

SUB-REGIONAL REPORT ON THE SCHOOL FAILURE PROBLEM

CENTRAL AMERICAN SUB-REGION

HEMISPHERIC PROJECT

Design of policies and strategies to prevent school failure

YEAR 2004/ 2005

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1. INTRODUCTION

It is essential to make a political, social and economic characterization of the countries of the sub-region, as it is important to know the conditions under which the different educational systems operate in order to interpret differences concerning their structures, processes and results, because the school affects its environment and is affected by it. The demographical, social and economic context comprises different aspects, such as a demand for various educational levels, a different distribution of the population in the urban-rural areas and the country's economic capacity to identify the demand for education.

1.1 Political characterization of the counties of the sub-region¹

The political situation has a big impact on the schooling level: a country's stability affects its economic development, which in turn has an influence on the GDP. Those are key factors to obtain good results from investing in education.

Guatemala

During the last 12 years of its history, the country's legal system has reached some degree of formal stability. This was due to the enactment and enforcement of the Political Constitution of the Republic in 1985, which provides elements that allow for the consolidation of the democratic system and acknowledges the nation's diverse and pluralistic nature.

The signature of the Agreement on A Firm and Lasting Peace, on December 29, 1996, under the auspices of the United Nations and the friendly nations signals a new era for Guatemala, based on the educational system, the legal system, the democratic exercise of power, the protection of human rights, the protection of the environment and the fulfillment of the basic health, food and shelter needs of the marginalized populations. Guatemala is presently living a post-conflict situation.

In 1996, the government of Guatemala and the Unidad Revolucionaria Nacional Guatemalteca (URNG) signed the Peace Accords that put an end to 36 years of internal armed conflicts and established a development agenda as a basis for a firm and lasting peace. Through the Accords, the

¹ Source: Report: Fracaso Escolar, Ministry of Education of Guatemala 2004. Quoted from: Comisión Paritaria de Reforma Educativa. Diseño de Reforma Educativa, 1998. The other countries of the Central America sub-region have not submitted information regarding this issue. Costa Rica, El Salvador, Honduras, Nicaragua, Panama have sent no data (NDA).

parts made commitments and set objectives regarding economic and social development and public spending. Additionally, the Fiscal Pact for a Future with Peace and Development was signed in May 2000, as part of the Peace Accords. This pact was the result of a big consensus effort, which was materialized in the adoption of a set of fiscal policy principles and commitments for the short, medium and long term.

Between 1990 and 2001, the central government's public spending increased from 3.5% to 6.4% of the GDP, in accordance with the agreements signed. This improvement happened within a framework of a growing importance given to decentralization, materialized in programs such as the Health Care Integral System (SIAS, acronym in the Spanish version) and the Self-Management National Program for Educational Development (PRONADE, acronym in the Spanish version) as well as in the recent adoption of the Decentralization Law, the new Municipal Code and the Urban and Rural Development Council Law.

1.2 Economic characterization of the countries of the sub-region²

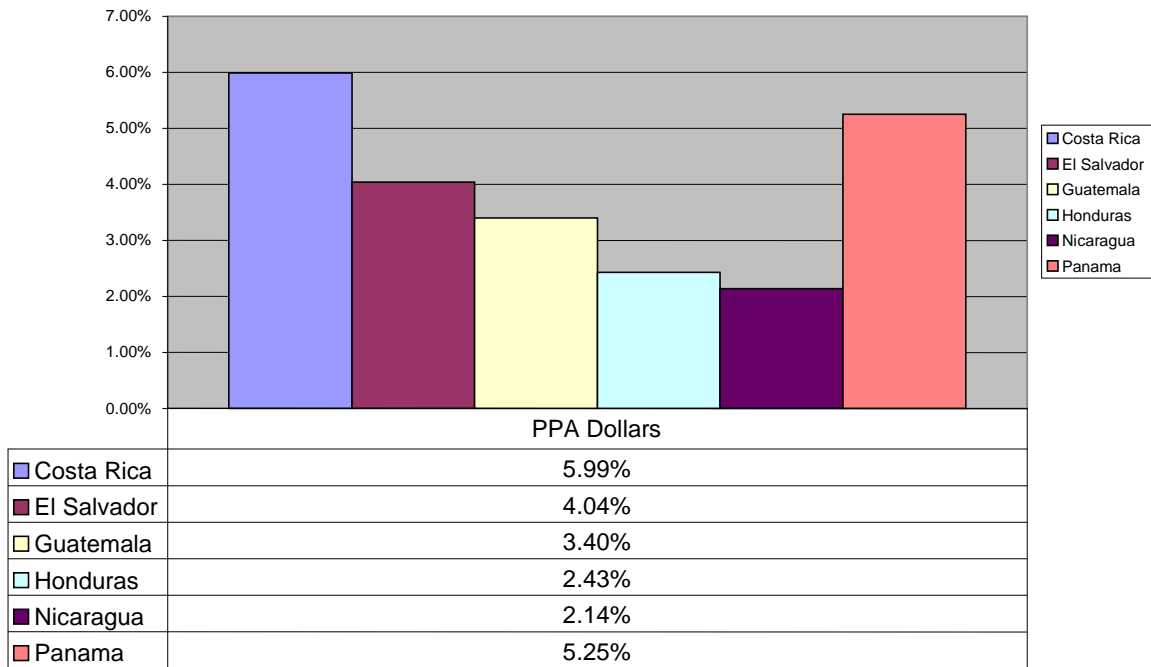
The GDP and the Gini coefficient have a direct influence on the educational quality.

“The Gross Domestic Product (GDP) per capita is an indicator which measures a nation's wealth and represents the value of the annual total goods and services that a country produces, divided by its population. This indicator determines a country's ability to meet its educational demands...”

In 1998, Costa Rica (5,987 dollars PPP) had the highest GDP per capita in Central America, followed by Panama (5,249 dollars PPP), whereas Nicaragua had the lowest GDP per capita (2,142 dollars PPP), followed by Honduras (2,433 dollars PPP). The GDP difference between the richest and the poorest country amounts to 3,845 dollars PPP, which is below the average value for Central America (3,874 dollars PPP).

² Source: Regional report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002.

