

ESTIMATION AND REGIONAL COMPARABILITY OF INDICATORS 4.3.1 AND 4.3.3



ECLAC Statistics Division

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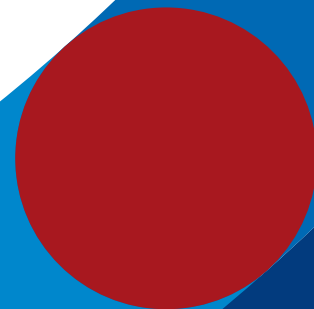


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Introduction

Most Latin American countries regularly implement household surveys that can be used to produce education indicators. ECLAC Household Survey Data Bank (BADEHOG) contains different types of national surveys (multipurpose; employment; living conditions and income and expenditure) and applies a process of harmonization of variables that allows the production of regionally comparable indicators. ECLAC Statistics Division currently produces several education indicators (4.1.2, 4.1.4, 4.1.5, 4.2.2, 4.3.1, 4.3.2, 4.4.3, 4.5.1, 4.6.2, among others) at request of UNESCO UIS, for their use in the global database.

In the context of the collaboration between ECLAC Statistics Division and UNESCO-UIS, this document provides an analysis of the availability and comparability of information from household surveys from 15 Latin American countries for the estimation of indicators 4.3.1 (Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months) and 4.3.3 (Participation rate in technical-vocational programmes).

The analysis takes into consideration the availability of the elements required for the calculation of the indicators as described in the metadata for both indicators.

Indicator 4.3.1 is defined as the “Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex”. It is expected that the indicator should be disaggregated by “types of programmes such as TVET, tertiary education, adult education and other relevant types and cover both formal and non-formal programmes”.

Indicator 4.3.3 is defined as the percentage of young people aged 15-24 years participating in technical or vocational education either in formal or non-formal (e.g. work-based, or other settings) education, on a given date or during a specified period.

According to the metadata, formal education is “education that is institutionalized, intentional and planned through public organizations and recognized private bodies, and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system”.

Complementarily, non-formal education “is education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of lifelong learning of individuals. It is often provided in order to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway structure; it may be short in duration and/or low-intensity; and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.”

Therefore, for both indicators, it is necessary that surveys provide information on the type of education (technical, vocational, adult, etc.). In addition, both indicators include formal and non-formal education, thus requiring household surveys to be comprehensive in their coverage of education programs.

The rest of the document presents a detailed analysis of the current data collection practices across different countries. It assesses the strengths and limitations of existing surveys in capturing comprehensive educational data and highlights the need for improved methodologies to ensure accurate and meaningful statistics.

To achieve this, the document first explores in detail the questionnaire used to collect the information for a specific year in each country, dividing the availability of different categories between formal and non-formal information. Subsequently, it presents the results of various indicators generated from this information for a broader range of years per country.

Finally, it discusses the quality of the information, the comparability of results between countries, and how the data collection process could be improved to obtain a more comprehensive analysis of the indicators.

1. Availability of information in household surveys in surveys circa 2022

To generate the indicators, a comprehensive review of various surveys was conducted, revealing a wide range of information on both formal and non-formal education, with a primary focus on the former. Notably, there is substantial data on Technical and Vocational Education and Training (TVET), which is the key component of indicator 4.3.3. Table 1 shows that, circa 2022, all countries in group A possess data on initial, secondary, and tertiary education, each of which can be categorized under TVET (except in Brazil), although in some cases only secondary or tertiary education can be classified this way. Additionally, many countries have data on special needs education, while fewer have information on adult education. Conversely, a significant portion of the countries have data on non-formal education. However, as shown in section “Detailed analysis by country”, this information is often of limited use due to the low frequency of responses or the short period of reference.

This summary is expanded in the following sections, where the questionnaire elements from each country's surveys, starting from the year 2000, are examined. This analysis helps to understand the diversity in how questions about formal and non-formal education variables are framed, and the possible limits to comparability across countries.

Table 1. Latin America (15 countries): Availability of information on educational attendance by type of education programme, circa 2022

| | Country | Year | Formal Education | | | | | | Non-formal Education | | | | | | |
|---------|-----------------|------|-------------------|---------------------|--------------------|----------------|-------------------------|-----------------|--------------------------|-------------|----------------------------|--------------------------------|---------------------|---------------------------------|-----|
| | | | Initial Education | Secondary Education | Tertiary Education | TVET | Special needs education | Adult education | Adult And youth literacy | TVET | | | | | |
| | | | | | | | | | | NF1 Courses | NF2 Workshops and seminars | NF3 Guided on-the-job training | NF4 Private lessons | Unspecified or mixed categories | |
| Group A | Argentina | 2023 | YES | YES | YES | Both | YES | | | | | | | | |
| | Bolivia | 2021 | YES | YES | YES | Only tertiary | YES | YES | YES | YES | | | | | YES |
| | Brazil | 2022 | YES | YES | YES | None | | YES | YES | | | | | | YES |
| | Chile | 2022 | YES | YES | YES | Both | YES | | | | | | | | |
| | Costa Rica | 2022 | YES | YES | YES | Only tertiary | YES | YES | | | | | | | |
| | El Salvador | 2022 | YES | YES | YES | Only tertiary | YES | | | YES | | YES | | | |
| | Honduras | 2019 | YES | YES | YES | Both | | | YES | | | YES | | | |
| | Mexico | 2022 | YES | YES | YES | Both | | | | | | | | | |
| | Perú | 2023 | YES | YES | YES | Only tertiary | YES | | YES | YES | | | | | |
| | Paraguay | 2021 | YES | YES | YES | Both | YES | YES | YES | | | | | | YES |
| Group B | Rep. Dominicana | 2022 | YES | YES | YES | Only secondary | | YES | | | | YES | | | |
| | Uruguay | 2022 | YES | YES | YES | Both | YES | | | | | | | | YES |
| Group B | Colombia | 2021 | | | | | | | | YES | | YES | | | |
| | Ecuador | 2022 | | | | | | | | | | | | | |
| | Panamá | 2019 | | | | | | | | | | | | | |

Note: Countries are divided into two groups: Group A includes those where detailed questions are asked about the educational level they are currently attending in primary, secondary, and tertiary education. Group B includes those that inquire whether they are attending school, but not the specific current level. Instead, they ask about the last level completed, which creates challenges when there is a transition between grades, especially when moving from primary to secondary education, whether technical or not, or from secondary to tertiary education, whether technical or not.

2. Intertemporal comparability of indicators 4.3.1 and 4.3.3

With the aim of testing the comparability and feasibility of constructing indicators 4.3.1 and 4.3.3, an exhaustive search was conducted in the questionnaires of the countries previously analyzed from the year 2000 to 2023, based on data and information availability. The following table summarizes the databases by country used in the analysis.

Table 2. Countries with analyzed information for the calculation of the indicators.

| Country \ Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Argentina | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| Bolivia | YES | YES | YES | | YES | YES | YES | YES | YES | YES | | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| Brazil | | YES | YES | YES | YES | YES | YES | YES | YES | YES | | YES | YES | YES | YES | | YES | YES | YES | YES | YES | YES | YES | YES |
| Chile | YES | | | YES | | | YES | | | YES | | YES | | YES | | YES | | YES | | | YES | | YES | |
| Costa Rica | | | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| Dominican Rep. | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| Honduras | | YES | | | YES | YES | | | | YES | YES | YES | YES | YES | YES | YES | YES | | YES | YES | | | | |
| Mexico | | | | | YES | | YES | | YES | | YES | | YES | | YES | | YES | | YES | | YES | | YES | |
| Peru | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| Paraguay | | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| El Salvador | YES | YES | YES | YES | YES | YES | YES | YES | | YES | YES | | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| Uruguay | | | | | | | | | | | | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |

The following section presents an analysis of the information obtained from the questionnaires, focusing on the more granular disaggregation available for the country. To facilitate the analysis, countries are grouped according to availability of information on formal TVET at the secondary and tertiary levels, which is the category with the greatest availability and comparability. In contrast, informal education is highly diverse, and the way it is inquired about varies in terms of period and focus.

2.1 Countries with information on technical education in secondary and tertiary education

Before proceeding with the country-by-country analysis, we can refer to Table 3, which shows the availability of information for each country and year, separated into formal and non-formal education. As can be seen, all countries have classifiable information on attendance in early childhood, secondary, and tertiary education, with the latter two categorized as either TVET or non-TVET, except for Paraguay from 2001 to 2007.

Continuing with formal education, not all countries possess information on special education or adult education, although the latter can be approximated based on the respondent's age.

On the other hand, regarding non-formal education, we observe that there is very limited information on literacy for youth and adults, which poses a challenge when comparing the total indicator. Lastly, concerning non-formal TVET education, data is collected on category NF3 and a mix of other non-separable categories, complicating comparability. Additionally, as will be discussed further, the time periods covered are not necessarily aligned with the requirements; for example, in the specific case of Honduras, the data pertains to non-attendance in the week prior to work due to training, which makes it difficult to compare this response with that of Chile, which pertains to the last 12 months.

Table 3. Information available for the generation of indicators 4.3.1 and 4.3.3 for the first group of countries

| Country | Year | Formal Education | | | | | | Non-formal Education | | | | | |
|-----------|-------------|-------------------|---------------------|--------------------|---------------|-------------------------|-----------------|--------------------------|-------------|----------------------------|--------------------------------|---------------------|---------------------------------|
| | | Initial Education | Secondary Education | Tertiary Education | TVET | Special needs education | Adult education | Adult And youth literacy | TVET | | | | |
| | | | | | | | | | NF1 Courses | NF2 Workshops and seminars | NF3 Guided on-the-job training | NF4 Private lessons | Unspecified or mixed categories |
| Argentina | 2003 - 2023 | YES | YES | YES | Both | YES | | | | | | | |
| | 2002 | YES | YES | YES | Both | | | | | | | | |
| Chile | 2020 - 2022 | YES | YES | YES | Both | YES | | | | | | | |
| | 2013 - 2017 | YES | YES | YES | Both | YES | YES | | | | YES | | |
| | 2011 | YES | YES | YES | Both | YES | YES | | | | | | |
| | 2006-2009 | YES | YES | YES | Both | YES | YES | | | | YES | | |
| | 2000-2003 | YES | YES | YES | Both | YES | | | | | YES | | |
| Honduras | 2004 - 2019 | YES | YES | YES | Both | | | YES | | | YES | | |
| | 2001 | YES | YES | YES | Both | | | YES | | | | | |
| Mexico | 2014 - 2022 | YES | YES | YES | Both | | | | | | YES | | |
| | 2004 - 2012 | YES | YES | YES | Both | | | | | | | | |
| Paraguay | 2008 - 2023 | YES | YES | YES | Both | YES | YES | YES | | | | | YES |
| | 2007 - 2007 | YES | YES | YES | Only tertiary | YES | YES | YES | | | | | YES |
| | 2003 - 2006 | YES | YES | YES | Only tertiary | YES | YES | | | | | | YES |
| | 2002 | YES | YES | YES | Only tertiary | YES | YES | | | | | | |
| | 2001 | YES | YES | YES | Only tertiary | YES | YES | | | | | | YES |

2.2 Countries with information on technical education only in tertiary education

Before proceeding, and analogous to what was discussed in the previous section, Table 9 provides a summary of the information collected for the countries in this second group. In these countries, at least for the most recent years, data is available for primary, secondary, and tertiary education, although only the latter can be classified as either TVET or non-TVET. Additionally, they have information on special education, and except for El Salvador and Peru, they specify adult education. On the non-formal education side, we can see that Bolivia and Peru provide information on literacy and NF1 classification, the latter also provided by El Salvador. However, as we will see later, the group of people to whom this question is posed is too small to be comparable with the others. As for NF3, only Bolivia (2016-2018) and El Salvador (2014-2023) have this information, where both countries ask whether training was received in the current job over the past 12 months, making them comparable. Finally, no country has complete information on informal education, although the way in which NF1 and NF3 are inquired about is close to ideal.

Table 4. Information available for the generation of indicators 4.3.1 and 4.3.3 for the second group of countries

| Country | Year | Formal Education | | | | | | Non-formal Education | | | | | |
|-------------|-------------|-------------------|---------------------|--------------------|---------------|-------------------|---------------------|--------------------------|-------------|-------------------|---------------------|---------------------|---------------------------------|
| | | Initial Education | Secondary Education | Tertiary Education | TVET | Initial Education | Secondary Education | Adult And youth literacy | TVET | | | | |
| | | | | | | | | | NF1 Courses | Initial Education | Secondary Education | NF4 Private lessons | Unspecified or mixed categories |
| Bolivia | 2021 | YES | YES | YES | Only tertiary | YES | YES | YES | YES | | | | YES |
| | 2020 | YES | YES | YES | Only tertiary | YES | YES | YES | YES | | | | |
| | 2019 | YES | YES | YES | Only tertiary | YES | YES | YES | YES | | | | YES |
| | 2016 - 2018 | YES | YES | YES | Only tertiary | YES | YES | YES | YES | | YES | | |
| | 2008 - 2015 | YES | YES | YES | Only tertiary | YES | YES | YES | YES | | | | |
| | 2000 - 2007 | YES | YES | YES | Only tertiary | | YES | YES | YES | | | | |
| El Salvador | 2014 - 2023 | YES | YES | YES | Only tertiary | YES | | | YES | | YES | | |
| | 2013 | YES | YES | YES | Only tertiary | YES | | | YES | | | | |
| | 2003 - 2012 | YES | YES | YES | Only tertiary | YES | | | | | | | |
| | 2000 - 2002 | YES | YES | YES | Only tertiary | YES | YES | | | | | | |
| Perú | 2017 - 2023 | YES | YES | YES | Only tertiary | YES | | YES | YES | | | | |
| | 2003 - 2016 | YES | YES | YES | Only tertiary | | | YES | YES | | | | |
| | 2000 - 2002 | YES | YES | YES | Only tertiary | | | | YES | | | | |
| Costa Rica | 2011 - 2023 | YES | YES | YES | Only tertiary | YES | YES | | | | | | YES |
| | 2010 | YES | YES | YES | None | YES | YES | | | | | | YES |
| | 2002 - 2009 | YES | YES | YES | Only tertiary | YES | YES | | | | | | |

2.3 Countries with Mixed Information on Technical Education Across Education Levels

Finally, the third group comprises Brazil, the Dominican Republic, and Uruguay. These countries were selected because there are several years in which it is not possible to distinguish between TVET education in secondary or tertiary education, which makes it impossible to generate the 4.3.3 indicator for formal education. As we can see in Table 14, Brazil does not have disaggregated formal information on TVET for any of the analyzed periods, although it does have data on adult education, literacy, and non-formal education collected in a mixed manner, although the latter does not meet the ideal criteria, as we will see later. Regarding Uruguay, it has been possible to separate current education since 2011, with secondary and tertiary TVET education being separable only from 2021; prior to that, only tertiary education was distinguishable. It also has information on non-formal education, but this data is not separable, as will be discussed later. Finally, the Dominican Republic has disaggregated TVET information for formal education only for secondary education since 2016 and for non-formal education since 2000. However, concerning non-formal education NF3, the period in which the question is asked is not comparable since it does not meet the criteria.

Table 5. Information available for the generation of indicators 4.3.1 and 4.3.3 for the third group of countries

| Country | Year | Formal Education | | | | | | Non-formal Education | | | | | | |
|-----------------|-------------|-------------------|---------------------|--------------------|----------------|-------------------------|-----------------|--------------------------|-------------|----------------------------|--------------------------------|---------------------|---------------------------------|--|
| | | Initial Education | Secondary Education | Tertiary Education | TVET | Special needs education | Adult education | Adult and youth literacy | TVET | | | | | |
| | | | | | | | | | NF1 Courses | NF2 Workshops and seminars | NF3 Guided on-the-job training | NF4 Private lessons | Unspecified or mixed categories | |
| Rep. Dominicana | 2016 - 2023 | YES | YES | YES | Only secondary | | YES | | YES | | YES | | | |
| | 2007 - 2015 | YES | YES | YES | None | | | | YES | | YES | | | |
| | 2000 - 2006 | YES | YES | YES | None | | | | YES | | | | | |
| Uruguay | 2021 - 2023 | YES | YES | YES | Both | Yes | | | | | | | YES | |
| | 2011 - 2020 | YES | YES | YES | Only tertiary | | | | | | | | | |
| Brazil | 2016 - 2023 | YES | YES | YES | None | | YES | YES | | | | | YES | |
| | 2001 - 2015 | YES | YES | YES | None | | YES | YES | | | | | | |

3. Summary analysis

3.1 Formal Education

Figure 1. Percentage of attendance by regular education level by country and year (12 countries)

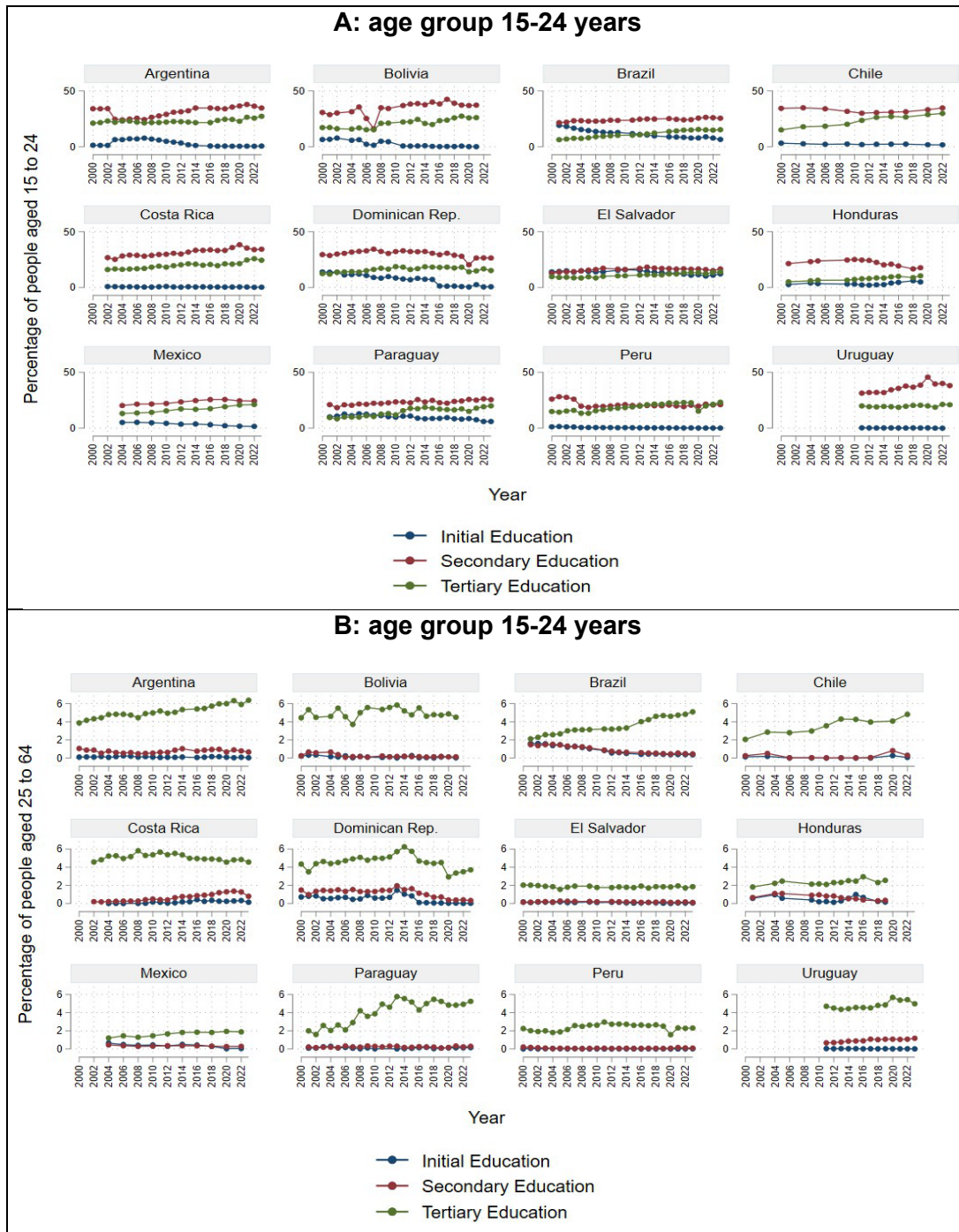


Figure 2. Percentage of attendance in secondary education classified as TVET and non-TVET by country and year (12 countries)

