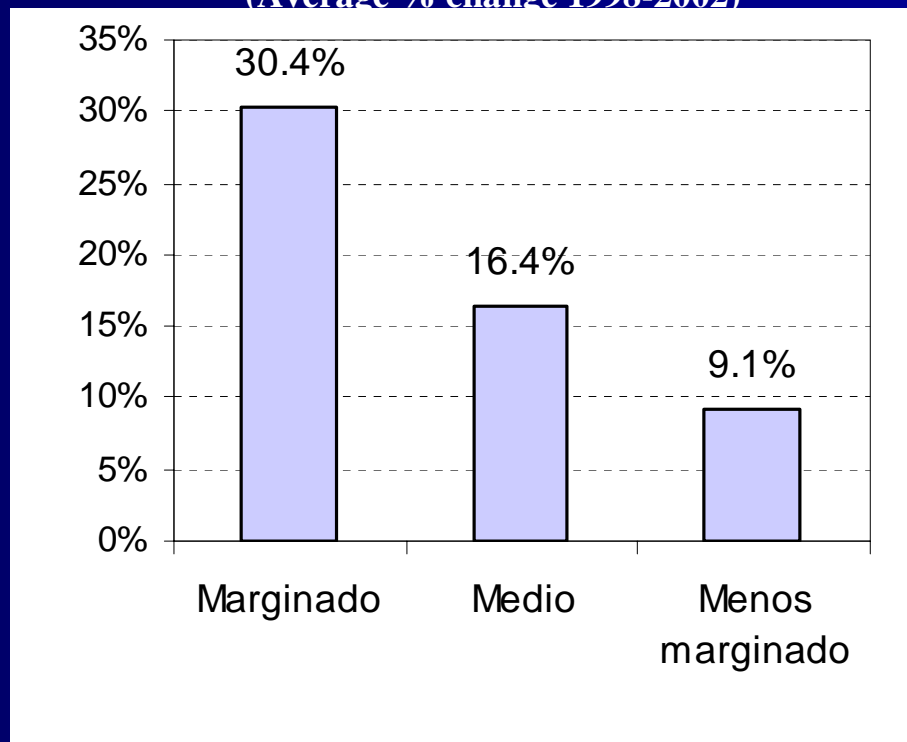
## COMPENSATORY EDUCATION PROGRAMS

- **Mexico Case. Compensatory Programs (1)**

Compensating for disadvantage in Mexico. Compensatory programs for basic education since 1992 mainly to improve quality. Four states in 1992, 10 in 1994 and since late 1990s all 30 states

# COMPENSATORY EDUCATION PROGRAMS

**Mexico Case. Compensatory Programs (2)**  
**Primary School Test Scores Inequality Eliminated by Compensatory Programs**  
**(Average % change 1998-2002)**



Source: *Estándares Nacionales, Encuestas de Contexto, 1998-2002.*

## COMPENSATORY EDUCATION PROGRAMS

- **Mexico Case. Compensatory programs (3)**  
Compensatory programs work. When well designed and properly targeted, they can reduce the 'advantage' gap. In Mexico have improved student exam performance and decreased inequality between CP and non-CP students.

# COMPENSATORY EDUCATION PROGRAMS

## ■ Chile Case. Compensatory programs

Variable means by indigenous status and year

	1997-SIMCE			2000-SIMCE			Difference in differences
	Non-indigenous	Indigenous	Difference	Non-indigenous	Indigenous	Difference	
Test Scores							
Spanish	0.025	-0.457	-0.482*	0.014	-0.284	-0.298*	0.184*
Math	0.021	-0.391	-0.412*	0.015	-0.310	-0.324*	0.087*