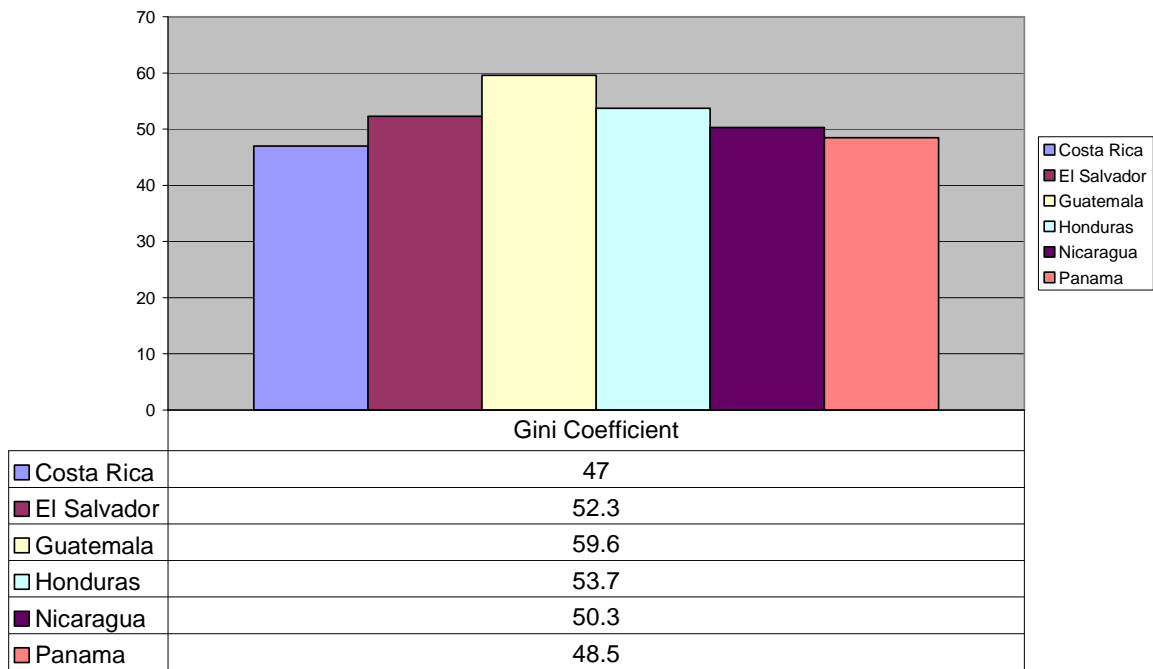
Graph No.1
Gross Domestic Product per capita for Central America (1998)



As shown in graph No. 1, the countries above the average GDP value for Central America are Costa Rica, Panama and El Salvador.

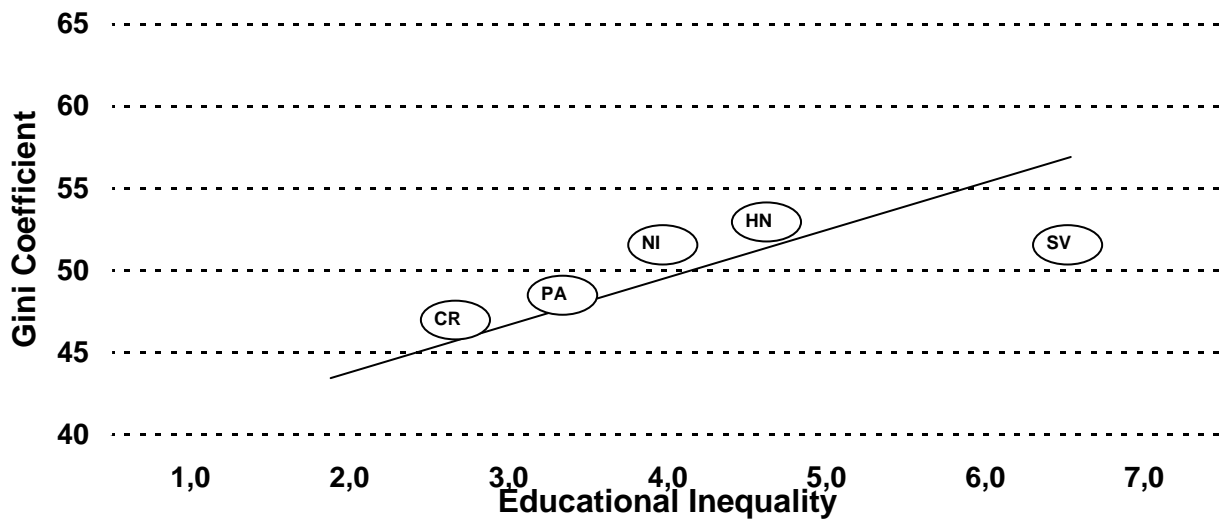
“The **Gini coefficient** is the most widely used indicator to measure the inequality in a country’s income. This indicator is measured in a 100-point scale, in which 0 represents a totally equitable income distribution and 100 stands for a total income concentration; i.e., the higher the Gini coefficient, the more unequal the income distribution”.

Graph No. 2
Inequality coefficient



Graph No. 2 shows that the Central American countries with an above-average Gini coefficient (51,90) are: El Salvador, Guatemala and Honduras. Costa Rica, with a coefficient of 47, has the lowest value below the average income concentration.

Graph No. 3
Economic inequality and educational inequality



Graph No. 3 shows the relation between the Gini Coefficient and the educational inequality indicator, which is calculated by considering the difference in years of schooling between the richest 10% and the poorest 10% of the 25 year-old population. Thus, the more inequality in the income level, the bigger the difference in years of schooling between the rich and the poor.

Graph No. 3 also shows that Costa Rica and Panama are the Central American countries with the lowest income concentration (Gini Coefficient: 47.0 and 45.5 respectively) and they are the countries in which the 25 year-old population has more years of schooling: Panama 8.7 and Costa Rica 6.9 (total average). Honduras and Nicaragua are below the average concerning the years of schooling of the poorest and richest 25 year-old population.

Panama and El Salvador are the countries with more years of schooling in their poorest and richest 10% of the 25 year-old population (9.3 and 8.7 respectively) whereas Nicaragua has the lowest value (6.3).

1.3 Demographic and social characterization³

“The demographic composition is a very important factor when designing and implementing educational policies. The number of children and adolescents determines the theoretical educational demand and, therefore, it also affects the demand for teachers, material resources and educational spaces. These patterns determine a country’s investment in the system, regardless of other factors: countries with a higher proportion of children and adolescents in school age must invest a larger part of their national revenue in education than countries with a higher proportion of children and adolescents in the total population.”