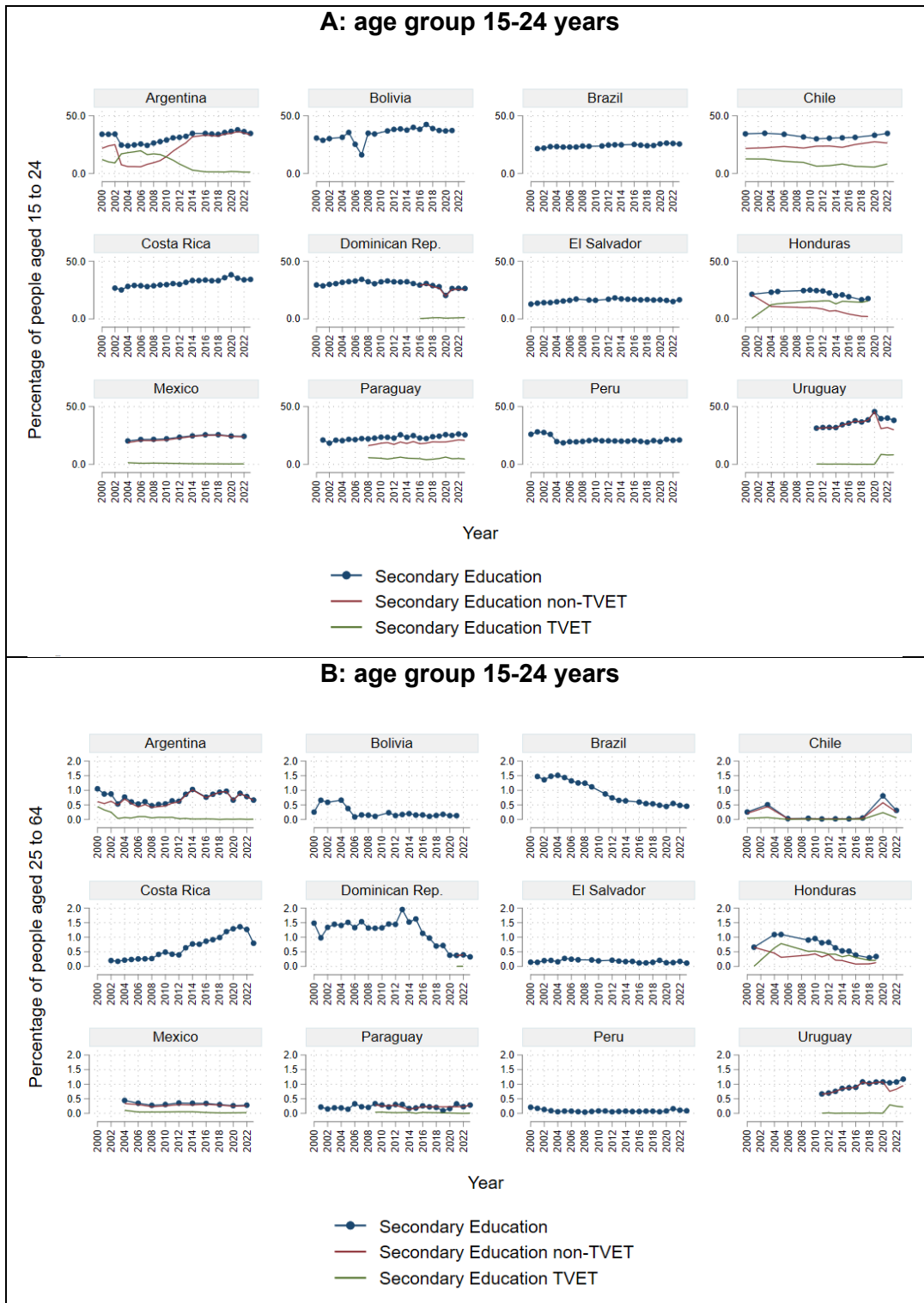


Figure 3. Percentage of attendance in tertiary education classified as TVET and non-TVET by country and year (12 countries)

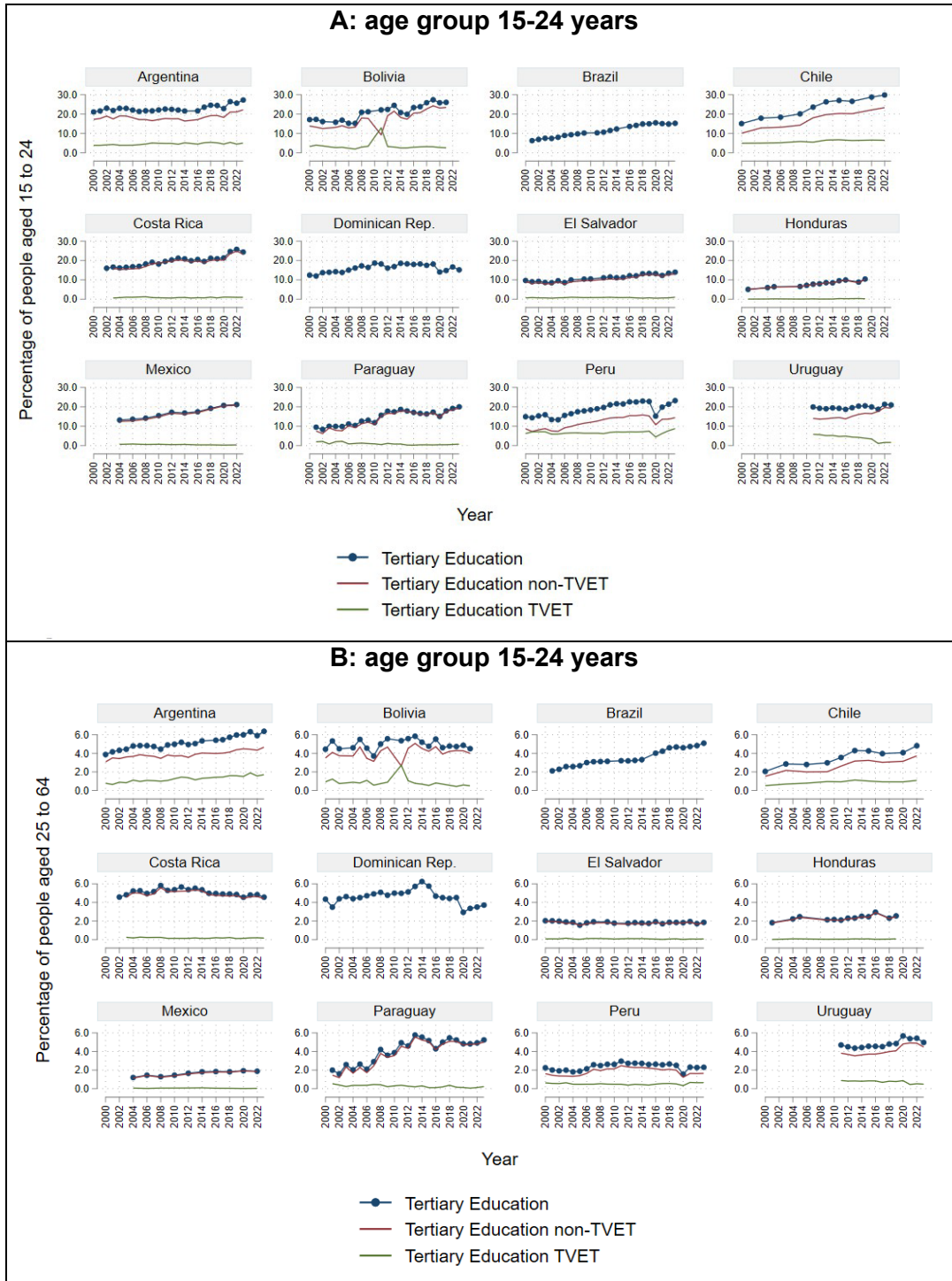


Figure 4. Percentage of attendance in adult education by country and year (6 countries)

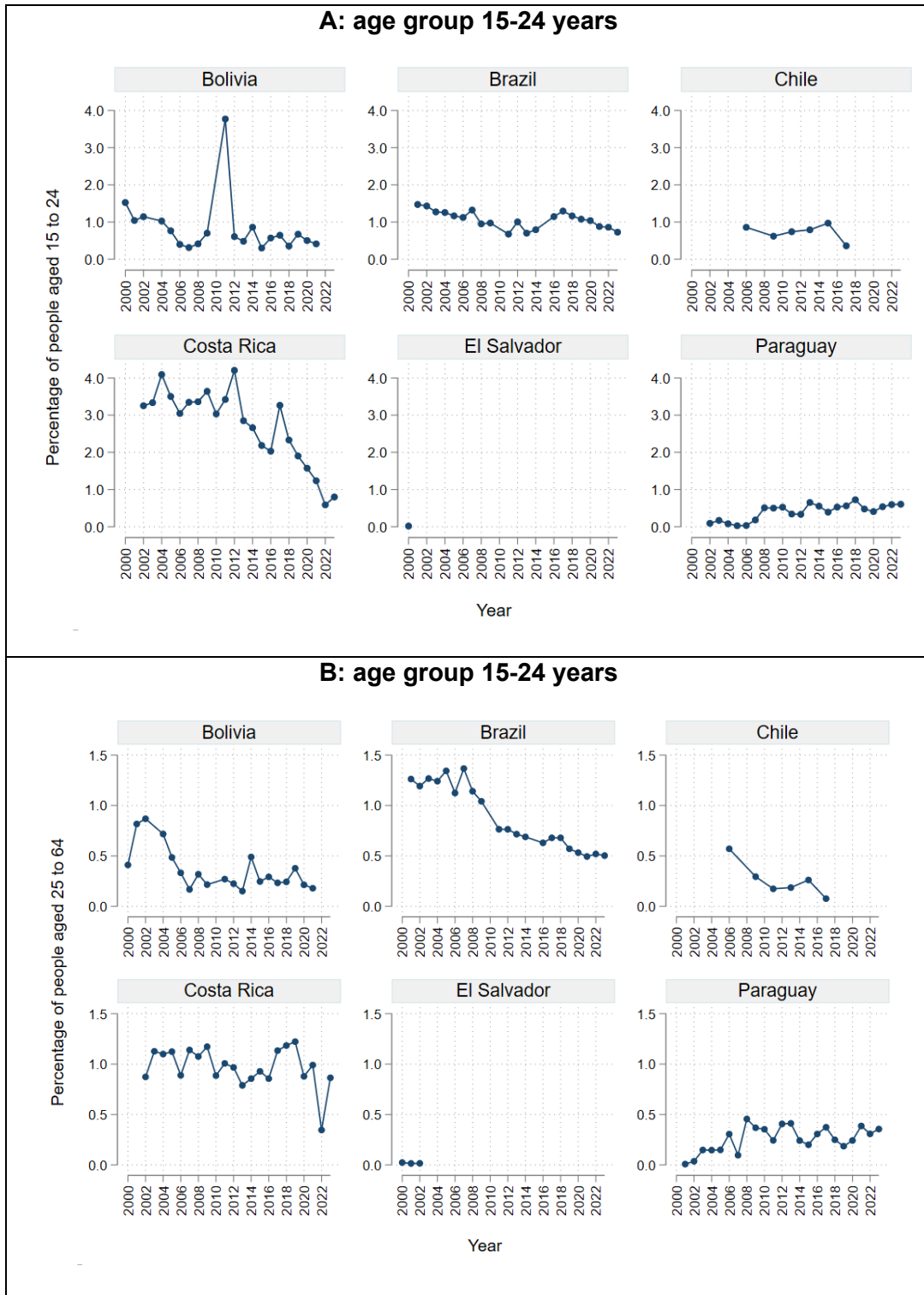
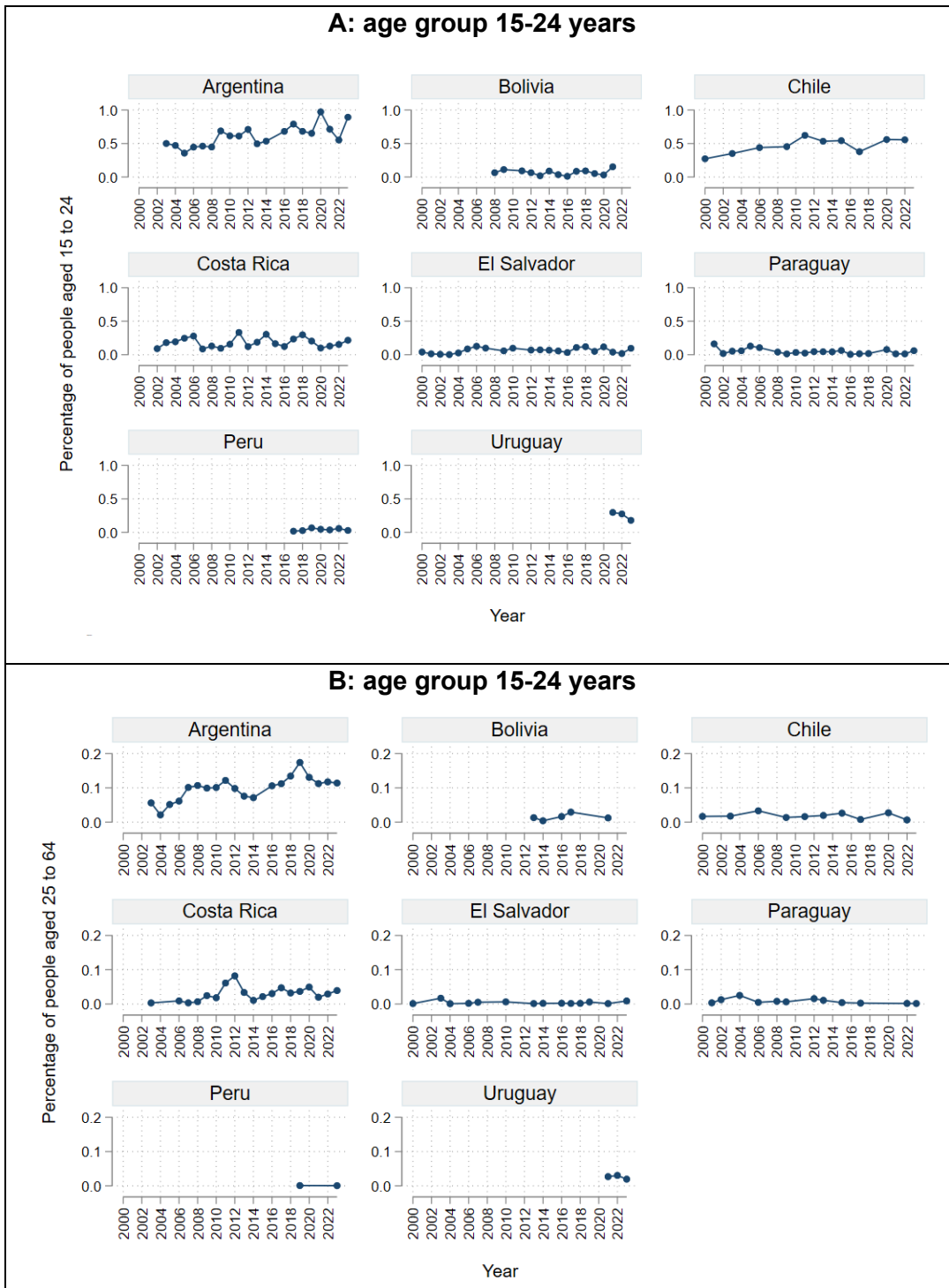


Figure 5. Percentage of attendance in special needs education by country and year (8 countries)



3.2 Non-Formal Education

Figure 6. Percentage of attendance in literacy courses by country and year (6 countries)

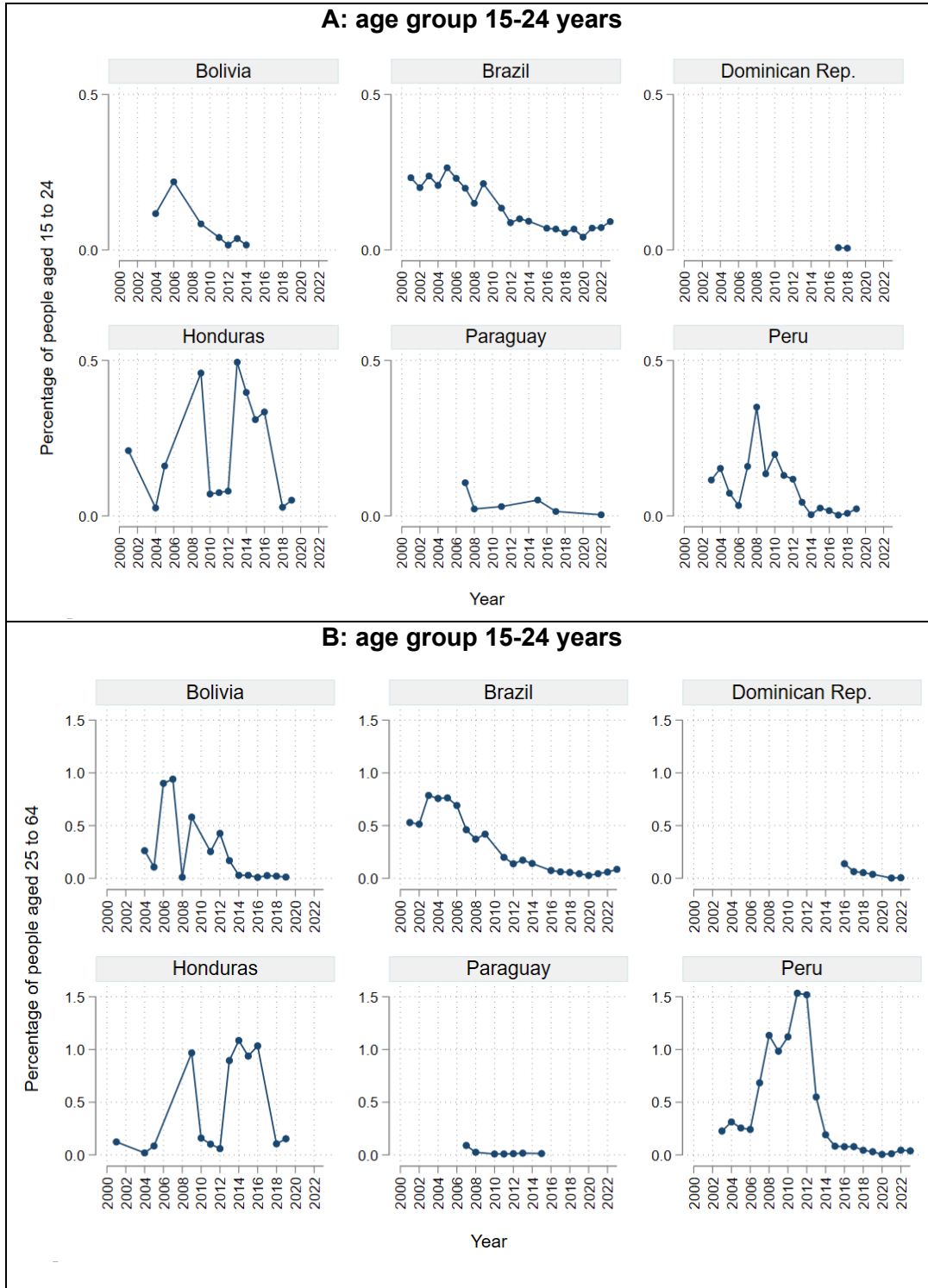
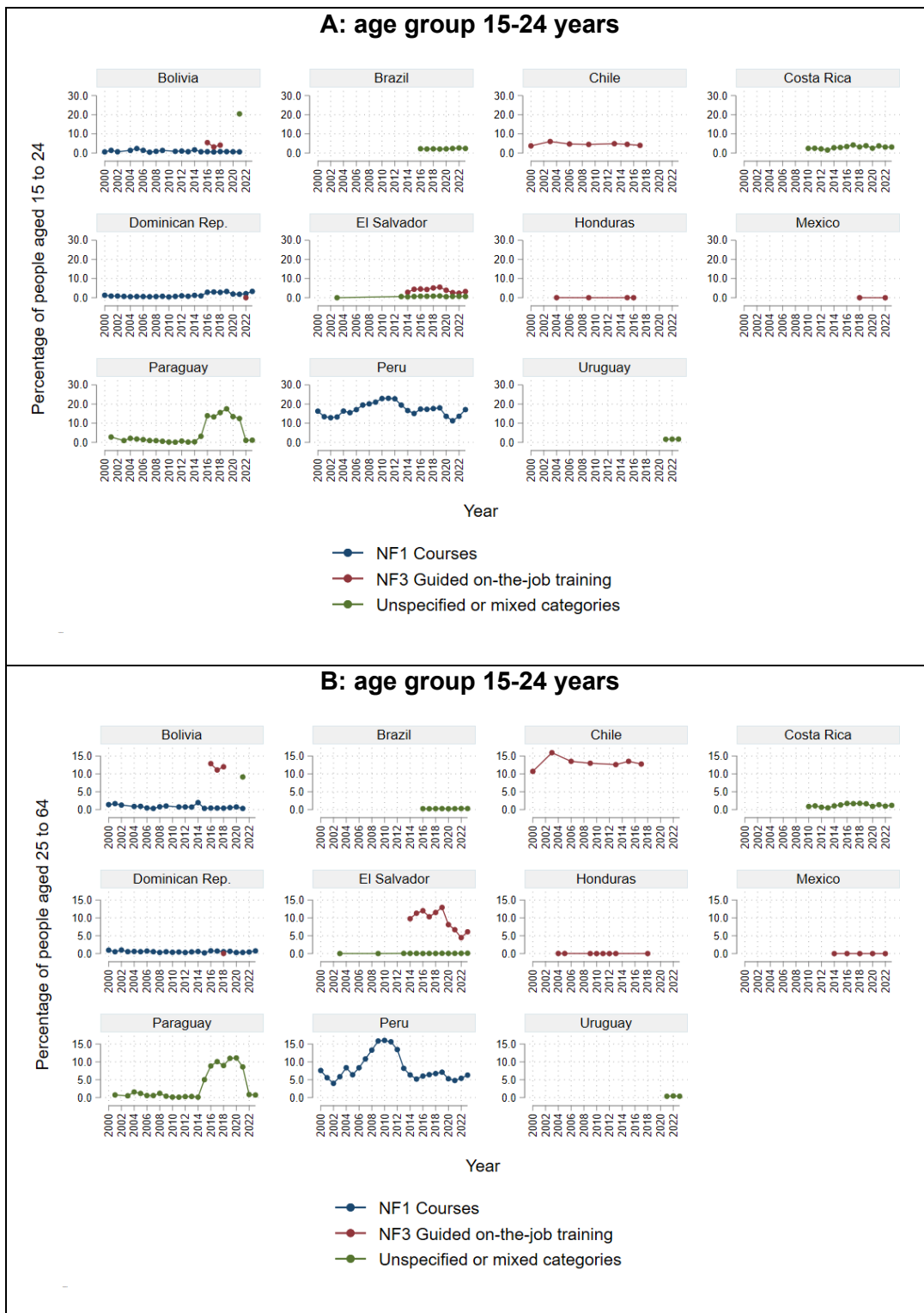


Figure 7. Percentage of attendance in non-formal TVET education by country and year (11 countries)



4. Conclusions and recommendations

Based on a comprehensive review of the questionnaires and available information, we conclude that indicators 4.3.1 and 4.3.3 can only be partially calculated with the existing multi-purpose household surveys. Nevertheless, specific components of these indicators can still be compared across certain countries. In other words, while no country fully meets all the criteria needed to construct indicators 4.3.1 and 4.3.3 in their entirety, segmented comparisons are possible. Table 18 presents the different categories of indicator 4.3.1 and lists the countries that include the required information, also indicating whether the available data can be used to calculate indicator

4.3.3. It is important to note that indicator 4.3.1 covers all forms of education, both formal and informal, whereas indicator 4.3.3 is limited to data classified as TVET.