\*Statistical significant at 1%

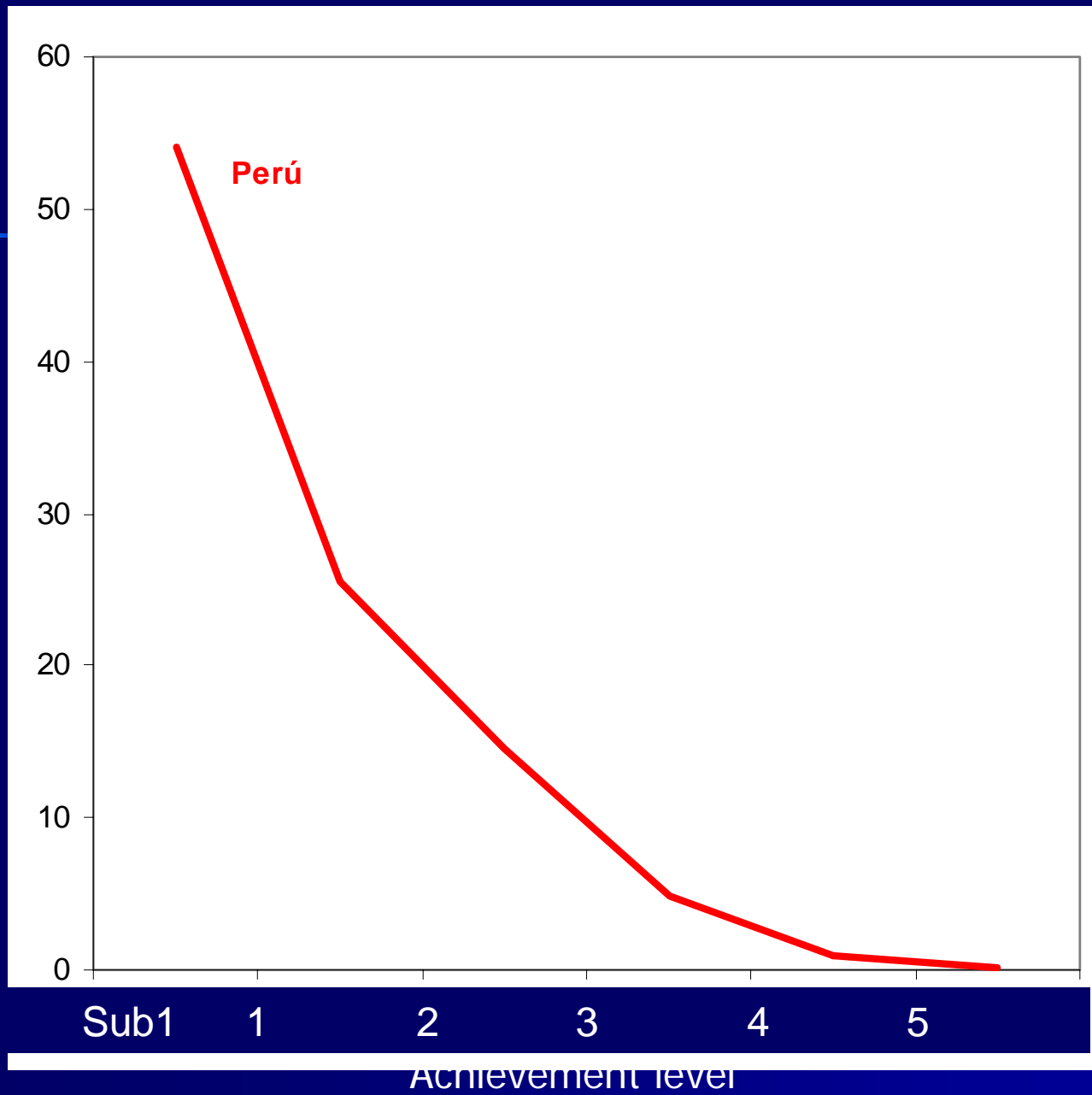
Differences are not explained by student and family variables. Also SES of indigenous did not improve during the period.

Tests are comparable.

## COMPENSATORY EDUCATION PROGRAMS

- Compensatory programs work and have contributed to decrease the inequality in the system. With information from PISA we can observed some of the contribution of these programs in Chile and in Mexico.
- Sure, there are challenges.....

Youth %



Youth %