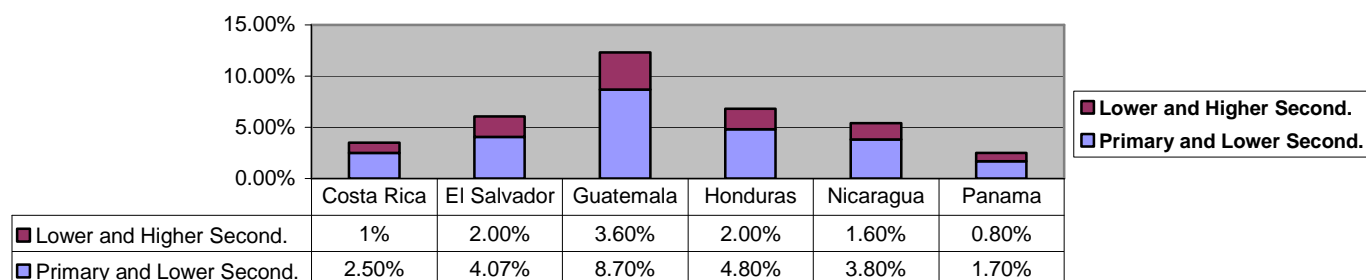
1.3.1 Educational demand

The population of the Central American sub-region amounts to almost 34.395 million people, from which around 13.843 million are children between the ages of 5 and 14, the age corresponding to primary and junior high school in most countries. Around 3.793 million are teenagers between the ages of 15 and 19, which is the age corresponding to senior and/or junior high school⁴.

³ Source: Regional report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002. Quoted from: CELADE. United Nations population division and OECD.

⁴ Junior High School is equivalent to Basic Cycle and Senior High School, to Diversified Cycle.

Graph No. 4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)



Graph No. 4 shows that 36.57% of the total Central American population (34.395 million) is aged between 5 and 19. Percentages of that total are not homogenous throughout the countries: Guatemala has 12.3%, followed by Honduras with 6.81%, El Salvador with 6.02%, Nicaragua with 5.42%, Costa Rica with 3.6% and finally, Panama with 2.5%.

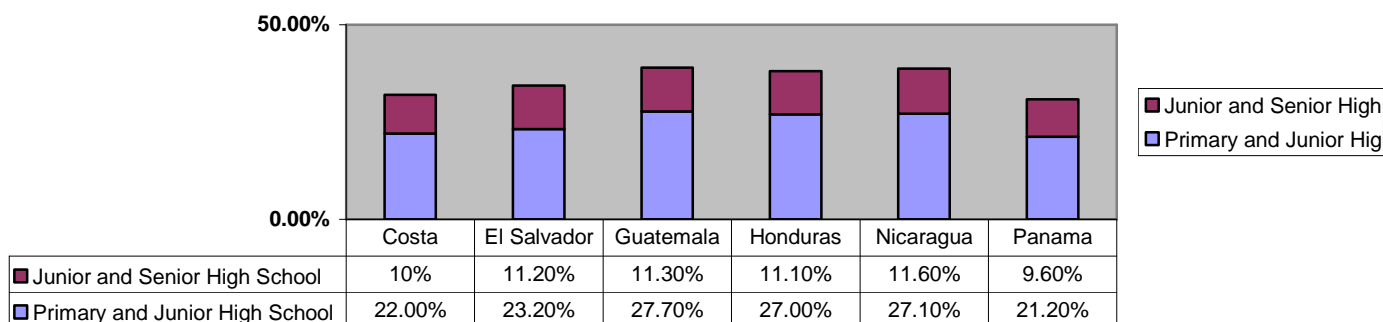
The demographic profile of Guatemala, Honduras, El Salvador and Nicaragua shows that the school age population (primary and secondary) of these countries accounts for more than 30.55% of their population, hence these are the countries requiring more investments in education. This group includes Nicaragua and Honduras, two of the region's poorest countries if we consider their GDP per capita: 2,142 and 2,403 respectively⁵.

Between 2000 and 2005 there has been a slowing down of demographic growth in all the sub-region countries, compared to the demographic growth recorded between 1990 and 1995. The largest population slow-down took place in Costa Rica and the smallest in Guatemala (0.05%), Nicaragua (0.23%) and El Salvador (0.25%). Thus, the latter will have to face a higher educational demand, which goes hand in hand with their demographic dependence index: Guatemala (0.41), Honduras (0.85) and Nicaragua (0.88).

⁵ Source: Regional report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002.

1.3.2 Demand by educational level (1998)

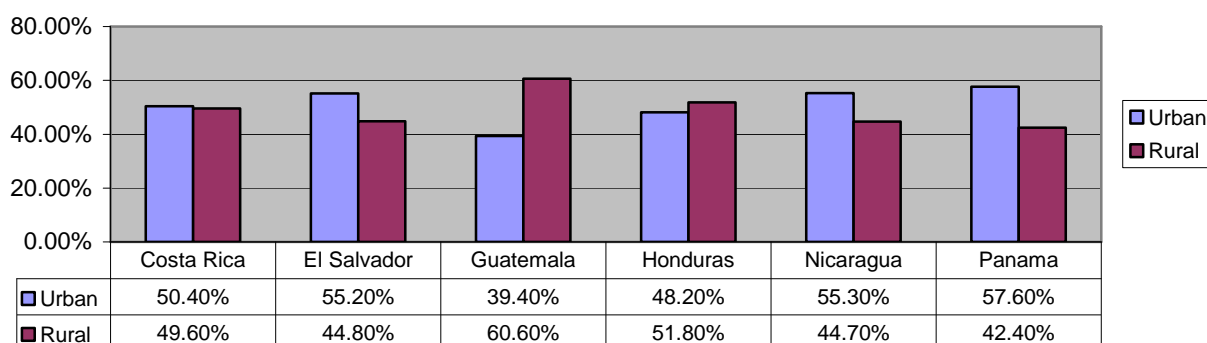
Graph No. 5
Primary and Secondary Educational Demand, 1998
(as a percentage of each country's total population)



Guatemala (27.7%), Nicaragua (27.1%) and Honduras (27%) are the three countries in the sub-region demanding more primary education, considering the total population aged between 5 and 14. Those demanding more secondary education due to a bigger population in the 15-19 age group are Nicaragua (11.6%), Guatemala (11.3%) and El Salvador (11.2%).⁶

1.3.3 Population distribution according to areas of residence (2000) (in percentages)

Graph No. 6
Urbanization level for Central America



⁶ Source: Regional report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002. Quoted from: CELADE. United Nations Population Division and OECD for Costa Rica, El Salvador, Honduras and Panama. For Guatemala and Nicaragua, report: Fracaso Escolar, Ministry of Education of Guatemala and Nicaragua, 2004.