Table 6. Information available in household surveys for the components of indicators 4.3.1 and 4.3.3

| Indicator 4.3.1 | | Used in indicator 4.3.3 |
|--|---------------------------------|-------------------------|
| Formal education (Currently attending) | | |
| Formal regular education (primary, secondary, tertiary) | | |
| Argentina, Bolivia, Brazil, Chile, Costa Rica, Dominican Republic, El Salvador, Honduras, Mexico, Paraguay, Peru and Uruguay | | |
| TVET | For both secondary and tertiary | Yes |
| | Only for tertiary | Yes |
| | Only for secondary | |
| Adult education | | |
| Chile (2006 - 2017), Paraguay (except for 2010), Bolivia, El Salvador (2000-2002), Costa Rica, Rep. Dominicana (2016- 2023) and Brazil | | |
| Special Education | | |
| Argentina (2003-2023), Chile, Paraguay, Bolivia (2008-2021), El Salvador, Peru (2017-2023), Costa Rica, Uruguay (2021- 2023) | | |
| Informal Education (Different periods) | | |
| Adult and youth literacy courses | | |
| Currently attending: Bolivia, Brazil, Honduras, Paraguay (2007-2023) | | |

| | | | |
|-------------------------|---|---|-----|
| | | Last 12 months: Perú (2003-2023) | |
| Allows identifying TVET | NF1 Courses | Currently attending: Bolivia ¹ and Dominican Republic Last 12 months: Peru Only for people not attending school: Peru (2012 - 2023) | Yes |
| | NF2 Workshops and seminars | None | |
| | NF3 Guided on-the- job training | Last 12 months and current job: Bolivia (2016-2018) and El Salvador (2014-2023) Last 12 months: Chile (2000-2009 and 2006-2009) Last week and only for people not attending work: Dominican Republic (2015 - 2023), Honduras Last month and only for people not attending work: Mexico (2014 - 2022) | Yes |
| | NF4 Private lessons | None | |
| | Unspecified or mixed categories (not comparable across countries) | Last three months: Bolivia ² (2021) Last month: Brazil ³ (2016- 2023) Currently Attending: Costa Rica (2010-2023), El Salvador and Uruguay Only for people not attending school: Paraguay ⁴ | Yes |

Indicator 4.3.1 is defined as “the percentage of youth and adults in a given age range (e.g., 15- 24 years, 25-64 years, etc.) participating in formal or non-formal education or training during a specified time period (e.g., the last 12 months).” Ideally, this indicator should be disaggregated into TVET programs, tertiary education, adult education, and other classifications that cover both formal and non-formal education.

In the countries and years analyzed, all surveys have data on participation in formal primary, secondary and tertiary education. However, information on adult education is available in only seven countries, and not necessarily for the whole period. Additionally, in some countries, it is not specified whether adult education corresponds to secondary or basic education. For countries without this information, a proxy can be used for adults still enrolled in basic or secondary levels.

Regarding formal TVET education, complete information is available for six countries, although not for all years. Five additional countries report data on TVET only for tertiary education. Thus, participation in formal TVET could be estimated and compared for 11 countries, if limited to tertiary education.

Focusing on non-formal education, only five countries have information on literacy courses, four have information on current attendance, and one has information on attendance in the last 12 months. Therefore, the latter is not perfectly comparable with the other four. However, when considering the TVET component of non-formal education, none of the countries have categories for NF2 (workshops and seminars) and NF4 (private lessons). Furthermore, data for NF1 (courses) is available in only three countries, and they are not perfectly comparable and only one of them meets the 12-month range. The category guided on-the-job training (NF3), exhibits considerable variation across questionnaires, 6 countries have information about this category but only three of them meet the 12-month range. The other group of three countries captures very few observations; in some years, there are no observations in that category.

In light of this and in pursuit of a complete and comparable indicator across countries, it is essential to adopt the recommendations proposed by UNESCO and the granularity demonstrated in this document.

Indicator 4.3.3 is defined as “the percentage of young people aged 15-24 years participating in technical or vocational education, either in formal or non-formal settings (e.g., work-based or other settings), on a given date or during a specified period”. Household surveys used for the analysis provide detailed individual-level information, such as age, sex, area, and income, allowing for disaggregation by these dimensions.

This indicator encompasses the TVET categories included in indicator 4.3.1. For the formal component of TVET, not all surveys provide information for secondary education, limiting its comparability across countries, as indicated earlier.

Limits to comparability are greater in the case of non-formal TVET. As mentioned above, inclusion of the different categories of non-formal technical education varies greatly among countries. In addition, this information usually refers to a short period and not to the last 12 months, leading to an underestimation of the true value.

¹ From the year 2000 to 2014, attendance in NF1 refers to courses with a duration of less than 1 year; from 2015 onwards, it refers to courses with a duration of less than 2 years.

² Based on the use of mobile devices,

³ Based on the reason for not working in the last 30 days

⁴ Between 2015 and 2023, the reason is: Attends vocational education or professional training, but in the other years, it asks whether they attend non-formal education.

4.1 Required information to report indicators 4.3.1 and 4.3.3

As a reference framework for the construction of indicators 4.3.1 and 4.3.3, and to ensure they can be disaggregated to their most granular level, it is ideal that the questions provide information on current regular attendance and that the specifics of the course are clearly detailed. As mentioned in the first section of the report, some countries only ask if the person is currently attending and what the last completed course was, which makes it difficult to determine the current level of attendance during transitions between levels. For instance, a person may have advanced to secondary education, but it remains unclear whether it is TVET or not. Additionally, in the case of non-formal education, it has been observed that these questions are often omitted, and in some cases, they are included with a very short time frame, such as referring to the past month or even the past week.

Below is the information that would be useful for generating the indicators disaggregated to their most granular level⁵.

- Current educational attendance:
 - Formal education
 - Adult and youth literacy
 - Special education
 - Initial education
 - It is recommended to inquire whether the education pertains to regular education or is specifically intended for youth and adults
 - Secondary education
 - Ideally, distinguish between regular secondary education and that intended for youth and adults. Additionally, differentiate between technical and non-technical education
 - Tertiary education
 - Ideally, inquire about technical and vocational education (with duration ranges), university education, diploma programs, and postgraduate studies. This facilitates classification when standardizing data and provides greater clarity for the respondent in their answers
 - Reasons for non-attendance
 - Many questionnaires inquire about non-response reasons such as work, pregnancy, marriage, having completed education and others. However, to identify individuals who are enrolled in some form of non-formal education, one could include, for instance:
 - Attendance at non-formal training courses
 - Studies independently through online courses
- Informal education, last 12 months
 - Attendance at non-formal courses, with or without a completion certificate, not mandated by the employer
 - This last specification is ideal to avoid confusing NF1 (courses) with NF3 (guided on-the-job training). Additionally, one could inquire whether the courses are online, given the recent increase in the availability of such courses.

- Attendance at workshops or seminars
 - This type of question was not included separately in any of the reviewed questionnaires. For instance, in Bolivia, it is asked alongside online courses, seminars, and online training, but from the perspective of cell phone usage in the last three months.
- Attendance at job training courses in the current or previous job within a period of 12 months.
 - This question is relevant and specifying current or previous employment makes it easier to answer. Currently, this is not frequently asked, and in some cases, the time range is quite limited.
- Attendance at private lessons from a teacher or tutor outside of school or work hours (NF4).
 - This type of question was not found in any of the reviewed questionnaires. It could therefore be directed towards reinforcement lessons or in some other word-related context.
- Attendance at any other type of non-formal education not previously mentioned.
 - The respondent may find it challenging to classify the type of education received; thus, this approach allows us to at least capture data regarding non-formal attendance.

This information could be collected in various sections of the questionnaire. Additionally, it should be structured in such a way that individuals can be recognized as participating in both formal and non-formal education simultaneously. For example, individuals who are enrolled in university while also working and attending job training courses.

⁵ The Technical Cooperation Group on the Indicators for SDG 4 - Education 2030 (TCG) has recommended a set of survey questions to collect data for SDG indicators 4.3.1, 4.3.3 and 4.6.3

Annex

Argentina 2023

Although Argentina 2023 lacks information about informal education, the data on formal education can be disaggregated by education level and classified according to whether it pertains to TVET or not. Additionally, only current attendance is useful, as the questionnaire does not specify the time period of past attendance.

Questionnaire Questions

Current Attendance

CH10 N (1) "Does the person currently attend or has the person ever attended an educational institution? (e.g., school, college, university)"

1 = Yes, currently attending

2 = No, not currently attending but has attended in the past

3 = Never attended

| Question: CH12 N (2) "What is the highest level currently pursued or previously pursued?" | Formal (F) or non- formal (NF) | General classification | TVET | Comments |
|---|--------------------------------|------------------------|------|--|
| 1 = Kindergarten/Preschool | F | Initial Educ. | | |
| 2 = Primary | F | Initial Educ. | | |
| 3 = Basic General Education (EGB) | F | Initial Educ. | | |
| 4 = Secondary | F | Sec. Educ. | | |
| 5 = Modal Polymodal | F | Sec. Educ. | Yes | |
| 6 = Tertiary | F | Ter. Educ. | Yes | Tertiary probably refers to technical education and other non-university tertiary level studies. |
| 7 = University | F | Ter. Educ. | | |
| 8 = Postgraduate University | F | Ter. Educ. | | |
| 9 = Special Education | F | Sp. Needs Educ. | | |

Boliviia 2021

Bolivia 2021 contains extensive information on attendance, including data on adult education, special needs, literacy, and non-formal education in courses. However, for the formal education section, it only inquires about technical and vocational education and training (TVET) at the tertiary level and not at the secondary level, which does not allow for disaggregation of data for individuals aged 15 to 18.

Questionnaire Questions

Current Attendance

During this year, did you enroll in any course or degree of school education, alternative education, higher education, or postgraduate studies?

1. Yes
2. No

Currently, does (...) attend classes at the level and course they enrolled in for the 2021 school year?

1. Yes, in-person
2. Yes, hybrid (in-person and remote)
3. Yes, remote (virtual classes or online, via radio, television, others)
4. No

| What LEVEL AND COURSE of school education, alternative education, higher education or postgraduate studies did you enroll in this year? | Formaln(F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|-----------------------------|------|----------|
| 12. LITERACY COURSE | NF | Adult and youth literacy | | |
| 13. INITIAL OR PRESCHOOL EDUCATION (PRE-KINDER/KINDERGARTEN) | F | Initial Educ. | | |
| 41. PRIMARY EDUCATION (1 TO 6 YEARS) | F | Initial Educ. | | |
| 42. SECONDARY EDUCATION (1 TO 6 YEARS) | F | Sec. Educ. | | |
| 62. ADULT PRIMARY EDUCATION (EPA) | F | Adult Educ. & Initial Educ. | | |
| 63. ADULT SECONDARY EDUCATION (ESA) | F | Adult Educ. & Sec. Educ. | | |
| 64. NATIONAL POST-LITERACY PROGRAM | F | Adult Educ. | | |
| 65. SPECIAL EDUCATION | F | Sp. Needs Educ. | | |
| 71. TEACHER TRAINING COLLEGE (NORMAL SCHOOL) | F | Ter. Educ. | | |
| 72. UNIVERSITY | F | Ter. Educ. | | |
| 73. POSTGRADUATE DIPLOMA | F | Ter. Educ. | | |
| 74. POSTGRADUATE MASTER'S DEGREE | F | Ter. Educ. | | |
| 75. POSTGRADUATE DOCTORATE | F | Ter. Educ. | | |
| 76. UNIVERSITY TECHNICAL | F | Ter. Educ. | Yes | |

| | | | | |
|---|----|--------------------------|-----|--|
| 77. TECHNICAL INSTITUTE/TECHNOLOGICAL INSTITUTE (Duration equal to or greater than 2 years) | F | Ter. Educ. | Yes | |
| 78. HIGHER ARTISTIC EDUCATION | F | Ter. Educ. | | |
| 79. MILITARY AND POLICE TRAINING INSTITUTES | | | | |
| 80. ADULT TECHNICAL EDUCATION (ETA) | F | Adult Educ. & Ter. Educ. | Yes | |
| 81. OTHER COURSES (Duration less than 2 years) | NF | | Yes | |

Complementary questions

In the last 3 months, has (...) used a cell phone? (s03c_14)

- A. To attend school, college, university, etc. classes
- B. To attend short courses, seminars, online training events [NF/TVET]**
- C. To search for or download educational material
- D. To communicate, chat, check email
- E. To access Facebook, Twitter, Instagram, TikTok (social networks)
- F. To download or watch videos, movies, music, games (entertainment)
- G. To read news, newspapers, or online magazines
- H. To download software or applications (including updates)
- I. To look for a job
- J. To buy or sell goods or services (online payments: purchase of music, travel, and accommodation via the internet, etc.)
- K. To use online banking (transactions with a bank to make payments, transfers, etc.)
- L. To perform procedures, inquiries, or complaints to government institutions
- M. For other activities (Specify)

Brazil 2022

Brazil 2022 lacks information about formal TVET education, as it does not inquire about it at both the secondary and tertiary levels. Information about non-formal TVET education can be indirectly obtained through questions about reasons for not attending classes and not starting work in the previous week, though the latter timeframe is too brief to provide meaningful data.

Questionnaire Questions

Current Attendance

Do you attend school?

Yes

No

| What course does attend? V3003A | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|-----------------------------|------|---|
| 1 Preschool | F | Initial Educ. | | |
| 2 Youth and Adult Literacy | NF | Adult and youth literacy | | |
| 3 Regular Elementary Education | F | Initial Educ. | | |
| 4 Youth and Adult Education (EJA) - Elementary | F | Adult Educ. & Initial Educ. | | |
| 5 Regular High School Education | F | Sec. Educ. | | |
| 6 Youth and Adult Education (EJA) - High School | F | Adult Educ. & Sec. Educ. | | |
| 7 Higher Education - Undergraduate | F | Ter. Educ. | | |
| 8 Graduate Specialization (minimum duration of 360 hours) | F | Ter. Educ. | | These specialization courses refer to postgraduate programs that are shorter in duration than a master's degree and focus on practical specializations. |
| 9 Master's degree | F | Ter. Educ. | | |
| 10 Doctorate | F | Ter. Educ. | | |

Work related questions

What was the main reason _____ did not take action to find work during the period from _____ to _____ (reference period of 30 days)? V4074A

1. Received a job offer to start after the reference week → go to 75^a
2. Was waiting for a response to a job application
3. Could not find suitable work
4. Did not have professional experience or qualifications
5. Could not find work due to being considered too young or too old
6. There were no jobs available in the area

7. Had to take care of household chores, children, or other relatives
8. **Was studying (in any type of course or on their own) [NF/TVET] (just if V3003A = no)**
9. Due to health issues or pregnancy
10. Other reason, specify

What was the main reason _____ could not start working during the week of _____ to ____ (reference week)? V4078A

1. Had to take care of household chores, children, or other relatives
2. **Was studying (in any type of course or on their own) [NF/TVET] (just if V3003A = no)**
3. Due to health issues or pregnancy
4. Was too young or too old to work
5. Did not want to work
6. For another reason, specify

Chile 2022

Chile 2022 has very good information on TVET in formal education, as its inquiries about both secondary and tertiary levels. However, it lacks information on other categories such as non- formal TVET education, adult education, and literacy.

Questionnaire Questions

Current Attendance

e3. In the 2022 school year, does %name% attend any preschool, special education, elementary, high school, higher education, or study leveling institution? Consider both in-person and online attendance.

Yes

No

| e6a_asiste. ¿What is the educational level that %person% is attending? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|--|-------------------------------|------------------------|------|----------|
| 2. Nursery | F | Initial Educ. | | |
| 3. Kindergarten (Lower Kindergarten and Upper Kindergarten) | F | Initial Educ. | | |
| 4. Pre-K / Kindergarten (Junior Transition and Senior Transition) | F | Initial Educ. | | |
| 5. Special Education | F | Sp. Needs Educ. | | |
| 7. Primary Education | F | Initial Educ. | | |
| 9. Secondary Education - Academic | F | Sec. Educ. | | |
| 11. Secondary Education - Technical and Professional | F | Sec. Educ. | Yes | |
| 12. Higher Technical Education (1-to-3-year programs) | F | Ter. Educ. | Yes | |
| 13. Undergraduate (4 or more-year programs) | F | Ter. Educ. | | |
| 14. Master's Degree | F | Ter. Educ. | | |
| 15. Doctorate | F | Ter. Educ. | | |

Colombia 2021

Colombia 2021 is a particularly interesting case as it does not contain information on the current level of formal education that students are attending. However, it does include a module titled "WORK TRAINING MODULE (FOR PERSONS AGED 15 AND OVER)" which provides very detailed information on duration, courses, allocated hours, and even prices (**not currently analyzed in this version**).

Questionnaire Questions

Current Attendance

Does ... currently attend preschool, school, college, or university?

Yes

No

What is the highest level of education completed by ... and the last year or grade approved at this level?

A None

B High school diploma

C Technical or technological

D University

E Postgraduate

F Don't know, don't specify

Complementary questions

In addition to the activities, you reported doing last week, which of the following unpaid tasks did you perform?

- a. Helping with farm work or animal husbandry
- b. Performing household chores
- c. Doing household chores or tasks in other homes or institutions
- d. Caring for or attending to children
- e. Caring for sick, elderly, or disabled individuals
- f. Making clothing or textiles for household members
- g. Attending courses or training events [NF/TVET]**

For what reason did you not work some of the hours you normally work last week?

- a. Illness, leave, or permit
- b. Holidays
- c. Vacation
- d. Training [NF/TVET]**
- e. Suspension or termination of employment
- f. Reduction in the company's economic activity
- g. Other

Are you currently attending a work training course?

Yes [NF/TVET]

No

In the past 24 months, have you taken and completed any work training courses?

Yes [NF/TVET]

No

Costa Rica 2022

Costa Rica 2022 asks about all levels of formal education, including special education and adult education. However, it does not inquire about TVET in secondary education. Additionally, information on non-formal education cannot be gathered from the questionnaire.

Questionnaire Questions

Current Attendance

| Does (name) attend... | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|------------------------|------|--|
| Maternal, interactive, daycare? 01 | F | Initial Educ. | | |
| Transition or preparatory school? 02 | F | Initial Educ. | | |
| Primary school? 03 | F | Initial Educ. | | |
| High school? 04 | F | Sec. Educ. | | It cannot be determined if it is technical education or not. |
| para-university? 05 | F | Ter. Educ. | Yes | |
| university? 06 | F | Ter. Educ. | | |
| special education? 07 | F | Sp. Needs Educ | | |
| another type of formal education (open education, IPEC, CINDEA, etc.)? 08 | F | Adult Educ. | | IPEC and CINDEA are centers focused on adult education for those who have not been able to complete secondary education. |
| non-formal education? 09 | NF | | YES | |
| does not attend 00 | | | | |

a. Besides formal education, has (name) received any course or other type of training for which they have a diploma or certification?

Yes

No

Note: It does not specify when these courses were completed or if they are currently ongoing, so it cannot be used for calculation.

Ecuador 2022

Although the 2022 Ecuador survey includes information about current attendance, data on the current level of education is not available—only the last completed level is provided. While this information is useful for calculating years of education, it is not helpful for determining whether a person is in 'non-university higher education' or 'University higher education.' Additionally, this survey does not provide information about TVET in secondary education.

Questionnaire Questions

Current Attendance

Is (...) currently attending classes? Yes

No

What is the highest level of education and grade that (...) has completed?

- 1 None
- 2 Literacy center
- 3 Kindergarten
- 4 Primary
- 5 Basic education
- 6 Secondary
- 7 Upper secondary / High school
- 8 Non-university higher education
- 9 University higher education
- 10 Postgraduate

What is the main reason (...) is not currently attending school, college, or university?

- 1 Age
- 2 Completed studies
- 3 Lack of financial resources
- 4 Academic failure
- 5 Work
- 6 Attending SENESCYT leveling [Ter. Educ./ non-TVET]**
- 7 Illness or disability
- 8 Helping with household chores
- 9 Family does not allow studying
- 10 No educational institutions available
- 11 Not interested in studying
- 12 Pregnancy
- 13 Lack of available spots
- 14 Fear of classmates
- 15 Caring for children
- 16 Lack of technological resources
- 17 Other

El Salvador 2022

El Salvador 2022 contains very good information on non-formal education, specifically related to job training, as it asks about it within the last 12 months and in a shorter period of the previous 4 weeks. However, in the non-formal education section, it does not inquire about TVET in secondary education.

Questionnaire Questions

Current Attendance

Are you attending an early childhood education center? 0 - 3 years

Yes

No

Are you currently studying?

Yes

No

| What level and grade is (name) currently attending? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|------------------------|------|--|
| 0 Early childhood education | | Initial Educ. | | |
| 1 Preschool (1st to 3rd) | | Initial Educ. | | |
| 2 Basic education (1st to 9th) | | Initial Educ. | | |
| 3 Secondary education (10th to 13th) | | Sec. Educ. | | It cannot be determined if it is technical education or not. |
| 4 Higher education (1st to 15th) | | Ter. Educ. | | |
| 4.1 Remedial course (1st) | | Ter. Educ. | | |
| 5 Non-university higher education (1st to 3rd) | | Ter. Educ. | Yes | |
| 6 Special education (cycles I, II, III, IV) | | Sp. Needs Educ | | |
| 7 Other | NF | | YES | |

Work related questions

425 A. In the last 12 months, have you participated in any course at the company or institution where you work?

Yes

No

Why did (...) not look for work in the past 4 weeks?

1. Believed there was no work available in the area
2. Did not know how to look for work
3. Became tired of looking for work
4. Waiting for the coffee harvest cycle
5. Waiting for the sugarcane harvest cycle

6. Waiting for the cotton harvest cycle
7. Waiting for the harvest cycle of other crops
8. Attending a formal education center or on school vacation
9. Due to family or personal obligations
10. Illness or accident
11. Disabled due to a violent incident
12. Domestic work and caregiving
13. Retired or pensioned
14. Cannot work (disabled, elderly, etc.)
- 15. Attending a training or education center**
[NF/TVET] (Only if they answered that they are not currently studying)
16. Other
17. Already found a job that will start soon
18. Waiting for a response from the employer
19. Did look for work

Honduras 2019

Questionnaire Questions

Honduras 2019 provides disaggregated information on TVET and non-TVET for secondary and tertiary education but lacks information on special education and adult education. On the other hand, while the questionnaire does include questions regarding training and/or non-formal education, the time period covered is very short, as it is derived from the reason for not working in the previous week.

Current Attendance

401. Is (NAME) attending an early childhood education center? Ages 0 to 3

Yes

No

405. Is (...) currently attending any educational institution?

Yes

No

| 412. What is the current educational level? For ages 3 and above | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|--|-------------------------------|--------------------------|------|----------|
| 2 Literacy program | NF | Adult and youth literacy | | |
| 3 Early childhood education | F | Initial Educ. | | |
| 4 Primary education | F | Initial Educ. | | |
| 5 Common cycle | F | Sec. Educ. | | |
| 6 Diversified education | F | Sec. Educ. | YES | |
| 7 Higher technical education | F | Ter. Educ. | YES | |
| 8 Non-university higher education | F | Ter. Educ. | YES | |
| 9 University higher education | F | Ter. Educ. | | |
| 10 Postgraduate | F | Ter. Educ. | | |

Work related questions

505. Why did you not work last week?

1. Vacation or public holiday
2. **Training provided by the employer [NF/TVET]**
3. Maternity leave
4. Disability due to accident or illness
5. Paid leave or time off
6. No customers came to the business

7. Strike or work stoppage
8. Unpaid leave or time off
9. Temporary suspension of activities (bad weather, lack of raw materials, equipment malfunction, etc.)
10. Family or health problems
11. End of season/project/contract
12. No one hired or sought you for work
13. Other

Note: Even though training is an option, in 2019 no one selected this option, possibly because the question refers only to the previous week, which is a very short period.

Mexico 2022

Mexico 2022 contains quite comprehensive information on formal education, including secondary and tertiary education (both TVET and non-TVET). However, it lacks information on special education and adult education. On the other hand, it does not include information on non-formal education.

Questionnaire Questions

Current Attendance

Does (NAME) currently attend school, a daycare center, CENDI, CADI, or nursery?

Yes

No

| e6a_asiste. ¿Cuál es el nivel educacional al que asiste %nombre%? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|------------------------|------|----------|
| 01 Preschool | F | Initial Educ. | | |
| 02 Daycare centers | F | Initial Educ. | | |
| 03 Public daycares (IMSS, ISSSTE, SEDENA, SEMAR, PEMEX) | F | Initial Educ. | | |
| 04 Child Development Center (CENDI) or Child Development Assistance Center (CADI) | F | Initial Educ. | | |
| 05 Other daycares | F | Initial Educ. | | |
| 06 Primary school | F | Initial Educ. | | |
| 07 Secondary school | F | Initial Educ. | | |
| 08 Technical career with completed secondary education | F | Sec. Educ. | Yes | |
| 09 High school or preparatory school | F | Sec. Educ. | | |
| 10 Technical careers with completed high school | F | Ter. Educ. | Yes | |
| 11 Teacher training | F | Ter. Educ. | | |
| 12 Professional degree | F | Ter. Educ. | | |
| 13 Master's or Doctorate | F | Ter. Educ. | | |

Panama 2019

Although the 2019 Panamá survey includes information about current attendance, data on the current level of education is not available—only the last completed level is provided. While this information is useful for calculating years of education, it is not helpful for determining whether a person is in 'non-university higher education' or 'University higher education.' Additionally, this survey does not provide information about TVET in secondary

Questionnaire Questions

Current Attendance

Are you currently attending school?

Yes

No

| WHAT IS THE HIGHEST LEVEL AND GRADE OR SCHOOL YEAR YOU COMPLETED? | Formal(F) or non-formal (NF) | General classification | TVET | Comments |
|---|------------------------------|------------------------|------|----------|
| 1 No grade | | | | |
| 2 Pre-kindergarten or pre-nursery | | | | |
| 3 Kindergarten or nursery | | | | |
| 4 Special education | | | | |
| 1G Primary | | | | |
| 2G Vocational | | | | |
| 3G Secondary | | | | |
| 4G Non-university higher education | | | | |
| 5G University higher education | | | | |
| 6G Specialty (Postgraduate) | | | | |
| 7G Master's degree | | | | |
| 8G Doctorate | | | | |

Peru 2023

Although Peru 2023 does not provide information to identify secondary TVET education, it does include data on non-formal education in the past 12 months for courses lasting less than 3 years, which falls within the range sought by the indicator. Additionally, it includes information on special education and literacy, but not on adult education.

Questionnaire Questions

Current Attendance

CURRENTLY, DO YOU ATTEND ANY BASIC OR HIGHER EDUCATION CENTER OR PROGRAM?

Yes

No

| What level did you enroll in this year? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|------------------------|------|--|
| Initial education 1 | F | Initial Educ. | | |
| Primary 2 | F | Initial Educ. | | |
| Secondary 3 | F | Sec. Educ. | | It cannot be determined if it is technical education or not. |
| Special basic education 7 | F | Sp. Needs Educ. | | |
| Non-university higher education 4 | F | Ter. Educ. | Yes | |
| University higher education 5 | F | Ter. Educ. | | |
| Master's/Doctorate 6 | F | Ter. Educ. | | |

CURRENTLY, DO YOU ATTEND ANY BASIC OR HIGHER EDUCATION CENTER OR PROGRAM?

Yes

No

313A. WHAT IS THE MAIN REASON YOU ARE NOT ENROLLED OR NOT ATTENDING ANY BASIC OR HIGHER EDUCATION CENTER OR PROGRAM?

- 1 Economic problem
- 2 I am working.
- 3 Finished studies: secondary/higher education/attends a pre-university academy.
- 4 Not old enough (for the 3-5 years age group)
- 5 Family problems
- 6 On vacation
- 7 No basic or higher education center exists in the locality.
- 8 Attending a Technical-Productive Education center [NF/TVET]**
- 9 Not interested/do not like studying.
- 10 Taking care of household chores.
- 11 Other reason

310A. IN THE LAST 12 MONTHS, FROM TO, DID YOU RECEIVE EDUCATION IN ANY CENTER OR STUDY PROGRAM WITH A DURATION OF LESS THAN 3 YEARS (CETPRO, ACADEMY, OR OTHERS)?

Yes 1 [NF/TVET]

No 2

302A. IN THE LAST 12 MONTHS, DID YOU RECEIVE Literacy program?

Yes

No

Dominican Republic 2022

Dominican Republic 2022 provides information on formal and non-formal education. Although it is not possible to determine whether an individual is in tertiary TVET education, there is a question regarding whether the individual is attending any vocational or technical course, which may allow us to capture part of the TVET data. Additionally, there is information on work-related training, but this is limited to one week in advance and only if the individual did not work, which is not useful for calculating the indicator.

Questionnaire Questions

Current Attendance

Are you currently attending school?

Yes

No

| What level did you enroll in this year? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|--------------------------|------|--|
| 1 Pre-school | F | Initial Educ. | | |
| 2 Primary | F | Initial Educ. | | |
| 3 Secondary | F | Sec. Educ. | | |
| 4 Secondary-Technical | F | Sec. Educ. | Yes | |
| 5 University | F | Ter. Educ. | | It cannot be determined if it is technical education or not. |
| 6 Postgraduate | F | Ter. Educ. | | |
| 7 Master's | F | Ter. Educ. | | |
| 8 Doctorate | F | Ter. Educ. | | |
| 9 None | | | | |
| 10 Quisqueya Aprende | NF | Adult and youth literacy | | |
| 99 Other | | | | |

Are you currently taking any vocational or technical courses?

Yes [NF/TVET]

No

Work related

A.1.5. Why didn't you work last week?

- 1 Vacation or leave
- 2 Medical leave due to illness
- 3 Other leaves (marriage, maternity, etc.)
- 4 Labor dispute (strike)
- 5 Attending a course or training [NF/TVET]**
- 6 Period of low activity
- 7 Health reasons
- 8 Lack of raw materials or machinery problems
- 9 Weather conditions or natural disasters
- 90** Quarantine (self or family)
- 91** Government shutdown
- 799 Other (please specify)

Paraguay 2021

Paraguay 2021 provides very detailed information on formal education, as it includes both secondary and tertiary TVET. Additionally, it specifies the educational level for youth and adults, literacy, and special education. Furthermore, there is information on internet usage, including for education or training purposes, which is a distinct option compared to other countries. Finally, it also inquiries about vocational courses taken to work, practice a trade, or improve cultural knowledge, as well as the date of completion, which allows for approximation to the last 12 months.

Questionnaire Questions

Current Attendance

| Does [NAME] currently attend an educational institution or participate in any type of teaching? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|---|-------------------------------|-----------------------------|------|----------|
| Yes, Initial Education 1 | F | Initial Educ. | | |
| Yes, Basic School Education 2 | F | Initial Educ. | | |
| Yes, Scientific High School Education 3 | F | Sec. Educ. | | |
| Yes, Technical High School Education 4 | F | Sec. Educ. | Yes | |
| Yes, Open High School Education 5 | F | Sec. Educ. | | |
| Yes, Bilingual Basic Education for Youth and Adults 6 | F | Adult Educ. & Initial Educ. | | |
| Yes, High School Education for Youth and Adults 7 | F | Adult Educ. & Sec. Educ. | | |
| Yes, Professional Training not related to High School 8 | F | Sec. Educ. | Yes | |
| Yes, Literacy Programs 9 | NF | Adult and youth literacy | | |

| | | | | |
|--|---|-----------------|-----|--|
| Yes, Special Education 10 | F | Sp. Needs Educ. | | |
| Yes, Special Grade / Special Programs 11 | F | Ter. Educ. | | |
| Yes, Higher Technical Education 12 | F | Ter. Educ. | Yes | |
| Yes, Teacher Training 13 | F | Ter. Educ. | | |
| Yes, Teacher Professionalization 14 | F | Ter. Educ. | | |
| Yes, University Higher Education 16 | F | Ter. Educ. | | |
| Yes, Post-Higher Non-University Education 17 | F | Ter. Educ. | | |
| Yes, Post-Higher University Education 18 | F | Ter. Educ. | Yes | |
| No, Does Not Attend 19 (PGTA 10) | F | | | |

Reason for non-attendance

Why does [NAME] not attend or has stopped attending?

1. ECONOMIC REASONS
 - a. Lack of resources at home 1
 - b. Need to work 2
 - c. Materials and tuition are too expensive 3
2. OTHER REASONS
 - a. Not of the appropriate age 4
 - b. Believes they have completed their studies 5
 - c. No nearby institution 6
 - d. Nearby institution is very poor 7
 - e. Educational center closed 8
 - f. Teacher does not attend regularly 9
 - g. Institution does not offer complete schooling 10
 - h. Requires special education 11
 - i. Due to illness/accident 12
 - j. Performs household chores 13
 - k. Family reasons 14
 - l. Does not want to study 15
 - m. Attends vocational training or professional education 16 [NF/TVET]**
 - n. Military Service 17
 - o. Other reason (specify) 18

Complementary questions

In the last 3 months, did [NAME] use the Internet for...

1. Social networks?
2. Emails?
3. Instant messaging?
4. Phone communications?
5. Getting information about products and services?
6. Getting information about health and healthcare services?
7. Getting information/interacting with government institutions?
8. Buying and/or selling products or services?

9. Banking transactions?
10. Education or training? [NF/TVET]
11. Reading or downloading newspapers, magazines?
12. Using/downloading games, videos, music, movies, software, etc.?
13. Other (specify)?

Note: This is only used for those who are not attending an educational institution for the calculation of the indicator.

Did ... [NAME]... take any non-formal course in the country to work, practice a trade, or improve their cultural level?

Yes

No

What type of course was the most important that [NAME] took?

1. Languages 1 [NF/TVET]
2. Computing/Operator/Repair and maintenance of PCs or cell phones 2 [NF/TVET]
3. Agricultural/Techniques in agriculture, livestock, or forestry 3 [NF/TVET]
4. Cutting and tailoring/Textiles 4 [NF/TVET]
5. Cooking/Baking and pastry 5 [NF/TVET]
6. Beauty and Aesthetics/Hairdressing/Manicure and pedicure 6 [NF/TVET]
7. Construction/Carpentry/Plumbing 7 [NF/TVET]
8. Residential or industrial electricity/Electronics/Air conditioning 8 [NF/TVET]
9. Automotive mechanics (cars or motorcycles)/Welding/Bodywork 9 [NF/TVET]
10. Administration and management/Marketing/Finance 10 [NF/TVET]
11. Other (specify) 11 [NF/TVET]

Note: For the calculation of the indicator, consider if the course was completed this year or the previous year to ensure it is within the 12-month period.

Uruguay 2022

Uruguay 2022 provides detailed information for calculating formal education, as it includes disaggregated data for both secondary and tertiary TVET. However, it lacks data on adult education. On the other hand, it does provide information on non-formal education in terms of training and courses, although it does not specify whether these are work-related training or personal learning opportunities.

Questionnaire Questions

Current Attendance

62 Have you ever attended or are you currently attending an educational center?

Yes, currently attending.

Yes, attended in the past.

No, did not attend.

| 64 What level of education are you currently attending? | Formal (F) or non-formal (NF) | General classification | TVET | Comments |
|--|-------------------------------|------------------------|------|----------|
| Early Childhood or Preschool Education → 1 | F | Initial Educ. | | |
| Common Primary Education → 2 | F | Initial Educ. | | |
| Special Primary Education → 3 | F | Sp. Needs Educ. | | |
| Basic Secondary Education - High School → 4 | F | Sec. Educ. | | |
| Basic Secondary Education - CETP-UTU → 5 | F | Sec. Educ. | Yes | |
| Higher Secondary Education - High School → 6 | F | Sec. Educ. | | |
| Higher Secondary Education - CETP-UTU → 7 | F | Sec. Educ. | Yes | |
| CETP-UTU training or courses that do not certify Basic or Higher Secondary Education → 8 | NF | | Yes | |
| Teaching or Pedagogical Degree → 9 | F | Ter. Educ. | | |
| University or similar → 10 | F | Ter. Educ. | | |
| Non-university Higher Education → 11 | F | Ter. Educ. | Yes | |
| Postgraduate (diploma, master's, doctorate, or postdoctoral) → 12 | F | Ter. Educ. | | |

Countries with information on technical education in secondary and tertiary education

Argentina 2000 -2023

Argentina has a very stable questionnaire over time, providing extensive information on regular education, including special education since 2003, and secondary and tertiary education (both TVET and non-TVET) since 2000. The issue is that calculating indicators 4.3.1 and 4.3.3 requires information on non-formal education, which is not available. Therefore, both indicators can only be generated for formal education, lacking information on adult education. More specifically, indicator 4.3.3 can be disaggregated into TVET in secondary and tertiary education without issues. However, as mentioned, it would still be an incomplete indicator.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Argentina

| Country | Year | Formal Education | | | | | | | | | Non-Formal Education | | | | | Total TVET | |
|-----------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|----------------------|----------------------------------|------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Course | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Argentina | 2000 | 1.4 | 21.8 | 12.2 | 34.0 | 17.3 | 3.9 | 21.1 | | | 16.0 | | | | | | 16.0 |
| Argentina | 2001 | 1.2 | 23.9 | 10.1 | 34.0 | 17.8 | 3.9 | 21.6 | | | 14.0 | | | | | | 14.0 |
| Argentina | 2002 | 1.2 | 25.0 | 9.2 | 34.2 | 19.0 | 4.1 | 23.1 | | | 13.3 | | | | | | 13.3 |
| Argentina | 2003 | 6.4 | 7.6 | 17.1 | 24.6 | 17.5 | 4.3 | 21.9 | | 0.5 | 21.4 | | | | | | 21.4 |
| Argentina | 2004 | 6.4 | 6.0 | 18.0 | 24.0 | 19.1 | 3.9 | 23.0 | | 0.5 | 21.9 | | | | | | 21.9 |
| Argentina | 2005 | 7.1 | 6.0 | 18.8 | 24.8 | 19.1 | 3.9 | 23.0 | | 0.4 | 22.7 | | | | | | 22.7 |
| Argentina | 2006 | 7.0 | 5.9 | 19.8 | 25.6 | 18.1 | 3.9 | 22.1 | | 0.4 | 23.7 | | | | | | 23.7 |
| Argentina | 2007 | 7.7 | 8.0 | 16.4 | 24.3 | 17.2 | 4.2 | 21.4 | | 0.5 | 20.6 | | | | | | 20.6 |
| Argentina | 2008 | 6.9 | 9.4 | 17.0 | 26.4 | 17.2 | 4.5 | 21.7 | | 0.4 | 21.6 | | | | | | 21.6 |
| Argentina | 2009 | 6.0 | 11.2 | 16.4 | 27.6 | 16.6 | 5.1 | 21.7 | | 0.7 | 21.5 | | | | | | 21.5 |
| Argentina | 2010 | 4.9 | 14.8 | 14.2 | 29.0 | 17.2 | 4.9 | 22.1 | | 0.6 | 19.1 | | | | | | 19.1 |
| Argentina | 2011 | 4.1 | 19.3 | 11.6 | 30.9 | 17.8 | 4.8 | 22.6 | | 0.6 | 16.4 | | | | | | 16.4 |
| Argentina | 2012 | 3.3 | 23.1 | 8.2 | 31.3 | 17.6 | 4.9 | 22.4 | | 0.7 | 13.1 | | | | | | 13.1 |
| Argentina | 2013 | 1.8 | 26.6 | 5.6 | 32.2 | 17.6 | 4.4 | 22.1 | | 0.5 | 10.1 | | | | | | 10.1 |
| Argentina | 2014 | 1.2 | 31.8 | 3.0 | 34.7 | 16.4 | 5.2 | 21.6 | | 0.5 | 8.1 | | | | | | 8.1 |
| Argentina | 2016 | 0.7 | 33.2 | 1.5 | 34.7 | 17.2 | 4.5 | 21.7 | | 0.7 | 6.0 | | | | | | 6.0 |
| Argentina | 2017 | 0.5 | 32.7 | 1.5 | 34.2 | 18.4 | 5.2 | 23.6 | | 0.8 | 6.7 | | | | | | 6.7 |
| Argentina | 2018 | 0.6 | 32.5 | 1.4 | 33.9 | 19.2 | 5.4 | 24.6 | | 0.7 | 6.8 | | | | | | 6.8 |
| Argentina | 2019 | 0.5 | 34.2 | 1.4 | 35.5 | 19.3 | 5.2 | 24.5 | | 0.7 | 6.5 | | | | | | 6.5 |
| Argentina | 2020 | 0.5 | 34.7 | 1.8 | 36.5 | 18.3 | 4.5 | 22.8 | | 1.0 | 6.3 | | | | | | 6.3 |
| Argentina | 2021 | 0.5 | 36.3 | 1.6 | 37.9 | 21.0 | 5.4 | 26.4 | | 0.7 | 7.0 | | | | | | 7.0 |
| Argentina | 2022 | 0.5 | 35.1 | 1.2 | 36.4 | 21.1 | 4.5 | 25.6 | | 0.6 | 5.8 | | | | | | 5.8 |
| Argentina | 2023 | 0.6 | 33.4 | 1.2 | 34.7 | 22.2 | 5.0 | 27.3 | | 0.9 | 6.3 | | | | | | 6.3 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Argentina

| Country | Year | Formal Education | | | | | | | | | | | Non-Formal Education | | | | | Total TVET |
|-----------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|----------------------|--------------------------------|---------------------------------|-----------------------|--|------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Course | NF3 Guided on-the-job training | Unspecified or mixed categories | Total Non-Formal TVET | | |
| Argentina | 2000 | 0.1 | 0.6 | 0.4 | 1.1 | 3.1 | 0.8 | 3.9 | | | 1.2 | | | | | | | 1.2 |
| Argentina | 2001 | 0.1 | 0.5 | 0.3 | 0.9 | 3.5 | 0.7 | 4.2 | | | 1.0 | | | | | | | 1.0 |
| Argentina | 2002 | 0.1 | 0.6 | 0.3 | 0.9 | 3.4 | 0.9 | 4.3 | | | 1.1 | | | | | | | 1.1 |
| Argentina | 2003 | 0.2 | 0.5 | 0.0 | 0.5 | 3.6 | 0.8 | 4.4 | | 0.1 | 0.9 | | | | | | | 0.9 |
| Argentina | 2004 | 0.1 | 0.7 | 0.1 | 0.8 | 3.7 | 1.1 | 4.8 | | 0.0 | 1.2 | | | | | | | 1.2 |
| Argentina | 2005 | 0.2 | 0.5 | 0.1 | 0.6 | 3.9 | 1.0 | 4.8 | | 0.1 | 1.0 | | | | | | | 1.0 |
| Argentina | 2006 | 0.2 | 0.4 | 0.1 | 0.5 | 3.7 | 1.1 | 4.8 | | 0.1 | 1.2 | | | | | | | 1.2 |
| Argentina | 2007 | 0.2 | 0.5 | 0.1 | 0.6 | 3.7 | 1.1 | 4.7 | | 0.1 | 1.2 | | | | | | | 1.2 |
| Argentina | 2008 | 0.1 | 0.4 | 0.1 | 0.5 | 3.5 | 1.0 | 4.5 | | 0.1 | 1.1 | | | | | | | 1.1 |
| Argentina | 2009 | 0.2 | 0.4 | 0.1 | 0.5 | 3.8 | 1.1 | 4.9 | | 0.1 | 1.2 | | | | | | | 1.2 |
| Argentina | 2010 | 0.1 | 0.5 | 0.1 | 0.5 | 3.7 | 1.3 | 5.0 | | 0.1 | 1.3 | | | | | | | 1.3 |
| Argentina | 2011 | 0.1 | 0.6 | 0.1 | 0.6 | 3.8 | 1.4 | 5.2 | | 0.1 | 1.5 | | | | | | | 1.5 |
| Argentina | 2012 | 0.1 | 0.6 | 0.0 | 0.6 | 3.6 | 1.4 | 4.9 | | 0.1 | 1.4 | | | | | | | 1.4 |
| Argentina | 2013 | 0.1 | 0.8 | 0.0 | 0.9 | 3.9 | 1.1 | 5.0 | | 0.1 | 1.2 | | | | | | | 1.2 |
| Argentina | 2014 | 0.1 | 1.0 | 0.0 | 1.0 | 4.0 | 1.3 | 5.3 | | 0.1 | 1.3 | | | | | | | 1.3 |
| Argentina | 2016 | 0.1 | 0.7 | 0.0 | 0.8 | 4.0 | 1.4 | 5.4 | | 0.1 | 1.4 | | | | | | | 1.4 |
| Argentina | 2017 | 0.1 | 0.8 | 0.0 | 0.9 | 4.0 | 1.4 | 5.5 | | 0.1 | 1.5 | | | | | | | 1.5 |
| Argentina | 2018 | 0.2 | 0.9 | 0.0 | 0.9 | 4.1 | 1.6 | 5.7 | | 0.1 | 1.6 | | | | | | | 1.6 |
| Argentina | 2019 | 0.2 | 1.0 | 0.0 | 1.0 | 4.4 | 1.6 | 6.0 | | 0.2 | 1.6 | | | | | | | 1.6 |
| Argentina | 2020 | 0.1 | 0.7 | 0.0 | 0.7 | 4.5 | 1.5 | 6.0 | | 0.1 | 1.5 | | | | | | | 1.5 |
| Argentina | 2021 | 0.0 | 0.9 | 0.0 | 0.9 | 4.4 | 1.9 | 6.3 | | 0.1 | 1.9 | | | | | | | 1.9 |
| Argentina | 2022 | 0.1 | 0.8 | 0.0 | 0.8 | 4.3 | 1.6 | 5.9 | | 0.1 | 1.6 | | | | | | | 1.6 |
| Argentina | 2023 | 0.0 | 0.7 | 0.0 | 0.7 | 4.7 | 1.7 | 6.4 | | 0.1 | 1.7 | | | | | | | 1.7 |