Panama has the highest urbanization rate in the Central American sub-region (57.6%), followed by Nicaragua and El Salvador (57.6% and 55.2% respectively). At the other end, Guatemala is the country with the lowest percentage of urban population (39.4%)⁷.

It is important to mention that it is easier to meet educational demands in an urbanized country, as this situation allows for a rapid creation of supply and demand of teachers and students. However, the country's economic situation should also be considered when analyzing meeting those demands.

1.3.4 Race and ethnicity in Central America

The Central American sub-region did not provide information broken down by race or ethnicity; however, there is information –though limited– that shows education opportunities according to each country's circumstances, for example:⁸

Guatemala: multiethnic, multicultural and multilingual nation, harboring four main cultural groups:

Ladins, Mayan (21 ethnic groups), Garifunas and Xincas.

After the official acknowledgement of Guatemala as a multiethnic society, the state and the Guatemalans in general are facing a new reality which entails new challenges: two of them are very important and have been established by the Peace Accords, especially in the agreement dealing with the identity and rights of Indigenous Peoples and in the signature of Convention 169 on the rights of Indigenous and Tribal Peoples in independent states.

The first challenge is to build a plural state that reflects and adapts to a reality of a society inhabited by different ethnic groups; and the second one is to significantly improve the standard of living of the Indigenous Peoples, who have the highest levels of poverty and exclusion. By all means, education must be one of the elements contributing to the development of these cultural groups.

2. Organization and structure of educational systems in the sub-region

⁷ Source: Regional report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002. Quoted from: CELADE, Demographic Bulletin No. 63 (January 1999)

⁸ Source: Report: Fracaso Escolar, Ministry of Education of Guatemala, 2004. Costa Rica, El Salvador, Honduras, Nicaragua, Panama: NDA.

2.1 Educational system's management organization

The organization and structure of educational systems includes the way in which Ministries organize the systems as well as the various educational levels, as a function of age. It also shows the path students follow since they enter the system until they leave it, apart from the material, financial and human resources available for each educational level.

In general, the Ministry of Education is responsible for pre-school, primary and secondary education in Central America. Unlike the Ministry of Education of both Guatemala and Panama, Nicaragua's is only in charge of basic education (initial or pre-school, primary and secondary), because labor insertion is the responsibility of another public agency: the National Technological Institute (INATEC, acronym in the Spanish version). Panama and Guatemala, apart from training people for labor insertion and allowing higher education, encourage a proper social insertion with the aim of improving the quality of life and contributing to sustainable development. The Ministry of Education of Panama has created two agencies with the aim of providing this level with better assistance: The National Office for Secondary Education, which assists secondary schools specialized in Sciences and Literature; and the National Office for Secondary, Professional and Technical Education, in charge of schools providing technical training.

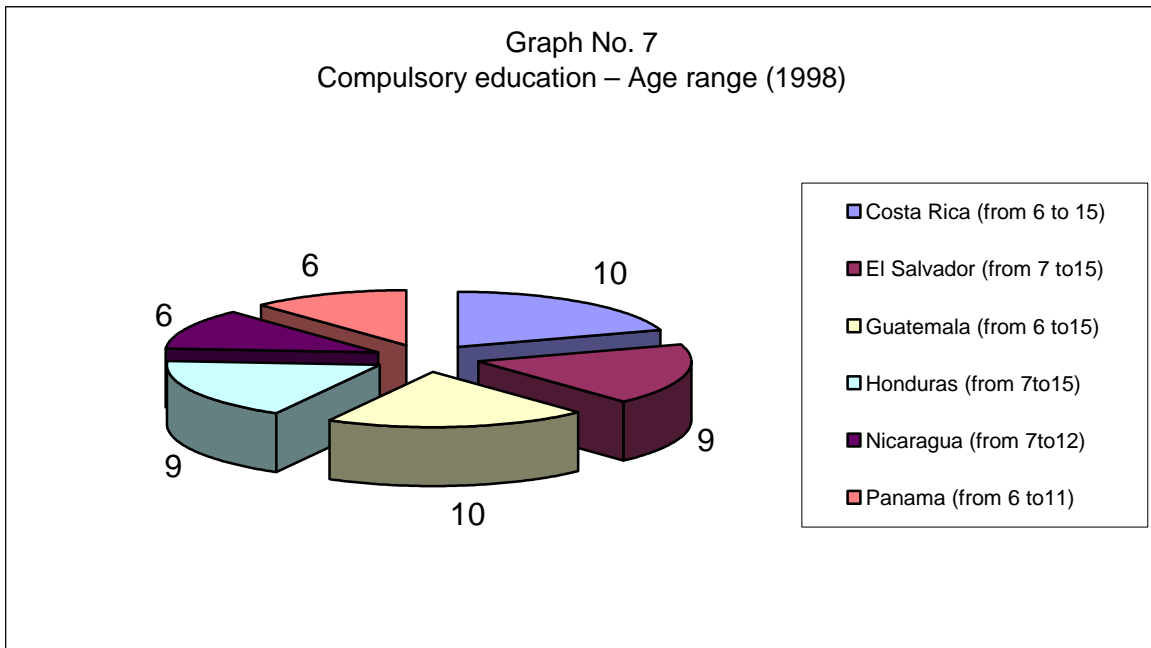
2.2 Structure of levels and cycles with theoretical age groups⁹

The structure of levels and cycles shows the number of years of compulsory education each Central American country wants to provide to its population, i.e. the minimum duration formal education should have. The concept "compulsory education" refers to the minimum number of years a person has to study in the educational system.