Chile 2000-2022

Chile has extensive information on formal education, including adult education from 2006 to 2017, although it has not been available since 2020. Regarding non-formal education, it provides data on the NF3 category for the years between 2000–2009 and 2013–2017. This information is relevant as it meets the 12-month criterion. However, there is no data available for the other categories of non-formal education. In conclusion, this indicator can be perfectly calculated for formal education but remains incomplete for the non-formal part.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Chile

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Chile | 2000 | 3.2 | 21.7 | 12.7 | 34.4 | 10.1 | 5.0 | 15.1 | | 0.3 | 17.6 | | | 3.8 | | 3.8 | 21.0 |
| Chile | 2003 | 2.7 | 22.3 | 12.6 | 34.9 | 12.9 | 5.0 | 17.9 | | 0.4 | 17.6 | | | 6.0 | | 6.0 | 23.0 |
| Chile | 2006 | 2.2 | 23.4 | 10.6 | 34.0 | 13.2 | 5.2 | 18.4 | 0.9 | 0.4 | 15.8 | | | 4.7 | | 4.7 | 20.0 |
| Chile | 2009 | 2.5 | 22.1 | 9.6 | 31.7 | 14.3 | 5.9 | 20.1 | 0.6 | 0.5 | 15.5 | | | 4.5 | | 4.5 | 19.5 |
| Chile | 2011 | 2.0 | 23.7 | 6.4 | 30.0 | 18.1 | 5.5 | 23.6 | 0.7 | 0.6 | 11.9 | | | | | | 11.9 |
| Chile | 2013 | 2.3 | 23.8 | 6.8 | 30.6 | 19.7 | 6.6 | 26.3 | 0.8 | 0.5 | 13.4 | | | 4.9 | | 4.9 | 17.7 |
| Chile | 2015 | 2.3 | 22.7 | 8.2 | 30.9 | 20.3 | 6.8 | 27.1 | 1.0 | 0.5 | 15.0 | | | 4.5 | | 4.5 | 19.1 |
| Chile | 2017 | 2.4 | 25.1 | 6.2 | 31.3 | 20.2 | 6.4 | 26.6 | 0.4 | 0.4 | 12.6 | | | 4.0 | | 4.0 | 16.2 |
| Chile | 2020 | 1.8 | 27.5 | 5.6 | 33.1 | 22.2 | 6.6 | 28.8 | | 0.6 | 12.2 | | | | | | 12.2 |
| Chile | 2022 | 1.7 | 26.4 | 8.3 | 34.8 | 23.3 | 6.5 | 29.8 | | 0.6 | 14.9 | | | | | | 14.9 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Chile

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Chile | 2000 | 0.1 | 0.2 | 0.0 | 0.3 | 1.5 | 0.5 | 2.1 | | 0.0 | 0.6 | | | 10.7 | | 10.7 | 11.2 |
| Chile | 2003 | 0.2 | 0.4 | 0.1 | 0.5 | 2.2 | 0.7 | 2.9 | | 0.0 | 0.8 | | | 15.9 | | 15.9 | 16.5 |
| Chile | 2006 | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 | 0.8 | 2.8 | 0.6 | 0.0 | 0.8 | | | 13.5 | | 13.5 | 14.1 |
| Chile | 2009 | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 | 1.0 | 3.0 | 0.3 | 0.0 | 1.0 | | | 13.0 | | 13.0 | 13.8 |
| Chile | 2011 | 0.0 | 0.0 | 0.0 | 0.0 | 2.6 | 0.9 | 3.6 | 0.2 | 0.0 | 0.9 | | | | | | 0.9 |
| Chile | 2013 | 0.0 | 0.0 | 0.0 | 0.0 | 3.2 | 1.1 | 4.3 | 0.2 | 0.0 | 1.1 | | | 12.6 | | 12.6 | 13.6 |
| Chile | 2015 | 0.0 | 0.0 | 0.0 | 0.0 | 3.2 | 1.0 | 4.3 | 0.3 | 0.0 | 1.0 | | | 13.5 | | 13.5 | 14.3 |
| Chile | 2017 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.9 | 4.0 | 0.1 | 0.0 | 0.9 | | | 12.8 | | 12.8 | 13.6 |
| Chile | 2020 | 0.3 | 0.6 | 0.2 | 0.8 | 3.1 | 0.9 | 4.1 | | 0.0 | 1.2 | | | | | | 1.2 |
| Chile | 2022 | 0.1 | 0.3 | 0.1 | 0.3 | 3.7 | 1.1 | 4.8 | | 0.0 | 1.1 | | | | | | 1.1 |

Honduras 2001-2019

Honduras has classifiable information for secondary and tertiary education in TVET and non-TVET, but it does not include information on special education or specifically for adult education. On the other hand, for non-formal education, it includes literacy programs for youth and adults throughout the entire period collected, while it only has NF3 data since 2004. However, even when NF3 data is available, it is only collected for individuals who did not attend work the previous week due to training, which results in an underestimation of this category. As a result, the data collected is limited, and in some years, there are no recorded observations at all.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Honduras

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|----------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Honduras | 2001 | 2.6 | 20.9 | 0.5 | 21.4 | 5.0 | 0.1 | 5.1 | | | 0.5 | 0.2 | | | | | 0.5 |
| Honduras | 2004 | 4.0 | 10.8 | 12.3 | 23.1 | 5.9 | 0.1 | 6.0 | | | 12.5 | 0.0 | | 0.0 | | 0.0 | 12.5 |
| Honduras | 2005 | 3.4 | 10.6 | 13.1 | 23.8 | 6.3 | 0.2 | 6.5 | | | 13.3 | 0.2 | | | | | 13.3 |
| Honduras | 2009 | 3.1 | 9.8 | 14.7 | 24.6 | 6.5 | 0.1 | 6.6 | | | 14.8 | 0.5 | | 0.0 | | 0.0 | 14.8 |
| Honduras | 2010 | 3.0 | 9.8 | 15.2 | 25.0 | 7.1 | 0.1 | 7.2 | | | 15.3 | 0.1 | | | | | 15.3 |
| Honduras | 2011 | 2.2 | 9.4 | 15.1 | 24.6 | 7.6 | 0.2 | 7.8 | | | 15.3 | 0.1 | | | | | 15.3 |
| Honduras | 2012 | 2.0 | 8.5 | 15.7 | 24.2 | 7.9 | 0.1 | 8.0 | | | 15.8 | 0.1 | | | | | 15.8 |
| Honduras | 2013 | 2.4 | 6.8 | 15.7 | 22.5 | 8.5 | 0.1 | 8.6 | | | 15.8 | 0.5 | | | | | 15.8 |
| Honduras | 2014 | 2.5 | 7.2 | 13.0 | 20.2 | 8.4 | 0.1 | 8.5 | | | 13.1 | 0.4 | | | | | 13.1 |
| Honduras | 2015 | 3.9 | 5.6 | 15.2 | 20.9 | 9.2 | 0.3 | 9.6 | | | 15.6 | 0.3 | | 0.0 | | 0.0 | 15.6 |
| Honduras | 2016 | 4.6 | 4.2 | 15.0 | 19.3 | 9.7 | 0.2 | 9.9 | | | 15.3 | 0.3 | | 0.0 | | 0.0 | 15.3 |
| Honduras | 2018 | 6.0 | 2.3 | 14.4 | 16.6 | 8.5 | 0.3 | 8.8 | | | 14.7 | 0.0 | | | | | 14.7 |
| Honduras | 2019 | 4.9 | 2.1 | 15.6 | 17.7 | 10.2 | 0.2 | 10.4 | | | 15.8 | 0.1 | | | | | 15.8 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Honduras

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | | Total TVET |
|----------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|------------|--------------------------------|---------------------------------|-----------------------|------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Course | NF3 Guided on-the-job training | Unspecified or mixed categories | Total Non-Formal TVET | |
| Honduras | 2001 | 0.6 | 0.7 | 0.0 | 0.7 | 1.8 | 0.0 | 1.8 | | | 0.0 | 0.1 | | | | | 0.0 |
| Honduras | 2004 | 1.0 | 0.5 | 0.6 | 1.1 | 2.1 | 0.1 | 2.2 | | | 0.7 | 0.0 | | 0.0 | | 0.0 | 0.8 |
| Honduras | 2005 | 0.6 | 0.3 | 0.8 | 1.1 | 2.4 | 0.1 | 2.5 | | | 0.9 | 0.1 | | 0.0 | | 0.0 | 0.9 |
| Honduras | 2009 | 0.4 | 0.4 | 0.5 | 0.9 | 2.1 | 0.0 | 2.1 | | | 0.6 | 1.0 | | 0.0 | | 0.0 | 0.6 |
| Honduras | 2010 | 0.2 | 0.4 | 0.5 | 1.0 | 2.1 | 0.1 | 2.2 | | | 0.6 | 0.2 | | 0.0 | | 0.0 | 0.6 |
| Honduras | 2011 | 0.2 | 0.3 | 0.5 | 0.8 | 2.1 | 0.0 | 2.1 | | | 0.5 | 0.1 | | 0.0 | | 0.0 | 0.5 |
| Honduras | 2012 | 0.1 | 0.4 | 0.4 | 0.8 | 2.2 | 0.1 | 2.3 | | | 0.5 | 0.1 | | 0.0 | | 0.0 | 0.5 |
| Honduras | 2013 | 0.3 | 0.2 | 0.4 | 0.6 | 2.2 | 0.1 | 2.3 | | | 0.5 | 0.9 | | 0.0 | | 0.0 | 0.5 |
| Honduras | 2014 | 0.6 | 0.2 | 0.3 | 0.5 | 2.4 | 0.1 | 2.5 | | | 0.4 | 1.1 | | | | | 0.4 |
| Honduras | 2015 | 1.0 | 0.1 | 0.4 | 0.5 | 2.4 | 0.1 | 2.5 | | | 0.5 | 0.9 | | | | | 0.5 |
| Honduras | 2016 | 0.7 | 0.1 | 0.3 | 0.4 | 2.9 | 0.0 | 2.9 | | | 0.3 | 1.0 | | | | | 0.3 |
| Honduras | 2018 | 0.2 | 0.1 | 0.2 | 0.3 | 2.3 | 0.1 | 2.3 | | | 0.3 | 0.1 | | 0.0 | | 0.0 | 0.3 |
| Honduras | 2019 | 0.2 | 0.1 | 0.2 | 0.3 | 2.5 | 0.1 | 2.5 | | | 0.3 | 0.2 | | | | | 0.3 |

Mexico 2004-2022

Mexico has information available for secondary and tertiary education in both TVET and non-TVET, but it lacks data on special education and does not specifically cover adult education. Regarding non-formal education, there is information classified under NF3 since 2014.

However, similar to other cases, the reference period is not ideal, as the question asks whether the reason for absence from work in the previous month was due to training, which limits the scope of the data collected.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Mexico

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Mexico | 2004 | 5.1 | 18.8 | 1.5 | 20.3 | 12.5 | 0.6 | 13.2 | | | 2.1 | | | | | | 2.1 |
| Mexico | 2006 | 5.2 | 20.6 | 0.9 | 21.6 | 12.8 | 0.8 | 13.6 | | | 1.8 | | | | | | 1.8 |
| Mexico | 2008 | 4.9 | 20.6 | 1.1 | 21.7 | 13.6 | 0.6 | 14.2 | | | 1.7 | | | | | | 1.7 |
| Mexico | 2010 | 4.3 | 21.2 | 1.0 | 22.1 | 14.8 | 0.7 | 15.5 | | | 1.7 | | | | | | 1.7 |
| Mexico | 2012 | 3.6 | 22.7 | 0.8 | 23.5 | 16.7 | 0.5 | 17.2 | | | 1.3 | | | | | | 1.3 |
| Mexico | 2014 | 3.8 | 24.1 | 0.5 | 24.7 | 16.2 | 0.6 | 16.9 | | | 1.1 | | | | | | 1.1 |
| Mexico | 2016 | 3.1 | 25.1 | 0.5 | 25.6 | 17.1 | 0.4 | 17.4 | | | 0.9 | | | | | | 0.9 |
| Mexico | 2018 | 2.2 | 25.3 | 0.4 | 25.7 | 18.8 | 0.4 | 19.2 | | | 0.8 | | 0.0 | | | 0.0 | 0.8 |
| Mexico | 2020 | 1.8 | 24.1 | 0.4 | 24.5 | 20.5 | 0.3 | 20.8 | | | 0.6 | | | | | | 0.6 |
| Mexico | 2022 | 1.6 | 23.8 | 0.4 | 24.3 | 20.8 | 0.4 | 21.2 | | | 0.8 | | 0.0 | | | 0.0 | 0.8 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Mexico

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Mexico | 2004 | 0.6 | 0.3 | 0.1 | 0.4 | 1.1 | 0.1 | 1.2 | | | 0.2 | | | | | | 0.2 |
| Mexico | 2006 | 0.5 | 0.3 | 0.0 | 0.3 | 1.4 | 0.0 | 1.5 | | | 0.1 | | | | | | 0.1 |
| Mexico | 2008 | 0.4 | 0.2 | 0.0 | 0.3 | 1.2 | 0.1 | 1.3 | | | 0.1 | | | | | | 0.1 |
| Mexico | 2010 | 0.4 | 0.3 | 0.0 | 0.3 | 1.4 | 0.1 | 1.5 | | | 0.1 | | | | | | 0.1 |

| | | | | | | | | | | | | | | | | |
|--------|------|-----|-----|-----|-----|-----|-----|-----|--|--|-----|--|-----|--|-----|-----|
| Mexico | 2012 | 0.3 | 0.3 | 0.1 | 0.4 | 1.6 | 0.1 | 1.7 | | | 0.1 | | | | | 0.1 |
| Mexico | 2014 | 0.5 | 0.3 | 0.1 | 0.3 | 1.7 | 0.1 | 1.8 | | | 0.1 | | 0.0 | | 0.0 | 0.1 |
| Mexico | 2016 | 0.4 | 0.3 | 0.0 | 0.3 | 1.8 | 0.0 | 1.8 | | | 0.1 | | 0.0 | | 0.0 | 0.1 |
| Mexico | 2018 | 0.3 | 0.3 | 0.0 | 0.3 | 1.8 | 0.0 | 1.8 | | | 0.1 | | 0.0 | | 0.0 | 0.1 |
| Mexico | 2020 | 0.0 | 0.2 | 0.0 | 0.3 | 1.9 | 0.0 | 1.9 | | | 0.0 | | 0.0 | | 0.0 | 0.0 |
| Mexico | 2022 | 0.1 | 0.3 | 0.0 | 0.3 | 1.8 | 0.0 | 1.9 | | | 0.1 | | 0.0 | | 0.0 | 0.1 |

Paraguay 2001-2023

In terms of classifiable categories, Paraguay has extensive information available since 2008, covering all categories in formal education. On the other hand, in informal education, it includes data on literacy and also on education classified as TVET, but it cannot be categorized within NF1-NF4, as the questions relate to the absence of formal education attendance, and the category used is 'Attends vocational or professional training,' which could correspond to either NF1 or NF4. Finally, the indicator can be accurately calculated for formal education, but in the case of informal education, it would be incomplete.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Paraguay

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|----------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Paraguay | 2001 | 10.1 | | | 21.1 | 7.5 | 2.0 | 9.5 | | 0.2 | 2.0 | | | | 2.8 | 2.8 | 4.8 |
| Paraguay | 2002 | 10.8 | | | 18.4 | 6.2 | 2.2 | 8.4 | 0.1 | 0.0 | 2.2 | | | | | | 2.2 |
| Paraguay | 2003 | 12.6 | | | 20.9 | 9.1 | 0.9 | 10.0 | 0.2 | 0.1 | 0.9 | | | | 0.9 | 0.9 | 1.8 |
| Paraguay | 2004 | 11.2 | | | 20.5 | 7.9 | 2.0 | 9.9 | 0.1 | 0.1 | 2.0 | | | | 2.1 | 2.1 | 4.1 |
| Paraguay | 2005 | 13.0 | | | 21.6 | 7.6 | 2.2 | 9.9 | 0.0 | 0.1 | 2.2 | | | | 1.7 | 1.7 | 4.0 |
| Paraguay | 2006 | 12.5 | | | 21.4 | 10.3 | 0.9 | 11.2 | 0.0 | 0.1 | 0.9 | | | | 1.4 | 1.4 | 2.3 |
| Paraguay | 2007 | 11.6 | | | 22.3 | 9.3 | 1.1 | 10.4 | 0.2 | | 1.1 | 0.1 | | | 0.9 | 0.9 | 2.1 |
| Paraguay | 2008 | 11.3 | 16.3 | 5.8 | 22.1 | 11.3 | 1.3 | 12.6 | 0.5 | 0.0 | 7.1 | 0.0 | | | 0.9 | 0.9 | 8.0 |
| Paraguay | 2009 | 10.3 | 17.1 | 5.6 | 22.7 | 12.1 | 1.1 | 13.1 | 0.5 | 0.0 | 6.6 | | | | 0.6 | 0.6 | 7.2 |
| Paraguay | 2010 | 9.8 | 18.3 | 5.3 | 23.5 | 10.9 | 0.9 | 11.8 | 0.5 | 0.0 | 6.2 | | | | 0.2 | 0.2 | 6.4 |
| Paraguay | 2011 | 10.7 | 18.8 | 4.6 | 23.4 | 15.1 | 0.5 | 15.7 | 0.3 | 0.0 | 5.1 | 0.0 | | | 0.1 | 0.1 | 5.2 |
| Paraguay | 2012 | 10.9 | 17.3 | 5.4 | 22.7 | 16.6 | 1.2 | 17.8 | 0.3 | 0.0 | 6.6 | | | | 0.7 | 0.7 | 7.3 |
| Paraguay | 2013 | 8.9 | 19.3 | 6.3 | 25.6 | 16.6 | 0.8 | 17.4 | 0.7 | 0.0 | 7.1 | | | | 0.2 | 0.2 | 7.3 |
| Paraguay | 2014 | 8.4 | 18.1 | 5.4 | 23.4 | 17.9 | 0.8 | 18.7 | 0.6 | 0.0 | 6.2 | | | | 0.3 | 0.3 | 6.5 |
| Paraguay | 2015 | 8.7 | 19.8 | 5.2 | 24.9 | 17.6 | 0.3 | 17.9 | 0.4 | 0.1 | 5.4 | 0.1 | | | 3.2 | 3.2 | 8.6 |
| Paraguay | 2016 | 8.8 | 17.8 | 4.9 | 22.8 | 16.9 | 0.2 | 17.1 | 0.5 | 0.0 | 5.2 | | | | 13.9 | 13.9 | 18.2 |
| Paraguay | 2017 | 9.4 | 18.4 | 4.0 | 22.4 | 16.2 | 0.4 | 16.6 | 0.6 | 0.0 | 4.4 | 0.0 | | | 13.3 | 13.3 | 17.3 |
| Paraguay | 2018 | 8.4 | 19.5 | 4.4 | 23.9 | 16.0 | 0.4 | 16.4 | 0.7 | 0.0 | 4.8 | | | | 15.6 | 15.6 | 19.6 |
| Paraguay | 2019 | 8.1 | 19.3 | 5.1 | 24.4 | 16.9 | 0.4 | 17.3 | 0.5 | | 5.4 | | | | 17.5 | 17.5 | 22.1 |
| Paraguay | 2020 | 8.6 | 19.4 | 6.4 | 25.8 | 14.6 | 0.4 | 15.1 | 0.4 | 0.1 | 6.8 | | | | 13.4 | 13.4 | 19.2 |
| Paraguay | 2021 | 7.6 | 20.2 | 4.9 | 25.1 | 17.5 | 0.4 | 17.9 | 0.5 | 0.0 | 5.3 | | | | 12.4 | 12.4 | 17.2 |
| | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|----------|------|-----|------|-----|------|------|-----|------|-----|-----|-----|-----|--|--|-----|-----|-----|
| Paraguay | 2022 | 6.0 | 21.2 | 5.1 | 26.3 | 18.6 | 0.6 | 19.2 | 0.6 | 0.0 | 5.6 | 0.0 | | | 1.0 | 1.0 | 6.7 |
| Paraguay | 2023 | 6.0 | 20.8 | 4.7 | 25.5 | 19.2 | 0.8 | 20.0 | 0.6 | 0.1 | 5.4 | | | | 1.2 | 1.2 | 6.6 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Paraguay

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | | Total TVET |
|----------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|-----------------------|------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | Total Non-Formal TVET | |
| Paraguay | 2001 | 0.1 | | | 0.2 | 1.5 | 0.5 | 2.0 | 0.0 | 0.0 | 0.5 | | | | 0.7 | 0.7 | 1.3 |
| Paraguay | 2002 | 0.1 | | | 0.1 | 1.2 | 0.4 | 1.6 | 0.0 | 0.0 | 0.4 | | | | | | 0.4 |
| Paraguay | 2003 | 0.2 | | | 0.2 | 2.4 | 0.2 | 2.6 | 0.1 | | 0.2 | | | | 0.5 | 0.5 | 0.7 |
| Paraguay | 2004 | 0.3 | | | 0.2 | 1.7 | 0.4 | 2.0 | 0.1 | 0.0 | 0.4 | | | | 1.6 | 1.6 | 1.9 |
| Paraguay | 2005 | 0.1 | | | 0.1 | 2.3 | 0.4 | 2.6 | 0.1 | | 0.4 | | | | 1.2 | 1.2 | 1.5 |
| Paraguay | 2006 | 0.2 | | | 0.3 | 1.7 | 0.4 | 2.1 | 0.3 | 0.0 | 0.4 | | | | 0.6 | 0.6 | 0.9 |
| Paraguay | 2007 | 0.1 | | | 0.2 | 2.5 | 0.5 | 2.9 | 0.1 | | 0.5 | 0.1 | | | 0.6 | 0.6 | 1.0 |
| Paraguay | 2008 | 0.0 | | | 0.2 | 3.8 | 0.4 | 4.2 | 0.5 | 0.0 | 0.4 | 0.0 | | | 1.2 | 1.2 | 1.6 |
| Paraguay | 2009 | 0.1 | 0.3 | 0.0 | 0.3 | 3.4 | 0.2 | 3.6 | 0.4 | 0.0 | 0.3 | | | | 0.4 | 0.4 | 0.7 |
| Paraguay | 2010 | 0.0 | 0.2 | 0.0 | 0.3 | 3.6 | 0.3 | 3.9 | 0.4 | | 0.4 | 0.0 | | | 0.2 | 0.2 | 0.5 |
| Paraguay | 2011 | | | | 0.2 | 4.6 | 0.4 | 4.9 | 0.2 | | 0.4 | 0.0 | | | 0.1 | 0.1 | 0.5 |
| Paraguay | 2012 | | 0.3 | 0.0 | 0.3 | 4.3 | 0.3 | 4.6 | 0.4 | 0.0 | 0.3 | 0.0 | | | 0.3 | 0.3 | 0.6 |
| Paraguay | 2013 | 0.0 | | | 0.3 | 5.6 | 0.2 | 5.8 | 0.4 | 0.0 | 0.2 | 0.0 | | | 0.3 | 0.3 | 0.5 |
| Paraguay | 2014 | 0.0 | 0.1 | 0.0 | 0.2 | 5.2 | 0.3 | 5.6 | 0.2 | | 0.3 | | | | 0.1 | 0.1 | 0.5 |
| Paraguay | 2015 | 0.1 | 0.2 | 0.0 | 0.2 | 5.1 | 0.1 | 5.2 | 0.2 | 0.0 | 0.1 | 0.0 | | | 5.0 | 5.0 | 5.1 |
| Paraguay | 2016 | 0.1 | 0.2 | 0.0 | 0.3 | 4.2 | 0.1 | 4.3 | 0.3 | | 0.1 | | | | 8.9 | 8.9 | 9.0 |
| Paraguay | 2017 | 0.2 | | | 0.2 | 4.8 | 0.2 | 5.0 | 0.4 | 0.0 | 0.2 | | | | 10.1 | 10.1 | 10.2 |
| Paraguay | 2018 | 0.0 | | | 0.2 | 5.1 | 0.4 | 5.5 | 0.2 | | 0.4 | | | | 9.0 | 9.0 | 9.3 |
| Paraguay | 2019 | 0.1 | | | 0.1 | 5.1 | 0.2 | 5.2 | 0.2 | | 0.2 | | | | 11.0 | 11.0 | 11.2 |
| Paraguay | 2020 | 0.1 | | | 0.2 | 4.7 | 0.1 | 4.8 | 0.2 | | 0.1 | | | | 11.1 | 11.1 | 11.2 |
| Paraguay | 2021 | 0.1 | | | 0.3 | 4.8 | 0.1 | 4.8 | 0.4 | | 0.1 | | | | 8.6 | 8.6 | 8.7 |
| Paraguay | 2022 | 0.1 | 0.2 | 0.0 | 0.2 | 4.8 | 0.1 | 4.9 | 0.3 | 0.0 | 0.1 | | | | 0.9 | 0.9 | 1.0 |
| Paraguay | 2023 | 0.1 | 0.3 | 0.0 | 0.3 | 5.0 | 0.2 | 5.3 | 0.4 | 0.0 | 0.2 | | | | 0.7 | 0.7 | 1.0 |

Countries with information on technical education only in tertiary education

Bolivia 2000-2021

Bolivia has highly detailed information in formal education, including specific levels for adult and special education. Additionally, it includes attendance in literacy courses and other training programs specified within the same section of regular education, emphasizing that these programs have a duration of less than two years. Between 2016 and 2018, there are well-structured questions regarding vocational training; however, this limited range of years restricts its use for other periods. Furthermore, in 2019 and 2021, there is another classification for non-formal education derived from the use of mobile phones in the past three months for "short courses, seminars, and online training events." This classification overlaps with NF1, NF2, and NF3, but unfortunately, it is only available for a three-month period and for just two years, making its use in longer-term indicators challenging. De todos modos, el indicador 4.3.3 estaría incompleto en la sección de educación formal. Nonetheless, Indicator 4.3.3 would still be incomplete in the formal education section.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Bolivia

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Bolivia | 2000 | 6.5 | | | 30.7 | 13.9 | 3.3 | 17.2 | 1.5 | | 3.3 | | 0.6 | | | 0.6 | 3.9 |
| Bolivia | 2001 | 6.7 | | | 28.7 | 13.3 | 4.0 | 17.3 | 1.0 | | 4.0 | | 1.4 | | | 1.4 | 5.4 |
| Bolivia | 2002 | 7.7 | | | 30.3 | 12.5 | 3.6 | 16.1 | 1.1 | | 3.6 | | 0.6 | | | 0.6 | 4.2 |
| Bolivia | 2004 | 5.8 | | | 31.4 | 13.1 | 2.7 | 15.8 | 1.0 | | 2.7 | 0.1 | 1.4 | | | 1.4 | 4.1 |
| Bolivia | 2005 | 6.3 | | | 35.6 | 14.0 | 2.9 | 16.9 | 0.8 | | 2.9 | | 2.3 | | | 2.3 | 5.2 |
| Bolivia | 2006 | 2.3 | | | 25.3 | 12.9 | 2.4 | 15.3 | 0.4 | | 2.4 | 0.2 | 1.4 | | | 1.4 | 3.8 |
| Bolivia | 2007 | 1.4 | | | 16.2 | 13.2 | 2.0 | 15.2 | 0.3 | | 2.0 | | 0.4 | | | 0.4 | 2.4 |
| Bolivia | 2008 | 4.9 | | | 34.9 | 18.0 | 3.0 | 20.9 | 0.4 | 0.1 | 3.0 | | 0.9 | | | 0.9 | 3.9 |
| Bolivia | 2009 | 4.5 | | | 34.2 | 17.8 | 3.4 | 21.2 | 0.7 | 0.1 | 3.4 | 0.1 | 1.4 | | | 1.4 | 4.8 |
| Bolivia | 2011 | 0.7 | | | 36.9 | 9.3 | 12.9 | 22.2 | 3.8 | 0.1 | 13.8 | 0.0 | 0.9 | | | 0.9 | 13.8 |
| Bolivia | 2012 | 0.6 | | | 38.2 | 19.1 | 3.3 | 22.4 | 0.6 | 0.1 | 3.3 | 0.0 | 1.0 | | | 1.0 | 4.3 |
| Bolivia | 2013 | 0.7 | | | 38.7 | 21.5 | 3.0 | 24.5 | 0.5 | 0.0 | 3.0 | 0.0 | 0.7 | | | 0.7 | 3.7 |
| Bolivia | 2014 | 1.0 | | | 37.5 | 18.3 | 2.5 | 20.8 | 0.9 | 0.1 | 2.5 | 0.0 | 1.7 | | | 1.7 | 4.2 |
| Bolivia | 2015 | 0.4 | | | 40.0 | 17.4 | 2.6 | 19.9 | 0.3 | 0.0 | 2.6 | | 0.6 | | | 0.6 | 3.2 |

| | | | | | | | | | | | | | | | | | |
|---------|------|-----|--|--|------|------|-----|------|-----|-----|-----|--|-----|-----|------|------|------|
| Bolivia | 2016 | 0.1 | | | 38.3 | 20.5 | 2.9 | 23.4 | 0.6 | 0.0 | 2.9 | | 0.7 | 5.5 | | 6.1 | 8.7 |
| Bolivia | 2017 | 0.3 | | | 42.5 | 20.7 | 3.1 | 23.8 | 0.6 | 0.1 | 3.1 | | 0.5 | 3.1 | | 3.7 | 6.5 |
| Bolivia | 2018 | 0.2 | | | 39.0 | 22.7 | 3.2 | 25.9 | 0.4 | 0.1 | 3.2 | | 0.8 | 4.1 | | 4.8 | 7.9 |
| Bolivia | 2019 | 0.6 | | | 37.3 | 24.3 | 3.1 | 27.4 | 0.7 | 0.1 | 3.1 | | 0.7 | | | 0.7 | 3.9 |
| Bolivia | 2020 | 0.1 | | | 36.9 | 23.1 | 2.8 | 25.9 | 0.5 | 0.0 | 2.8 | | 0.7 | | | 0.7 | 3.4 |
| Bolivia | 2021 | 0.1 | | | 37.2 | 23.4 | 2.6 | 26.1 | 0.4 | 0.2 | 2.6 | | 0.6 | | 20.5 | 20.8 | 22.4 |
| Bolivia | 2000 | 6.5 | | | 30.7 | 13.9 | 3.3 | 17.2 | 1.5 | | 3.3 | | 0.6 | | | 0.6 | 3.9 |
| Bolivia | 2001 | 6.7 | | | 28.7 | 13.3 | 4.0 | 17.3 | 1.0 | | 4.0 | | 1.4 | | | 1.4 | 5.4 |
| Bolivia | 2002 | 7.7 | | | 30.3 | 12.5 | 3.6 | 16.1 | 1.1 | | 3.6 | | 0.6 | | | 0.6 | 4.2 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Bolivia

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | Total Non-Formal TVET |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | |
| Bolivia | 2000 | 0.2 | | | 0.3 | 3.5 | 0.9 | 4.4 | 0.4 | | 0.9 | | 1.4 | | | 1.4 | 2.3 |
| Bolivia | 2001 | 0.3 | | | 0.7 | 4.1 | 1.2 | 5.3 | 0.8 | | 1.2 | | 1.7 | | | 1.7 | 2.9 |
| Bolivia | 2002 | 0.3 | | | 0.6 | 3.7 | 0.7 | 4.5 | 0.9 | | 0.7 | | 1.3 | | | 1.3 | 2.0 |
| Bolivia | 2004 | 0.2 | | | 0.7 | 3.7 | 0.9 | 4.6 | 0.7 | | 0.9 | 0.3 | 0.9 | | | 0.9 | 1.8 |
| Bolivia | 2005 | 0.1 | | | 0.4 | 4.7 | 0.8 | 5.5 | 0.5 | | 0.8 | 0.1 | 0.9 | | | 0.9 | 1.7 |
| Bolivia | 2006 | 0.2 | | | 0.1 | 3.5 | 1.1 | 4.6 | 0.3 | | 1.1 | 0.9 | 0.5 | | | 0.5 | 1.5 |
| Bolivia | 2007 | 0.0 | | | 0.2 | 3.1 | 0.6 | 3.7 | 0.2 | | 0.6 | 0.9 | 0.3 | | | 0.3 | 0.9 |
| Bolivia | 2008 | 0.2 | | | 0.1 | 4.3 | 0.7 | 5.0 | 0.3 | | 0.7 | 0.0 | 0.8 | | | 0.8 | 1.5 |
| Bolivia | 2009 | 0.1 | | | 0.1 | 4.7 | 0.9 | 5.6 | 0.2 | | 0.9 | 0.6 | 1.0 | | | 1.0 | 1.9 |
| Bolivia | 2011 | 0.1 | | | 0.2 | 2.6 | 2.7 | 5.4 | 0.3 | | 3.5 | 0.3 | 0.7 | | | 0.7 | 3.5 |
| Bolivia | 2012 | 0.1 | | | 0.1 | 4.5 | 1.0 | 5.6 | 0.2 | | 1.0 | 0.4 | 0.7 | | | 0.7 | 1.8 |
| Bolivia | 2013 | 0.0 | | | 0.2 | 5.1 | 0.8 | 5.8 | 0.2 | 0.0 | 0.8 | 0.2 | 0.7 | | | 0.7 | 1.5 |
| Bolivia | 2014 | 0.1 | | | 0.2 | 4.5 | 0.7 | 5.2 | 0.5 | 0.0 | 0.7 | 0.0 | 2.0 | | | 2.0 | 2.6 |
| Bolivia | 2015 | 0.3 | | | 0.2 | 4.2 | 0.5 | 4.8 | 0.2 | | 0.5 | 0.0 | 0.3 | | | 0.3 | 0.9 |
| Bolivia | 2016 | 0.0 | | | 0.2 | 4.7 | 0.8 | 5.5 | 0.3 | 0.0 | 0.8 | 0.0 | 0.4 | 12.9 | | 13.1 | 13.6 |
| Bolivia | 2017 | 0.0 | | | 0.1 | 3.9 | 0.7 | 4.6 | 0.2 | 0.0 | 0.7 | 0.0 | 0.4 | 11.1 | | 11.3 | 11.9 |
| Bolivia | 2018 | 0.0 | | | 0.1 | 4.2 | 0.6 | 4.8 | 0.2 | | 0.6 | 0.0 | 0.4 | 12.0 | | 12.2 | 12.7 |

| | | | | | | | | | | | | | | | | | |
|---------|------|-----|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|
| Bolivia | 2019 | 0.1 | | | 0.2 | 4.3 | 0.4 | 4.7 | 0.4 | | 0.4 | 0.0 | 0.5 | | | 0.5 | 1.0 |
| Bolivia | 2020 | | | | 0.1 | 4.3 | 0.6 | 4.9 | 0.2 | | 0.6 | | 0.7 | | | 0.7 | 1.3 |
| Bolivia | 2021 | 0.0 | | | 0.1 | 4.0 | 0.5 | 4.5 | 0.2 | 0.0 | 0.5 | | 0.3 | | 9.1 | 9.3 | 9.6 |
| Bolivia | 2000 | 0.2 | | | 0.3 | 3.5 | 0.9 | 4.4 | 0.4 | | 0.9 | | 1.4 | | | 1.4 | 2.3 |
| Bolivia | 2001 | 0.3 | | | 0.7 | 4.1 | 1.2 | 5.3 | 0.8 | | 1.2 | | 1.7 | | | 1.7 | 2.9 |
| Bolivia | 2002 | 0.3 | | | 0.6 | 3.7 | 0.7 | 4.5 | 0.9 | | 0.7 | | 1.3 | | | 1.3 | 2.0 |

Costa Rica 2002-2023

Costa Rica has complete information for formal education, although in 2010 it cannot be broken down between tertiary TVET education and other years. Regarding informal education, it is not possible to separate the categories NF1-NF4, as this information originates from formal education inquiries about non-regular education, which is a very broad term that could even encompass private lessons. Therefore, while there is good information available for Indicator 4.3.1 in formal education, it would still be incomplete, even in this formal sector, for Indicator 4.3.3.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classification in Costa Rica

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|------------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|-----|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| Costa Rica | 2002 | 0.8 | | | 26.7 | | | 16.0 | 3.3 | 0.1 | | | | | | | | |
| Costa Rica | 2003 | 0.8 | | | 25.1 | 16.0 | 0.6 | 16.6 | 3.3 | 0.2 | 0.6 | | | | | | | 0.6 |
| Costa Rica | 2004 | 0.6 | | | 28.2 | 15.4 | 0.8 | 16.2 | 4.1 | 0.2 | 0.8 | | | | | | | 0.8 |
| Costa Rica | 2005 | 0.6 | | | 29.0 | 15.5 | 1.0 | 16.5 | 3.5 | 0.2 | 1.0 | | | | | | | 1.0 |
| Costa Rica | 2006 | 0.5 | | | 28.8 | 15.7 | 1.0 | 16.8 | 3.0 | 0.3 | 1.0 | | | | | | | 1.0 |
| Costa Rica | 2007 | 0.4 | | | 28.0 | 15.9 | 1.1 | 17.0 | 3.3 | 0.1 | 1.1 | | | | | | | 1.1 |
| Costa Rica | 2008 | 0.4 | | | 28.7 | 16.9 | 1.3 | 18.2 | 3.4 | 0.1 | 1.3 | | | | | | | 1.3 |
| Costa Rica | 2009 | 0.6 | | | 29.5 | 18.3 | 0.8 | 19.1 | 3.6 | 0.1 | 0.8 | | | | | | | 0.8 |
| Costa Rica | 2010 | 1.0 | | | 29.7 | | | 18.2 | 3.0 | 0.2 | | | | | 2.4 | 2.4 | | 2.4 |
| Costa Rica | 2011 | 0.5 | | | 30.6 | | | 19.5 | 3.4 | 0.3 | | | | | 2.5 | 2.5 | | 2.5 |
| Costa Rica | 2012 | 0.3 | | | 30.0 | 19.7 | 0.6 | 20.3 | 4.2 | 0.1 | 0.6 | | | | 2.1 | 2.1 | | 2.7 |
| Costa Rica | 2013 | 0.6 | | | 31.7 | 20.3 | 0.9 | 21.2 | 2.9 | 0.2 | 0.9 | | | | 1.6 | 1.6 | | 2.4 |
| Costa Rica | 2014 | 0.4 | | | 33.2 | 20.0 | 0.9 | 20.9 | 2.7 | 0.3 | 0.9 | | | | 2.8 | 2.8 | | 3.7 |
| Costa Rica | 2015 | 0.6 | | | 33.2 | 19.3 | 0.6 | 19.9 | 2.2 | 0.2 | 0.6 | | | | 2.9 | 2.9 | | 3.5 |
| Costa Rica | 2016 | 0.4 | | | 33.6 | 19.8 | 0.8 | 20.5 | 2.0 | 0.1 | 0.8 | | | | 3.4 | 3.4 | | 4.2 |
| Costa Rica | 2017 | 0.4 | | | 33.1 | 18.8 | 0.7 | 19.5 | 3.3 | 0.2 | 0.7 | | | | 4.2 | 4.2 | | 4.9 |
| Costa Rica | 2018 | 0.4 | | | 33.1 | 20.1 | 1.1 | 21.2 | 2.3 | 0.3 | 1.1 | | | | 3.2 | 3.2 | | 4.2 |
| Costa Rica | 2019 | 0.4 | | | 35.7 | 20.2 | 0.7 | 20.9 | 1.9 | 0.2 | 0.7 | | | | 3.8 | 3.8 | | 4.5 |
| Costa Rica | 2020 | 0.5 | | | 38.3 | 20.2 | 1.1 | 21.3 | 1.6 | 0.1 | 1.1 | | | | 2.5 | 2.5 | | 3.6 |
| Costa Rica | 2021 | 0.4 | | | 35.3 | 23.5 | 1.1 | 24.6 | 1.2 | 0.1 | 1.1 | | | | 3.7 | 3.7 | | 4.8 |
| Costa Rica | 2022 | 0.2 | | | 33.9 | 24.8 | 1.0 | 25.8 | 0.6 | 0.2 | 1.0 | | | | 3.1 | 3.1 | | 4.1 |
| Costa Rica | 2023 | 0.3 | | | 34.2 | 23.4 | 1.0 | 24.4 | 0.8 | 0.2 | 1.0 | | | | 3.1 | 3.1 | | 4.1 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Costa Rica