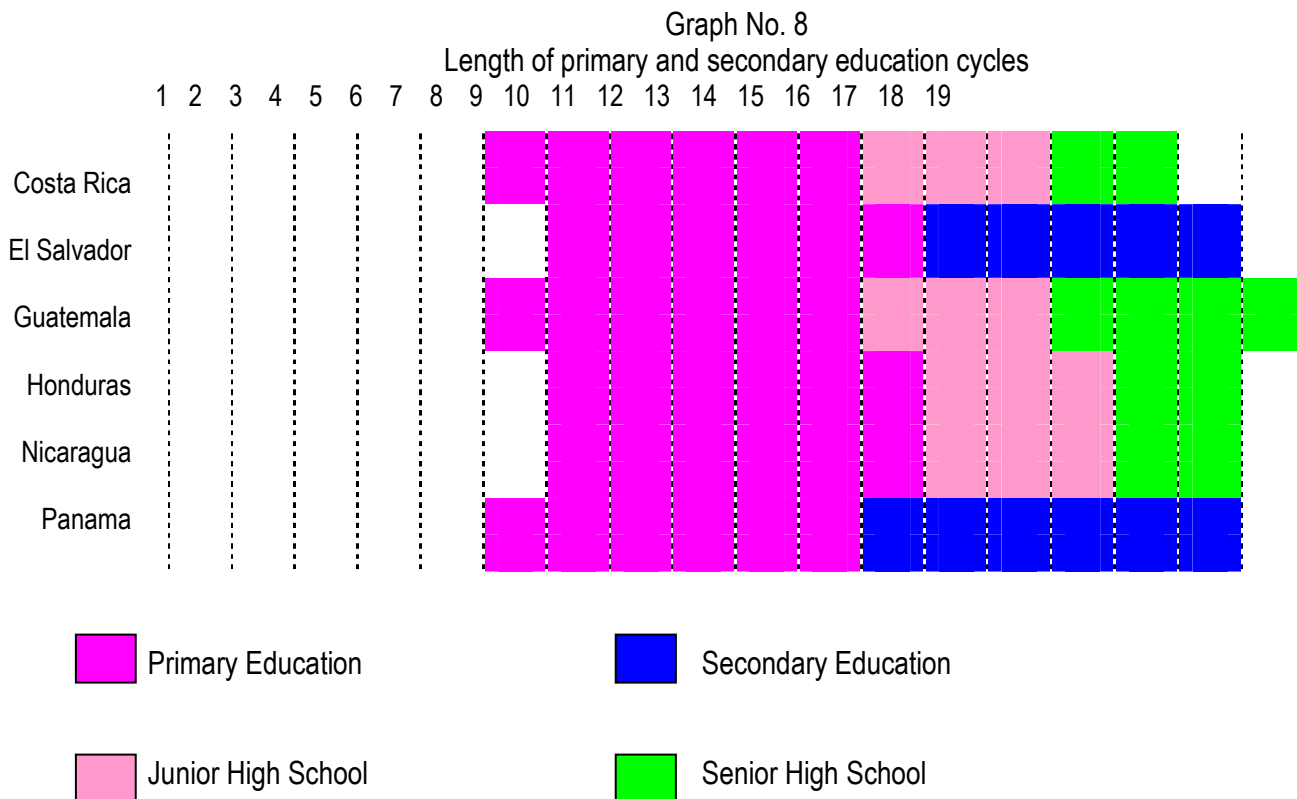
In Central America, the ages in which schooling is required range between 6 and 15, corresponding to primary school and junior high school. Nicaragua and Panama have 6 years of compulsory education, while Costa Rica, El Salvador, Guatemala and Honduras have different periods of time for their compulsory education systems: 10 years for Costa Rica (from the age of 6 until 15), 9 for El

⁹ Source: Reports on school failure 2004. Ministries of Education of Guatemala, Nicaragua and Panama. Costa Rica, El Salvador and Honduras: NDA.

Salvador (from the age of 7 until 15), 10 for Guatemala (from the age of 6 until 15) and 9 years for Honduras (from the age of 7 until 15).



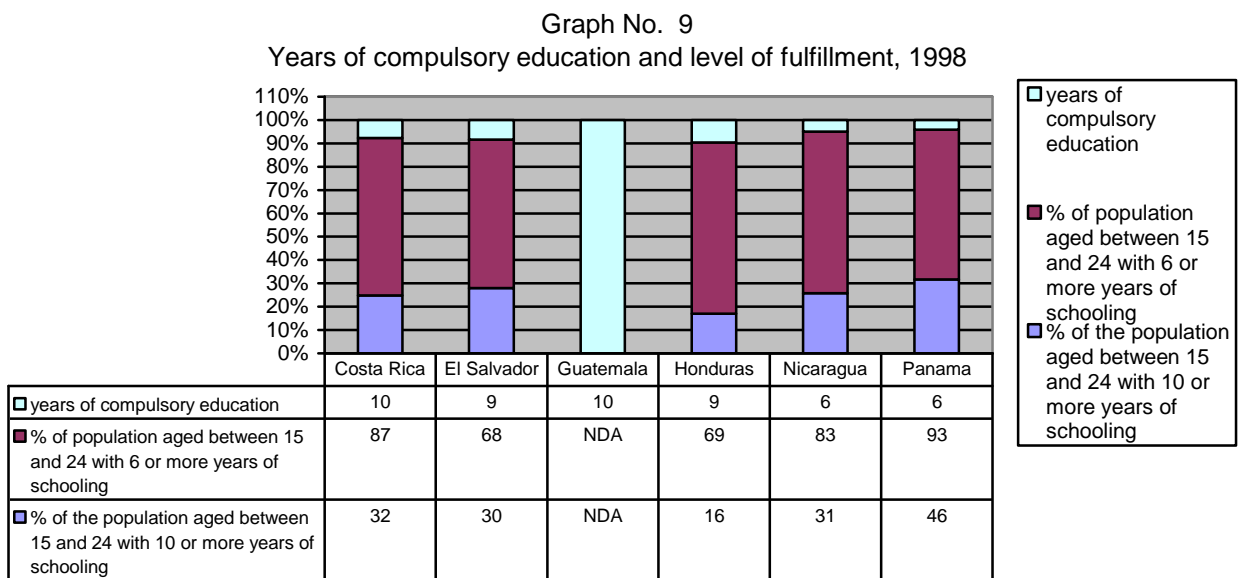
See Appendix No. 2.8



2.3 The level of compliance of compulsory education

The level of compliance of compulsory education is the gap between the years of schooling desired and the ones actually achieved by the population.