| Country | Year | Formal Education | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|------------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|----------------------|----------------------------------|-------------|--------------------------------|------------|---------------------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | | Unspecified or mixed categories |
| Costa Rica | 2002 | | | 0.2 | | | 4.6 | 0.9 | | | | | | | | |
| Costa Rica | 2003 | | | 0.2 | 4.6 | 0.3 | 4.8 | 1.1 | 0.0 | 0.3 | | | | | | 0.3 |
| Costa Rica | 2004 | 0.0 | | 0.2 | 5.0 | 0.2 | 5.2 | 1.1 | | 0.2 | | | | | | 0.2 |
| Costa Rica | 2005 | 0.0 | | 0.2 | 5.0 | 0.3 | 5.3 | 1.1 | | 0.3 | | | | | | 0.3 |
| Costa Rica | 2006 | 0.0 | | 0.3 | 4.7 | 0.2 | 5.0 | 0.9 | 0.0 | 0.2 | | | | | | 0.2 |
| Costa Rica | 2007 | | | 0.3 | 4.9 | 0.2 | 5.2 | 1.1 | 0.0 | 0.2 | | | | | | 0.2 |
| Costa Rica | 2008 | 0.0 | | 0.3 | 5.6 | 0.2 | 5.8 | 1.1 | 0.0 | 0.2 | | | | | | 0.2 |
| Costa Rica | 2009 | 0.0 | | 0.4 | 5.2 | 0.1 | 5.3 | 1.2 | 0.0 | 0.1 | | | | | | 0.1 |
| Costa Rica | 2010 | 0.2 | | 0.5 | | | 5.4 | 0.9 | 0.0 | | | | | 0.9 | 0.9 | 0.9 |
| Costa Rica | 2011 | 0.1 | | 0.4 | | | 5.7 | 1.0 | 0.1 | | | | | 1.0 | 1.0 | 1.0 |
| Costa Rica | 2012 | 0.0 | | 0.4 | 5.2 | 0.1 | 5.4 | 1.0 | 0.1 | 0.1 | | | | 0.6 | 0.6 | 0.8 |
| Costa Rica | 2013 | 0.1 | | 0.6 | 5.3 | 0.2 | 5.5 | 0.8 | 0.0 | 0.2 | | | | 0.5 | 0.5 | 0.7 |
| Costa Rica | 2014 | 0.2 | | 0.8 | 5.2 | 0.1 | 5.4 | 0.9 | 0.0 | 0.1 | | | | 1.0 | 1.0 | 1.2 |
| Costa Rica | 2015 | 0.2 | | 0.8 | 4.8 | 0.1 | 5.0 | 0.9 | 0.0 | 0.1 | | | | 1.3 | 1.3 | 1.5 |
| Costa Rica | 2016 | 0.4 | | 0.9 | 4.8 | 0.2 | 5.0 | 0.9 | 0.0 | 0.2 | | | | 1.7 | 1.7 | 1.9 |
| Costa Rica | 2017 | 0.2 | | 0.9 | 4.7 | 0.2 | 4.9 | 1.1 | 0.0 | 0.2 | | | | 1.7 | 1.7 | 1.8 |
| Costa Rica | 2018 | 0.3 | | 1.0 | 4.7 | 0.2 | 4.9 | 1.2 | 0.0 | 0.2 | | | | 1.7 | 1.7 | 2.0 |
| Costa Rica | 2019 | 0.3 | | 1.2 | 4.7 | 0.1 | 4.9 | 1.2 | 0.0 | 0.1 | | | | 1.6 | 1.6 | 1.7 |
| Costa Rica | 2020 | 0.2 | | 1.3 | 4.4 | 0.1 | 4.6 | 0.9 | 0.0 | 0.1 | | | | 0.9 | 0.9 | 1.0 |
| Costa Rica | 2021 | 0.3 | | 1.4 | 4.6 | 0.2 | 4.8 | 1.0 | 0.0 | 0.2 | | | | 1.4 | 1.4 | 1.6 |
| Costa Rica | 2022 | 0.3 | | 1.3 | 4.6 | 0.2 | 4.8 | 0.3 | 0.0 | 0.2 | | | | 1.0 | 1.0 | 1.2 |
| Costa Rica | 2023 | 0.1 | | 0.8 | 4.4 | 0.2 | 4.6 | 0.9 | 0.0 | 0.2 | | | | 1.2 | 1.2 | 1.3 |

El Salvador

El Salvador has nearly complete information on formal education, as it lacks specified data on adult education. Nonetheless, estimating indicator 4.3.3 is challenging because tertiary education can only be separated into TVET and non-TVET. On the other hand, since 2014, data on non-formal TVET is available in the NF1 and NF3 categories, with the latter being comparable and aligned with the 12-month criterion. Meanwhile, NF1 is derived from the reason for not seeking work, which combines attendance at training centers with the 'other' category in education attendance. This is relatively comparable with other countries. Additionally, the proportion of people not seeking work for this reason is relatively low, which does not significantly affect the index.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in El Salvador

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|-------------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|-----|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| El Salvador | 2000 | 14.0 | | | 12.8 | 9.0 | 0.7 | 9.7 | 0.0 | 0.0 | 0.7 | | | | | | | 0.7 |
| El Salvador | 2001 | 14.4 | | | 13.7 | 8.2 | 0.9 | 9.0 | | 0.0 | 0.9 | | | | | | | 0.9 |
| El Salvador | 2002 | 14.9 | | | 14.1 | 8.5 | 0.7 | 9.2 | | 0.0 | 0.7 | | | | | | | 0.7 |
| El Salvador | 2003 | 13.7 | | | 14.2 | 8.0 | 0.7 | 8.6 | | 0.0 | 0.7 | | | 0.0 | 0.0 | | | 0.7 |
| El Salvador | 2004 | 14.8 | | | 14.9 | 8.0 | 0.5 | 8.5 | | 0.0 | 0.5 | | | | | | | 0.5 |
| El Salvador | 2005 | 14.4 | | | 15.5 | 8.8 | 0.7 | 9.6 | | 0.1 | 0.7 | | | | | | | 0.7 |
| El Salvador | 2006 | 14.1 | | | 16.1 | 7.8 | 0.8 | 8.6 | | 0.1 | 0.8 | | | | | | | 0.8 |
| El Salvador | 2007 | 14.0 | | | 17.2 | 9.0 | 1.0 | 10.0 | | 0.1 | 1.0 | | | | | | | 1.0 |
| El Salvador | 2009 | 15.4 | | | 16.3 | 9.6 | 0.8 | 10.4 | | 0.1 | 0.8 | | | | | | | 0.8 |
| El Salvador | 2010 | 15.9 | | | 16.1 | 9.7 | 0.8 | 10.5 | | 0.1 | 0.8 | | | | | | | 0.8 |
| El Salvador | 2012 | 15.5 | | | 17.0 | 10.2 | 0.9 | 11.1 | | 0.1 | 0.9 | | | | | | | 0.9 |
| El Salvador | 2013 | 14.1 | | | 18.2 | 10.5 | 1.0 | 11.5 | | 0.1 | 1.0 | | | 0.6 | 0.6 | | | 1.6 |
| El Salvador | 2014 | 13.6 | | | 17.4 | 10.3 | 0.8 | 11.1 | | 0.1 | 0.8 | | 2.8 | 0.5 | 3.3 | | | 4.1 |
| El Salvador | 2015 | 13.3 | | | 17.0 | 10.4 | 0.8 | 11.3 | | 0.1 | 0.8 | | 4.4 | 0.6 | 5.0 | | | 5.8 |
| El Salvador | 2016 | 12.6 | | | 16.9 | 11.2 | 0.9 | 12.1 | | 0.0 | 0.9 | | 4.5 | 0.8 | 5.3 | | | 6.2 |
| El Salvador | 2017 | 12.6 | | | 16.5 | 11.4 | 0.7 | 12.1 | | 0.1 | 0.7 | | 4.3 | 0.8 | 5.0 | | | 5.7 |
| El Salvador | 2018 | 11.9 | | | 16.7 | 12.6 | 0.5 | 13.2 | | 0.1 | 0.5 | | 5.1 | 0.8 | 5.9 | | | 6.4 |
| El Salvador | 2019 | 11.0 | | | 16.3 | 12.6 | 0.7 | 13.3 | | 0.1 | 0.7 | | 5.5 | 0.9 | 6.4 | | | 7.2 |
| El Salvador | 2020 | 11.5 | | | 16.5 | 12.7 | 0.5 | 13.3 | | 0.1 | 0.5 | | 3.9 | 0.6 | 4.5 | | | 5.0 |
| El Salvador | 2021 | 10.2 | | | 16.1 | 11.6 | 0.6 | 12.3 | | 0.0 | 0.6 | | 2.7 | 0.7 | 3.3 | | | 4.0 |

| | | | | | | | | | | | | | | | | | |
|-------------|------|------|--|--|------|------|-----|------|--|-----|-----|--|--|-----|-----|-----|-----|
| El Salvador | 2022 | 11.0 | | | 15.1 | 12.8 | 0.7 | 13.5 | | 0.0 | 0.7 | | | 2.4 | 0.7 | 3.1 | 3.8 |
| El Salvador | 2023 | 12.1 | | | 16.6 | 12.9 | 1.0 | 14.0 | | 0.1 | 1.0 | | | 3.2 | 0.7 | 3.9 | 4.9 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in El Salvador

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|-------------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| El Salvador | 2000 | 0.2 | | | 0.1 | 2.0 | 0.1 | 2.0 | 0.0 | 0.0 | 0.1 | | | | | | | 0.1 |
| El Salvador | 2001 | 0.1 | | | 0.1 | 1.9 | 0.1 | 2.0 | 0.0 | | 0.1 | | | | | | | 0.1 |
| El Salvador | 2002 | 0.2 | | | 0.2 | 1.9 | 0.1 | 2.0 | 0.0 | | 0.1 | | | | | | | 0.1 |
| El Salvador | 2003 | 0.2 | | | 0.2 | 1.7 | 0.2 | 1.9 | | 0.0 | 0.2 | | | 0.0 | | 0.0 | | 0.2 |
| El Salvador | 2004 | 0.1 | | | 0.2 | 1.8 | 0.1 | 1.9 | | 0.0 | 0.1 | | | | | | | 0.1 |
| El Salvador | 2005 | 0.2 | | | 0.3 | 1.5 | 0.0 | 1.6 | | | 0.0 | | | | | | | 0.0 |
| El Salvador | 2006 | 0.1 | | | 0.2 | 1.7 | 0.1 | 1.8 | | 0.0 | 0.1 | | | | | | | 0.1 |
| El Salvador | 2007 | 0.1 | | | 0.2 | 1.8 | 0.1 | 1.9 | | 0.0 | 0.1 | | | | | | | 0.1 |
| El Salvador | 2009 | 0.2 | | | 0.2 | 1.8 | 0.1 | 1.9 | | | 0.1 | | | 0.0 | | 0.0 | | 0.1 |
| El Salvador | 2010 | 0.1 | | | 0.2 | 1.7 | 0.1 | 1.8 | | 0.0 | 0.1 | | | | | | | 0.1 |
| El Salvador | 2012 | 0.1 | | | 0.2 | 1.7 | 0.1 | 1.8 | | | 0.1 | | | | | | | 0.1 |
| El Salvador | 2013 | 0.1 | | | 0.2 | 1.7 | 0.1 | 1.8 | | 0.0 | 0.1 | | | 0.1 | | 0.1 | | 0.2 |
| El Salvador | 2014 | 0.1 | | | 0.2 | 1.7 | 0.1 | 1.8 | | 0.0 | 0.1 | | | 9.8 | 0.1 | 9.8 | | 9.9 |
| El Salvador | 2015 | 0.0 | | | 0.2 | 1.7 | 0.1 | 1.8 | | | 0.1 | | | 11.3 | 0.1 | 11.4 | | 11.4 |
| El Salvador | 2016 | 0.1 | | | 0.1 | 1.9 | 0.1 | 1.9 | | 0.0 | 0.1 | | | 12.0 | 0.0 | 12.0 | | 12.1 |
| El Salvador | 2017 | 0.1 | | | 0.1 | 1.7 | 0.0 | 1.7 | | 0.0 | 0.0 | | | 10.3 | 0.0 | 10.4 | | 10.4 |
| El Salvador | 2018 | 0.1 | | | 0.1 | 1.8 | 0.1 | 1.9 | | 0.0 | 0.1 | | | 11.5 | 0.0 | 11.6 | | 11.6 |
| El Salvador | 2019 | 0.0 | | | 0.2 | 1.8 | 0.1 | 1.8 | | 0.0 | 0.1 | | | 12.9 | 0.1 | 13.0 | | 13.1 |
| El Salvador | 2020 | 0.0 | | | 0.1 | 1.8 | 0.0 | 1.8 | | | 0.0 | | | 8.1 | 0.1 | 8.2 | | 8.2 |
| El Salvador | 2021 | 0.1 | | | 0.1 | 1.9 | 0.1 | 1.9 | | 0.0 | 0.1 | | | 6.7 | 0.1 | 6.7 | | 6.8 |
| El Salvador | 2022 | 0.1 | | | 0.2 | 1.7 | 0.1 | 1.7 | | | 0.1 | | | 4.5 | 0.1 | 4.5 | | 4.6 |
| El Salvador | 2023 | 0.1 | | | 0.1 | 1.8 | 0.1 | 1.9 | | 0.0 | 0.1 | | | 6.1 | 0.1 | 6.2 | | 6.3 |

Peru 2000-2023

Peru has information on attendance in formal education that can be disaggregated into primary, secondary, tertiary, and special education, the latter available since 2017. Additionally, tertiary education can be divided into TVET and non-TVET, which means that the 4.3.3 indicator for formal education is incomplete. Regarding non-formal education, there has been data on adult education since 2003 and attendance in courses since 2000. The latter was surveyed over a 12-month period for courses lasting less than three years, which meets the ideal time frame criterion. However, no information is available on the other non-formal TVET classifications.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Peru

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Peru | 2000 | 1.2 | | | 26.1 | 8.7 | 6.2 | 14.9 | | | 6.2 | | 16.3 | | | 16.3 | 21.0 |
| Peru | 2001 | 1.5 | | | 28.2 | 7.3 | 7.1 | 14.4 | | | 7.1 | | 13.4 | | | 13.4 | 19.4 |
| Peru | 2002 | 1.2 | | | 27.6 | 8.2 | 7.2 | 15.3 | | | 7.2 | | 12.9 | | | 12.9 | 18.9 |
| Peru | 2003 | 1.1 | | | 26.0 | 8.8 | 7.2 | 15.9 | | | 7.2 | 0.1 | 13.3 | | | 13.3 | 19.4 |
| Peru | 2004 | 0.6 | | | 19.7 | 7.6 | 5.9 | 13.4 | | | 5.9 | 0.2 | 16.4 | | | 16.4 | 21.3 |
| Peru | 2005 | 0.6 | | | 18.6 | 7.4 | 6.0 | 13.3 | | | 6.0 | 0.1 | 15.5 | | | 15.5 | 20.4 |
| Peru | 2006 | 0.6 | | | 19.6 | 9.2 | 6.4 | 15.6 | | | 6.4 | 0.0 | 17.1 | | | 17.1 | 22.3 |
| Peru | 2007 | 0.5 | | | 19.5 | 9.9 | 6.6 | 16.5 | | | 6.6 | 0.2 | 19.5 | | | 19.5 | 24.9 |
| Peru | 2008 | 0.6 | | | 19.9 | 10.8 | 6.6 | 17.5 | | | 6.6 | 0.3 | 20.1 | | | 20.1 | 25.4 |
| Peru | 2009 | 0.4 | | | 20.5 | 11.6 | 6.4 | 17.9 | | | 6.4 | 0.1 | 21.0 | | | 21.0 | 26.0 |
| Peru | 2010 | 0.5 | | | 21.1 | 12.1 | 6.4 | 18.4 | | | 6.4 | 0.2 | 22.9 | | | 22.9 | 27.8 |
| Peru | 2011 | 0.4 | | | 20.3 | 12.6 | 6.4 | 19.0 | | | 6.4 | 0.1 | 23.0 | | | 23.0 | 28.2 |
| Peru | 2012 | 0.3 | | | 20.4 | 13.5 | 6.2 | 19.7 | | | 6.2 | 0.1 | 22.8 | | | 22.8 | 27.9 |
| Peru | 2013 | 0.4 | | | 20.3 | 14.2 | 6.8 | 21.1 | | | 6.8 | 0.0 | 19.5 | | | 19.5 | 25.2 |
| Peru | 2014 | 0.3 | | | 20.1 | 14.5 | 7.1 | 21.6 | | | 7.1 | 0.0 | 16.6 | | | 16.6 | 22.8 |
| Peru | 2015 | 0.3 | | | 20.1 | 14.5 | 7.0 | 21.5 | | | 7.0 | 0.0 | 15.1 | | | 15.1 | 21.3 |
| Peru | 2016 | 0.3 | | | 20.7 | 15.5 | 7.1 | 22.6 | | | 7.1 | 0.0 | 17.4 | | | 17.4 | 23.5 |
| Peru | 2017 | 0.2 | | | 19.9 | 15.5 | 7.1 | 22.5 | 0.0 | | 7.1 | 0.0 | 17.3 | | | 17.3 | 23.3 |
| Peru | 2018 | 0.2 | | | 19.3 | 15.8 | 7.1 | 23.0 | 0.0 | | 7.1 | 0.0 | 17.6 | | | 17.6 | 23.8 |
| Peru | 2019 | 0.3 | | | 20.6 | 15.3 | 7.5 | 22.8 | 0.1 | | 7.5 | 0.0 | 18.0 | | | 18.0 | 24.4 |
| Peru | 2020 | 0.2 | | | 19.7 | 10.8 | 4.5 | 15.2 | 0.0 | | 4.5 | | 13.6 | | | 13.6 | 17.5 |
| Peru | 2021 | 0.1 | | | 21.6 | 13.6 | 6.3 | 19.9 | 0.0 | | 6.3 | | 11.3 | | | 11.3 | 16.9 |

| | | | | | | | | | | | | | | | | |
|------|------|-----|--|--|------|------|-----|------|--|-----|-----|--|------|--|------|------|
| Peru | 2022 | 0.1 | | | 20.8 | 13.7 | 7.7 | 21.4 | | 0.1 | 7.7 | | 13.6 | | 13.6 | 20.6 |
| Peru | 2023 | 0.1 | | | 21.1 | 14.4 | 8.8 | 23.2 | | 0.0 | 8.8 | | 17.1 | | 17.1 | 24.6 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Peru

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Peru | 2000 | 0.0 | | | 0.2 | 1.6 | 0.6 | 2.2 | | | 0.6 | | 7.6 | | | 7.6 | 8.1 |
| Peru | 2001 | 0.1 | | | 0.2 | 1.4 | 0.6 | 2.0 | | | 0.6 | | 5.6 | | | 5.6 | 6.0 |
| Peru | 2002 | 0.0 | | | 0.1 | 1.4 | 0.6 | 1.9 | | | 0.6 | | 4.0 | | | 4.0 | 4.5 |
| Peru | 2003 | 0.0 | | | 0.1 | 1.4 | 0.6 | 2.0 | | | 0.6 | 0.2 | 5.9 | | | 5.9 | 6.4 |
| Peru | 2004 | 0.0 | | | 0.1 | 1.3 | 0.5 | 1.8 | | | 0.5 | 0.3 | 8.4 | | | 8.4 | 8.8 |
| Peru | 2005 | 0.0 | | | 0.1 | 1.4 | 0.5 | 1.9 | | | 0.5 | 0.3 | 6.4 | | | 6.4 | 6.8 |
| Peru | 2006 | 0.0 | | | 0.1 | 1.6 | 0.5 | 2.1 | | | 0.5 | 0.2 | 8.4 | | | 8.4 | 8.7 |
| Peru | 2007 | 0.0 | | | 0.1 | 2.1 | 0.5 | 2.6 | | | 0.5 | 0.7 | 10.8 | | | 10.8 | 11.2 |
| Peru | 2008 | 0.0 | | | 0.0 | 1.9 | 0.5 | 2.5 | | | 0.5 | 1.1 | 13.3 | | | 13.3 | 13.7 |
| Peru | 2009 | 0.0 | | | 0.1 | 2.1 | 0.5 | 2.6 | | | 0.5 | 1.0 | 15.8 | | | 15.8 | 16.3 |
| Peru | 2010 | 0.0 | | | 0.1 | 2.1 | 0.5 | 2.6 | | | 0.5 | 1.1 | 16.0 | | | 16.0 | 16.4 |
| Peru | 2011 | 0.0 | | | 0.1 | 2.5 | 0.5 | 3.0 | | | 0.5 | 1.5 | 15.6 | | | 15.6 | 16.0 |
| Peru | 2012 | 0.0 | | | 0.1 | 2.3 | 0.4 | 2.7 | | | 0.4 | 1.5 | 13.5 | | | 13.5 | 13.8 |
| Peru | 2013 | 0.0 | | | 0.1 | 2.3 | 0.5 | 2.7 | | | 0.5 | 0.5 | 8.2 | | | 8.2 | 8.6 |
| Peru | 2014 | 0.0 | | | 0.1 | 2.3 | 0.4 | 2.7 | | | 0.4 | 0.2 | 6.4 | | | 6.4 | 6.8 |
| Peru | 2015 | 0.0 | | | 0.1 | 2.2 | 0.4 | 2.6 | | | 0.4 | 0.1 | 5.2 | | | 5.2 | 5.6 |
| Peru | 2016 | 0.0 | | | 0.1 | 2.1 | 0.5 | 2.6 | | | 0.5 | 0.1 | 6.0 | | | 6.0 | 6.5 |
| Peru | 2017 | 0.0 | | | 0.1 | 2.0 | 0.6 | 2.6 | | | 0.6 | 0.1 | 6.4 | | | 6.4 | 6.9 |
| Peru | 2018 | 0.0 | | | 0.1 | 2.1 | 0.6 | 2.7 | | | 0.6 | 0.0 | 6.7 | | | 6.7 | 7.2 |
| Peru | 2019 | 0.0 | | | 0.1 | 2.0 | 0.5 | 2.5 | | 0.0 | 0.5 | 0.0 | 7.1 | | | 7.1 | 7.6 |
| Peru | 2020 | 0.0 | | | 0.1 | 1.2 | 0.3 | 1.6 | | | 0.3 | 0.0 | 5.3 | | | 5.3 | 5.6 |
| Peru | 2021 | 0.0 | | | 0.2 | 1.6 | 0.7 | 2.3 | | | 0.7 | 0.0 | 4.8 | | | 4.8 | 5.4 |
| Peru | 2022 | 0.0 | | | 0.1 | 1.6 | 0.6 | 2.3 | | | 0.6 | 0.0 | 5.4 | | | 5.4 | 6.0 |
| Peru | 2023 | 0.0 | | | 0.1 | 1.7 | 0.7 | 2.3 | | 0.0 | 0.7 | 0.0 | 6.3 | | | 6.3 | 6.9 |