“However, we must take into account the fact that there can be a difference between both figures, as countries may have recently altered their expectations of years of mandatory education. Thus, years of schooling show the achievements of the system, whereas years of compulsory education are related to the present aspirations. That is the reason why the analysis was focused on the young population¹⁰”.

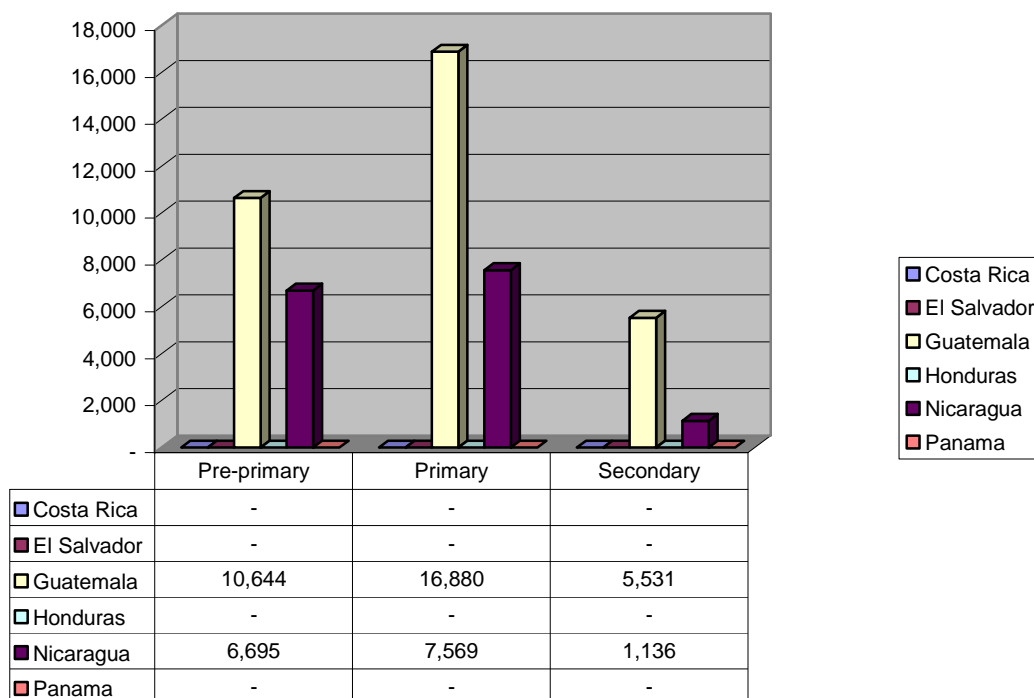


As the graph above shows, Panama is the country with the highest percentage in the 6-year schooling range, as well as in the 10-year range, followed by Costa Rica, Nicaragua, Honduras and finally, El Salvador.

¹⁰ Source: Regional Report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002.

2.4 Number of schools available for each level¹¹

Graph No. 10: Number of schools for each level



Guatemala

In 2004 Guatemala had 33,055 educational institutions to serve a total of 3,250,341 students. Most of these institutions are devoted to primary education (2'195,929), of which 1'485,237 provide primary education in rural areas.

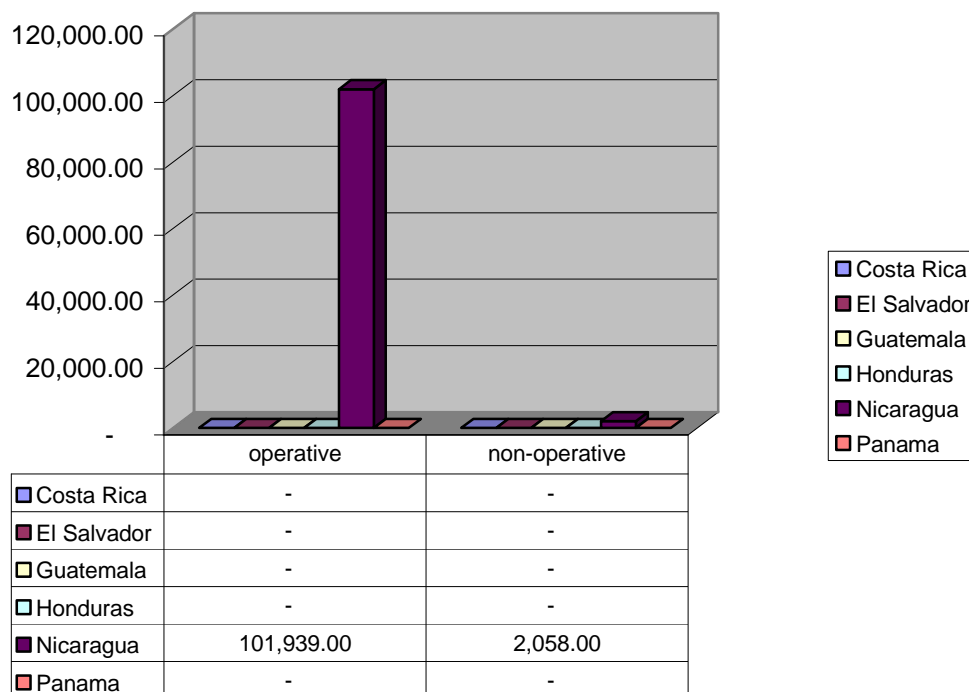
Nicaragua

It is not possible to have the number of educational institutions subdivided by levels. The Ministry of Education, Culture and Sports distinguishes three types of educational institutions: *Schools*, for the pre-school or primary levels, *Institutes*, if they are only devoted to secondary education, and *Colleges* if they cover the three levels.

¹¹ Source: Reports on school failure in 2004 prepared by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA.

2.5 The schools condition¹²

Graph No. 11
Condition of school resources



Guatemala

Throughout the years, use of facilities and furniture has derived in a significant deterioration, which makes an environment that is neither very welcoming nor stimulating for boys and girls.¹³

Three main factors have brought about the present conditions:

- a) No systematic refurbishing or repair work has been done on the buildings and furniture, thus causing the unavoidable deterioration, which is especially noticeable in the sanitary facilities, the classrooms paint, the lack of window glasses, the electricity, drinking water and drainage

¹² Source: Reports on school failure 2004 prepared by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA.

¹³ During 2005, the Ministry of Education of Guatemala will conduct a national survey with the aim of having information about the real schools condition.

facilities, the accumulation of unused furniture, and the general lack of cleanliness and tidiness.

- b) Complete neglect in creating habits and attitudes to encourage children to care for the community goods at their disposal.
- c) Lack of parents' pride and responsibility to care for schools and their equipment as part of their children's educational environment".

The issuance of Ministerial Agreement No.1431 ensures that as from 2005 there will be funds available for the school repairs: wall painting, replacement of missing windowpanes, fixing of doors, toilets, roofs and drainage. The funds (Q1,500.00) per school will be deposited in each School Committee's account in one single payment, the first 2 weeks of 2004 and they will be invested in the tasks mentioned above.

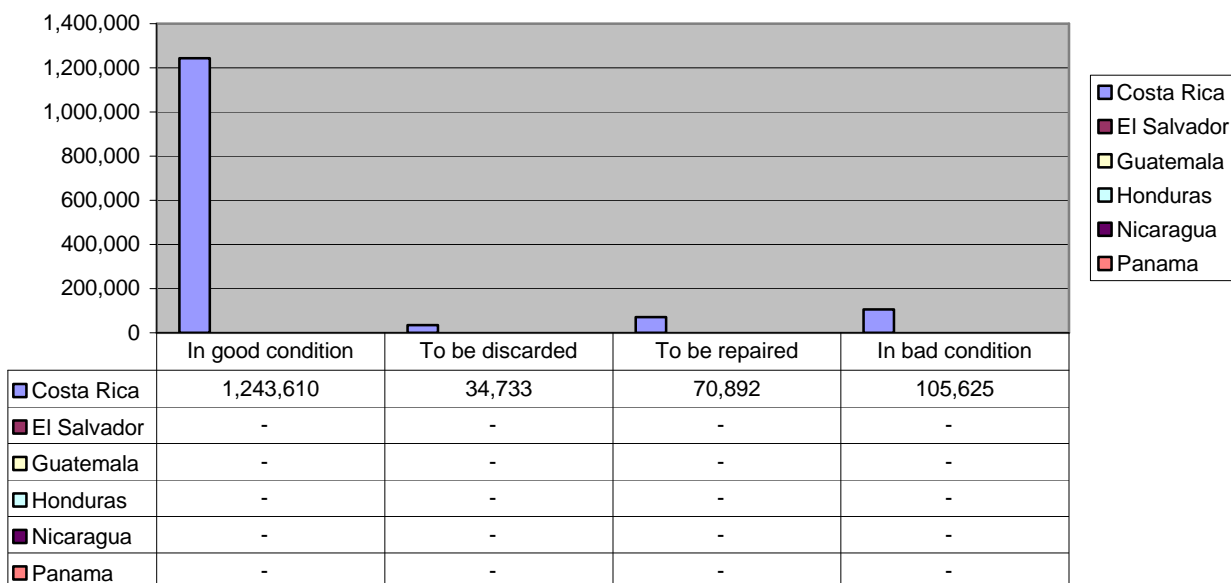
During the present school year, and considering the above-mentioned Agreement, the Ministry of Education has started a Minor Repairs Program at pre-primary and primary levels of public schools, establishing January 15th (when classes usually start) as National School Day.

Nicaragua

Graph No. 11 is a detailed inventory of Nicaragua's school resources, which will facilitate the preparation of a repair and replacement plan.

2.6 Equipment availability

Graph No. 12
Condition of school equipment available



Guatemala

Table No. 1
Basic equipment of ideal classrooms, by educational level

Level	Desks	Chairs students	Teacher	Chair	Blackboard	Book shelf	Garbage can	Duster
Pre-primary	15	30	1	1	1	1	1	1
Primary	20	40	1	1	1	1	1	1
Basic Cycle (junior high school)	40	40	1	1	1	1	1	1
Diversified Cycle (senior high school)	40	40	1	1	1	1	1	1

Table No.1 shows the “theoretical regulatory criteria for the design of school buildings”, established by the Ministry of Education for an ideal classroom, considering the basic equipment required for

educational activities and the different educational levels; however, there was no information about the equipment available at Guatemalan institutions.

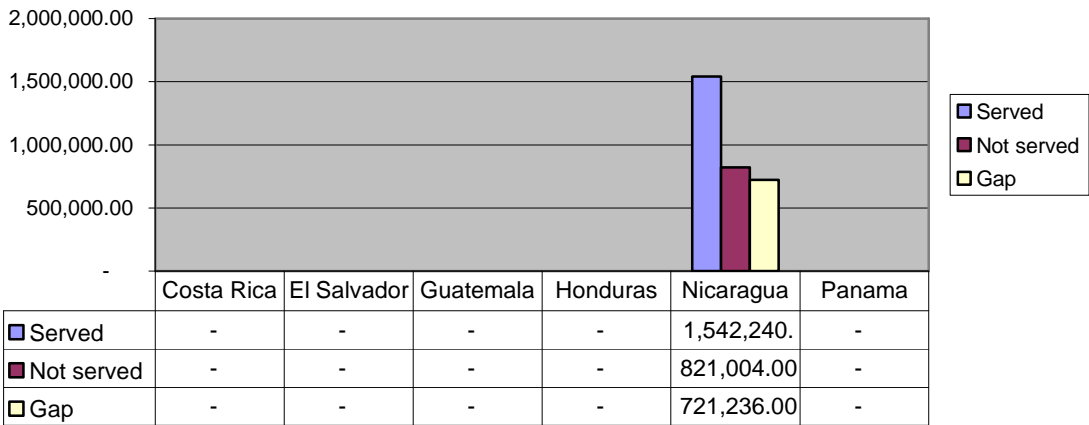
Nicaragua

Graphs No. 11 and 12 show the minimum infrastructure and equipment conditions. 61% of the schools still have no access to water and latrines while 75% of them lack the minimum requirements to provide education. There is an estimated deficit of 160,000 desks and of a great number of blackboards.

Classrooms and a school environment are key factors for learning. If a great number of schools lack basic services and essential equipment, such as blackboards, desks, etc., it will be very difficult to provide students and teachers with a motivating and attractive school life.