Countries with Mixed Information on Technical Education Across Education Levels

Brazil 2001-2023

Brazil does not have disaggregated information for secondary and tertiary TVET education, which makes it impossible to generate the 4.3.3 indicator for formal education. At the same time, it does have information directly related to adult education. Regarding non-formal education, Brazil has data on literacy available since the beginning, which is useful for generating the 4.3.1 indicator. In terms of non-formal TVET, the available categories are mixed, derived from the question regarding not finding work within a 30-day period and the reason for not working in the previous week. This does not meet the 12-month criterion and is not comparable with other countries that do comply with it.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Brazil

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|-----|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| Brazil | 2001 | 19.2 | | | 21.6 | | | 6.3 | 1.5 | | | 0.2 | | | | | | |
| Brazil | 2002 | 18.2 | | | 22.0 | | | 6.9 | 1.4 | | | 0.2 | | | | | | |
| Brazil | 2003 | 16.6 | | | 23.3 | | | 7.6 | 1.3 | | | 0.2 | | | | | | |
| Brazil | 2004 | 15.4 | | | 23.3 | | | 7.4 | 1.3 | | | 0.2 | | | | | | |
| Brazil | 2005 | 14.5 | | | 22.9 | | | 8.0 | 1.2 | | | 0.3 | | | | | | |
| Brazil | 2006 | 13.7 | | | 22.9 | | | 9.0 | 1.1 | | | 0.2 | | | | | | |
| Brazil | 2007 | 13.0 | | | 22.9 | | | 9.4 | 1.3 | | | 0.2 | | | | | | |
| Brazil | 2008 | 12.6 | | | 23.8 | | | 9.8 | 0.9 | | | 0.1 | | | | | | |
| Brazil | 2009 | 12.8 | | | 23.6 | | | 10.2 | 1.0 | | | 0.2 | | | | | | |
| Brazil | 2011 | 11.8 | | | 23.8 | | | 10.3 | 0.7 | | | 0.1 | | | | | | |
| Brazil | 2012 | 11.0 | | | 24.6 | | | 10.7 | 1.0 | | | 0.1 | | | | | | |
| Brazil | 2013 | 10.5 | | | 24.9 | | | 11.5 | 0.7 | | | 0.1 | | | | | | |
| Brazil | 2014 | 9.7 | | | 24.8 | | | 12.3 | 0.8 | | | 0.1 | | | | | | |
| Brazil | 2016 | 8.9 | | | 25.2 | | | 13.6 | 1.1 | | | 0.1 | | | 2.2 | 2.2 | 2.2 | 2.2 |
| Brazil | 2017 | 8.7 | | | 24.6 | | | 14.2 | 1.3 | | | 0.1 | | | 2.1 | 2.1 | 2.1 | 2.1 |
| Brazil | 2018 | 8.4 | | | 24.1 | | | 14.9 | 1.2 | | | 0.1 | | | 2.2 | 2.2 | 2.2 | 2.2 |
| Brazil | 2019 | 7.8 | | | 24.3 | | | 15.0 | 1.1 | | | 0.1 | | | 2.1 | 2.1 | 2.1 | 2.1 |

| | | | | | | | | | | | | | | | | | |
|--------|------|-----|--|--|------|--|--|------|-----|--|--|-----|--|--|-----|-----|-----|
| Brazil | 2020 | 7.8 | | | 25.7 | | | 15.5 | 1.0 | | | 0.0 | | | 2.1 | 2.1 | 2.1 |
| Brazil | 2021 | 8.9 | | | 26.3 | | | 15.1 | 0.9 | | | 0.1 | | | 2.4 | 2.4 | 2.4 |
| Brazil | 2022 | 7.8 | | | 26.0 | | | 14.9 | 0.9 | | | 0.1 | | | 2.6 | 2.6 | 2.6 |
| Brazil | 2023 | 6.6 | | | 25.6 | | | 15.3 | 0.7 | | | 0.1 | | | 2.4 | 2.4 | 2.4 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Brazil

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|-----|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| Brazil | 2001 | 1.6 | | | 1.5 | | | 2.1 | 1.3 | | | 0.5 | | | | | | |
| Brazil | 2002 | 1.6 | | | 1.4 | | | 2.3 | 1.2 | | | 0.5 | | | | | | |
| Brazil | 2003 | 1.6 | | | 1.5 | | | 2.6 | 1.3 | | | 0.8 | | | | | | |
| Brazil | 2004 | 1.4 | | | 1.5 | | | 2.6 | 1.2 | | | 0.8 | | | | | | |
| Brazil | 2005 | 1.5 | | | 1.4 | | | 2.7 | 1.3 | | | 0.8 | | | | | | |
| Brazil | 2006 | 1.2 | | | 1.3 | | | 3.0 | 1.1 | | | 0.7 | | | | | | |
| Brazil | 2007 | 1.3 | | | 1.3 | | | 3.1 | 1.4 | | | 0.5 | | | | | | |
| Brazil | 2008 | 1.2 | | | 1.2 | | | 3.1 | 1.1 | | | 0.4 | | | | | | |
| Brazil | 2009 | 1.0 | | | 1.1 | | | 3.1 | 1.0 | | | 0.4 | | | | | | |
| Brazil | 2011 | 0.8 | | | 0.9 | | | 3.2 | 0.8 | | | 0.2 | | | | | | |
| Brazil | 2012 | 0.6 | | | 0.7 | | | 3.2 | 0.8 | | | 0.1 | | | | | | |
| Brazil | 2013 | 0.6 | | | 0.7 | | | 3.2 | 0.7 | | | 0.2 | | | | | | |
| Brazil | 2014 | 0.5 | | | 0.6 | | | 3.3 | 0.7 | | | 0.1 | | | | | | |
| Brazil | 2016 | 0.4 | | | 0.6 | | | 4.0 | 0.6 | | | 0.1 | | | 0.2 | 0.2 | 0.2 | 0.2 |
| Brazil | 2017 | 0.4 | | | 0.5 | | | 4.2 | 0.7 | | | 0.1 | | | 0.2 | 0.2 | 0.2 | 0.2 |
| Brazil | 2018 | 0.4 | | | 0.5 | | | 4.6 | 0.7 | | | 0.1 | | | 0.3 | 0.3 | 0.3 | 0.3 |
| Brazil | 2019 | 0.4 | | | 0.5 | | | 4.7 | 0.6 | | | 0.0 | | | 0.3 | 0.3 | 0.3 | 0.3 |
| Brazil | 2020 | 0.4 | | | 0.4 | | | 4.6 | 0.5 | | | 0.0 | | | 0.2 | 0.2 | 0.2 | 0.2 |
| Brazil | 2021 | 0.4 | | | 0.5 | | | 4.7 | 0.5 | | | 0.0 | | | 0.3 | 0.3 | 0.3 | 0.3 |
| Brazil | 2022 | 0.4 | | | 0.5 | | | 4.8 | 0.5 | | | 0.1 | | | 0.3 | 0.3 | 0.3 | 0.3 |
| Brazil | 2023 | 0.4 | | | 0.5 | | | 5.1 | 0.5 | | | 0.1 | | | 0.3 | 0.3 | 0.3 | 0.3 |

Dominican Republic 2000 – 2023

From the perspective of formal education, the Dominican Republic has almost complete information since 2016, with only special education and the disaggregation of TVET in tertiary education missing. However, for earlier years, it is not possible to disaggregate TVET at any level, and there is no information available for special education or for adults. On the side of non-formal education, there is a question about current attendance in a vocational-technical course, classified as TVET NF1, but since it does not refer to the last 12 months, caution must be exercised when comparing it with other countries. Finally, the NF3 classification is based on the reason for not attending work the previous week, which is "Attendance at a course or training," but this does not meet the time criterion and is not comparable with other countries.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Dominican Republic

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|----------------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|-----|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| Dominican Rep. | 2000 | 13.9 | | | 29.4 | | | 12.4 | | | | | | 1.3 | | | 1.3 | 1.3 |
| Dominican Rep. | 2001 | 13.6 | | | 28.6 | | | 12.0 | | | | | | 0.9 | | | 0.9 | 0.9 |
| Dominican Rep. | 2002 | 13.7 | | | 29.9 | | | 13.7 | | | | | | 0.9 | | | 0.9 | 0.9 |
| Dominican Rep. | 2003 | 11.2 | | | 30.5 | | | 13.9 | | | | | | 0.7 | | | 0.7 | 0.7 |
| Dominican Rep. | 2004 | 11.5 | | | 31.7 | | | 14.2 | | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2005 | 11.9 | | | 32.3 | | | 13.8 | | | | | | 0.6 | | | 0.6 | 0.6 |
| Dominican Rep. | 2006 | 10.7 | | | 32.8 | | | 15.0 | | | | | | 0.6 | | | 0.6 | 0.6 |
| Dominican Rep. | 2007 | 9.0 | | | 34.3 | | | 16.1 | | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2008 | 8.3 | | | 32.2 | | | 17.2 | | | | | | 0.6 | | | 0.6 | 0.6 |
| Dominican Rep. | 2009 | 9.7 | | | 30.5 | | | 16.4 | | | | | | 0.8 | | | 0.8 | 0.8 |
| Dominican Rep. | 2010 | 8.5 | | | 32.1 | | | 18.7 | | | | | | 0.4 | | | 0.4 | 0.4 |
| Dominican Rep. | 2011 | 7.6 | | | 32.9 | | | 18.2 | | | | | | 0.7 | | | 0.7 | 0.7 |
| Dominican Rep. | 2012 | 6.9 | | | 32.1 | | | 16.1 | | | | | | 1.0 | | | 1.0 | 1.0 |
| Dominican Rep. | 2013 | 8.2 | | | 32.0 | | | 16.8 | | | | | | 0.8 | | | 0.8 | 0.8 |
| Dominican Rep. | 2014 | 7.4 | | | 32.2 | | | 18.5 | | | | | | 1.2 | | | 1.2 | 1.2 |
| Dominican Rep. | 2015 | 7.2 | | | 30.6 | | | 18.3 | | | | | | 0.9 | | | 0.9 | 0.9 |
| Dominican Rep. | 2016 | 1.3 | 29.0 | 0.3 | 29.3 | | | 18.0 | | | 0.3 | | | 2.9 | | | 2.9 | 3.2 |
| Dominican Rep. | 2017 | 1.1 | 30.1 | 0.6 | 30.7 | | | 18.2 | | | 0.6 | 0.0 | | 3.0 | | | 3.0 | 3.5 |
| Dominican Rep. | 2018 | 1.2 | 27.8 | 1.0 | 28.9 | | | 17.5 | | | 1.0 | 0.0 | | 2.8 | | | 2.8 | 3.8 |
| Dominican Rep. | 2019 | 0.8 | 26.8 | 1.1 | 27.9 | | | 18.2 | | | 1.1 | | | 3.3 | | | 3.3 | 4.4 |

| | | | | | | | | | | | | | | | | | |
|----------------|------|-----|------|-----|------|--|--|------|--|--|-----|--|-----|-----|--|-----|-----|
| Dominican Rep. | 2020 | 0.4 | 19.7 | 0.6 | 20.3 | | | 14.0 | | | 0.6 | | 1.9 | | | 1.9 | 2.5 |
| Dominican Rep. | 2021 | 2.5 | 25.5 | 0.8 | 26.4 | | | 14.8 | | | 0.8 | | 1.8 | | | 1.8 | 2.6 |
| Dominican Rep. | 2022 | 0.5 | 25.5 | 1.0 | 26.5 | | | 16.7 | | | 1.0 | | 2.1 | 0.0 | | 2.1 | 3.0 |
| Dominican Rep. | 2023 | 0.6 | 25.2 | 1.2 | 26.4 | | | 15.2 | | | 1.2 | | 3.3 | | | 3.3 | 4.4 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Dominican Republic

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|----------------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | Total Non-Formal TVET |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | |
| Dominican Rep. | 2000 | 0.7 | | | 1.5 | | | 4.3 | | | | | 1.0 | | | 1.0 | 1.0 |
| Dominican Rep. | 2001 | 0.8 | | | 1.0 | | | 3.5 | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2002 | 0.8 | | | 1.3 | | | 4.4 | | | | | 1.0 | | | 1.0 | 1.0 |
| Dominican Rep. | 2003 | 0.5 | | | 1.4 | | | 4.6 | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2004 | 0.5 | | | 1.4 | | | 4.4 | | | | | 0.6 | | | 0.6 | 0.6 |
| Dominican Rep. | 2005 | 0.6 | | | 1.5 | | | 4.5 | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2006 | 0.7 | | | 1.3 | | | 4.7 | | | | | 0.7 | | | 0.7 | 0.7 |
| Dominican Rep. | 2007 | 0.5 | | | 1.5 | | | 4.9 | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2008 | 0.5 | | | 1.3 | | | 5.1 | | | | | 0.3 | | | 0.3 | 0.3 |
| Dominican Rep. | 2009 | 0.9 | | | 1.3 | | | 4.8 | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2010 | 0.6 | | | 1.3 | | | 5.0 | | | | | 0.4 | | | 0.4 | 0.4 |
| Dominican Rep. | 2011 | 0.6 | | | 1.5 | | | 5.0 | | | | | 0.4 | | | 0.4 | 0.4 |
| Dominican Rep. | 2012 | 0.7 | | | 1.4 | | | 5.1 | | | | | 0.3 | | | 0.3 | 0.3 |
| Dominican Rep. | 2013 | 1.5 | | | 2.0 | | | 5.7 | | | | | 0.5 | | | 0.5 | 0.5 |
| Dominican Rep. | 2014 | 1.0 | | | 1.5 | | | 6.2 | | | | | 0.6 | | | 0.6 | 0.6 |
| Dominican Rep. | 2015 | 0.8 | | | 1.6 | | | 5.8 | | | | | 0.2 | | | 0.2 | 0.2 |
| Dominican Rep. | 2016 | 0.1 | | | 1.1 | | | 4.7 | | | | 0.1 | 0.8 | | | 0.8 | 0.8 |
| Dominican Rep. | 2017 | 0.1 | | | 1.0 | | | 4.5 | | | | 0.1 | 0.7 | | | 0.7 | 0.7 |
| Dominican Rep. | 2018 | 0.1 | | | 0.7 | | | 4.4 | | | | 0.1 | 0.5 | 0.0 | | 0.6 | 0.6 |
| Dominican Rep. | 2019 | 0.1 | | | 0.7 | | | 4.5 | | | | 0.0 | 0.6 | | | 0.6 | 0.6 |
| Dominican Rep. | 2020 | 0.0 | | | 0.4 | | | 2.9 | | | | | 0.3 | | | 0.3 | 0.3 |
| Dominican Rep. | 2021 | 0.0 | 0.4 | 0.0 | 0.4 | | | 3.4 | | | 0.0 | 0.0 | 0.3 | | | 0.3 | 0.3 |
| Dominican Rep. | 2022 | 0.0 | 0.4 | 0.0 | 0.4 | | | 3.5 | | | 0.0 | 0.0 | 0.4 | | | 0.4 | 0.4 |
| Dominican Rep. | 2023 | 0.0 | | | 0.3 | | | 3.7 | | | | | 0.7 | | | 0.7 | 0.7 |

Uruguay 2011-2023


From 2000 to 2010, Uruguay only inquired about current attendance and the last approved year, making it impossible to disaggregate the indicator. However, since 2011, we have had the breakdown by education level, and since 2021, both tertiary and secondary TVET education can be distinguished, at which point questions about adult education began, an important classification for the 4.3.1 indicator. From the perspective of non-formal education, information is available on literacy and a non-specifiable TVET classification, which pertains to current attendance in training or courses that may fall under NF1 and NF3, without a clear period defined.

A: Distribution of Individuals Aged 15 to 24 Across Different Formality Classifications in Uruguay

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET | |
| Uruguay | 2011 | 0.3 | 31.0 | 0.3 | 31.3 | 14.1 | 5.8 | 20.0 | | | 5.8 | | | | | | | 5.8 |
| Uruguay | 2012 | 0.3 | 31.6 | 0.3 | 31.9 | 13.6 | 5.6 | 19.3 | | | 5.6 | | | | | | | 5.6 |
| Uruguay | 2013 | 0.2 | 31.8 | 0.2 | 32.0 | 13.9 | 5.2 | 19.0 | | | 5.2 | | | | | | | 5.2 |
| Uruguay | 2014 | 0.2 | 31.6 | 0.3 | 31.9 | 14.2 | 5.2 | 19.5 | | | 5.2 | | | | | | | 5.2 |
| Uruguay | 2015 | 0.3 | 34.1 | 0.3 | 34.3 | 14.5 | 4.7 | 19.2 | | | 4.7 | | | | | | | 4.7 |
| Uruguay | 2016 | 0.2 | 35.4 | 0.2 | 35.6 | 13.8 | 4.9 | 18.7 | | | 4.9 | | | | | | | 4.9 |
| Uruguay | 2017 | 0.2 | 37.5 | 0.2 | 37.7 | 15.1 | 4.4 | 19.6 | | | 4.4 | | | | | | | 4.4 |
| Uruguay | 2018 | 0.3 | 36.6 | 0.2 | 36.7 | 16.1 | 4.3 | 20.4 | | | 4.3 | | | | | | | 4.3 |
| Uruguay | 2019 | 0.2 | 38.4 | 0.1 | 38.5 | 16.7 | 3.8 | 20.5 | | | 3.8 | | | | | | | 3.8 |
| Uruguay | 2020 | 0.3 | 45.5 | 0.1 | 45.7 | 16.5 | 3.4 | 19.9 | | | 3.4 | | | | | | | 3.4 |
| Uruguay | 2021 | 0.0 | 30.9 | 8.6 | 39.6 | 17.6 | 1.1 | 18.8 | | 0.3 | 9.8 | | | | 1.6 | 1.6 | | 11.3 |
| Uruguay | 2022 | 0.0 | 32.0 | 8.1 | 40.0 | 19.7 | 1.6 | 21.3 | | 0.3 | 9.7 | | | | 1.7 | 1.7 | | 11.4 |
| Uruguay | 2023 | | 29.8 | 8.3 | 38.1 | 19.3 | 1.6 | 21.0 | | 0.2 | 9.9 | | | | 1.7 | 1.7 | | 11.6 |

B: Distribution of Individuals Aged 25 to 64 Across Different Formality Classifications in Uruguay

| Country | Year | Formal Education | | | | | | | | | | Non-Formal Education | | | | Total TVET | |
|---------|------|-------------------|---------------------|------|-------|--------------------|------|-------|-----------------|-------------------------|-------------|----------------------------------|-------------|--------------------------------|---------------------------------|------------|-----------------------|
| | | Initial Education | Secondary Education | | | Tertiary Education | | | Adult Education | Special Needs Education | Formal TVET | Adult and youth literacy courses | TVET | | | | |
| | | | Non-TVET | TVET | Total | Non-TVET | TVET | Total | | | | | NF1 Courses | NF3 Guided on-the-job training | Unspecified or mixed categories | | Total Non-Formal TVET |
| Uruguay | 2011 | 0.0 | 0.7 | 0.0 | 0.7 | 3.8 | 0.9 | 4.7 | | | 0.9 | | | | | | 0.9 |
| Uruguay | 2012 | 0.0 | 0.7 | 0.0 | 0.7 | 3.7 | 0.8 | 4.5 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2013 | 0.0 | 0.8 | 0.0 | 0.8 | 3.5 | 0.8 | 4.4 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2014 | 0.0 | 0.8 | 0.0 | 0.9 | 3.6 | 0.8 | 4.4 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2015 | 0.0 | 0.9 | 0.0 | 0.9 | 3.7 | 0.8 | 4.6 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2016 | 0.0 | 0.9 | 0.0 | 0.9 | 3.7 | 0.8 | 4.6 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2017 | 0.0 | 1.1 | 0.0 | 1.1 | 3.8 | 0.7 | 4.5 | | | 0.7 | | | | | | 0.7 |
| Uruguay | 2018 | 0.0 | 1.0 | 0.0 | 1.0 | 4.0 | 0.8 | 4.8 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2019 | 0.0 | 1.1 | 0.0 | 1.1 | 4.1 | 0.8 | 4.9 | | | 0.8 | | | | | | 0.8 |
| Uruguay | 2020 | 0.0 | 1.1 | 0.0 | 1.1 | 4.8 | 0.9 | 5.7 | | | 0.9 | | | | | | 0.9 |
| Uruguay | 2021 | 0.0 | 0.8 | 0.3 | 1.0 | 4.9 | 0.5 | 5.4 | | 0.0 | 0.8 | | | | 0.4 | 0.4 | 1.1 |
| Uruguay | 2022 | 0.0 | 0.8 | 0.2 | 1.1 | 4.9 | 0.5 | 5.4 | | 0.0 | 0.8 | | | | 0.5 | 0.5 | 1.2 |
| Uruguay | 2023 | 0.0 | 1.0 | 0.2 | 1.2 | 4.5 | 0.5 | 5.0 | | 0.0 | 0.7 | | | | 0.4 | 0.4 | 1.1 |



**ESTIMATION AND REGIONAL COMPARABILITY
OF INDICATORS 4.3.1 AND 4.3.3**

Email:
uis.information@unesco.org
uis.director@unesco.org

uis.unesco.org
[@UNESCOstat](https://twitter.com/UNESCOstat)