2.7 Students served¹⁴

Graph No. 13
Students served and not served



¹⁴ Source: Reports on school failure 2004 presented by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA

Guatemala

Although information about students catered for by school levels is not available, Guatemala's "Fracaso Escolar"¹⁵ report estimates that nearly 4 out of 10 children aged between 5 and 6 had access to pre-primary education in 2001, the net schooling rate being 41.30%. There were even fewer opportunities for the other cycles: only 28.4% of teenagers aged between 13 and 15 attended the basic education cycle (junior high school) and 15.8% of those aged between 16 and 18 attended the diversified cycle (senior high school). The situation is better at primary school, with an attendance of almost 85% of children aged between 7 and 12.

Nicaragua

The MECD (Ministry of Education, Culture and Sports) is in charge of the programs for pre-school, primary education, special education, young people and adult education, secondary education and teacher training courses for primary school teachers. In 2002 the system took care of 66% of the school age population (1'551,831), leaving 823,004 people out of the system.

Graph No. 13 shows the assisted and not-assisted school population distribution by program.

At a national level, the average years of schooling is 4.6, and the illiteracy rate of people aged 10 or above is 18.7%. 36.8% of the population aged between 15 and 45 (981,478 people) has not finished primary school education. This implies that they depend on their physical strength to make a living. As regards pre-school, coverage at a national level hardly reached 28%. Besides, 71.5 % of the population aged between 18 and 45 (1,434,567) has not finished secondary school.

In Nicaragua, only 3.2% of the Economically Active Population (PEA, acronym in the Spanish version) has a technical education, whereas 4.7% has made it to university education. The country still has traces of a hierarchical and fatalistic culture, where distrust prevails, all of them signs of a low social capital.

¹⁵ Translator's Note: School Failure

Inequality and imbalance:

In spite of the improvements seen in the rise of school coverage, there are still significant gaps between the poor and the non-poor, which must be bridged in order to promote the country's economic and social development.

Almost half of all Nicaraguans are poor, and 15% of the total households live in extremely poor conditions. These conditions make families unable to invest resources or afford the cost of their children's education.

A comparison of the data provided by the Standard of Living Survey (EMNV, acronym in the Spanish version) for years 1998 and 2001 shows significant inequalities in the educational field. Although improvements have been made, the percentage of illiterates and the average years of schooling provide an important indication of these differences in the socio-economic groups. The illiteracy rate remained stable during the period mentioned; however, this indicator grew from 37.7% to 41.3% among the extremely poor people.

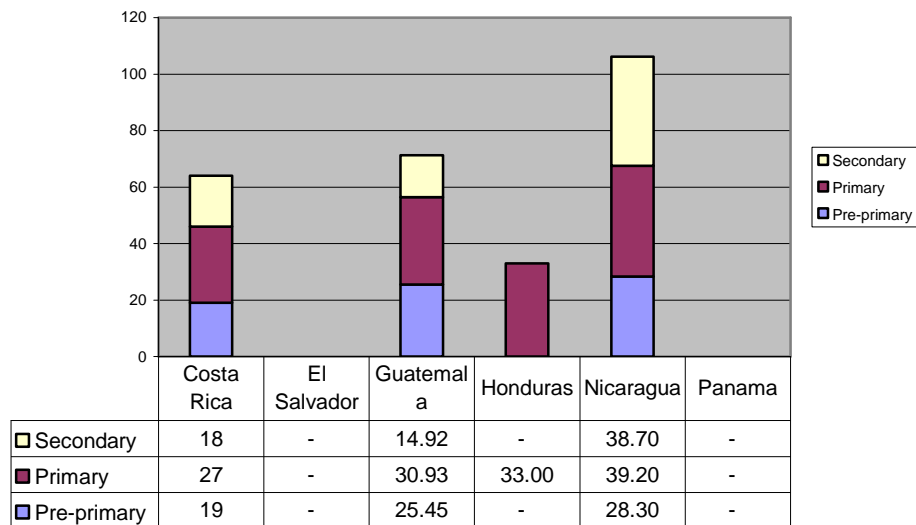
2.8 Number of students per teacher¹⁶

The number of students per teacher is an important indicator, as it represents both the resources a country is willing to spend on education – in terms of human resources – and the workload teachers will have to deal with.

Central American countries have varied student/teacher ratios at all educational levels, although the biggest differences are found at pre-primary and secondary levels.

¹⁶ Source: Reports on school failure 2004 prepared by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA.

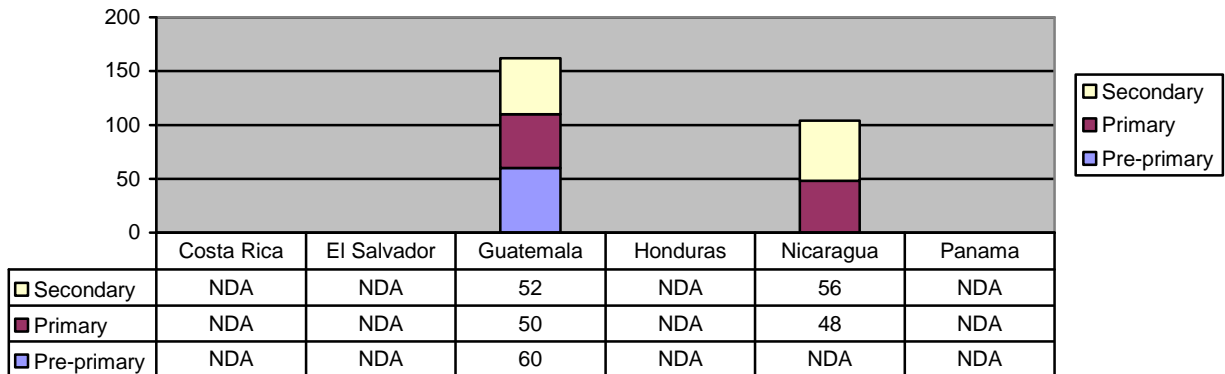
Graph No. 14
Number of students per teacher



The graph above shows that for pre-primary education the number of students per teacher goes from 19 in Costa Rica to 25 and 28 in Guatemala and Nicaragua respectively. For the secondary level, Costa Rica and Guatemala have 18 and 19 students per teacher respectively, unlike Nicaragua, where there are 37. At the primary education level, Nicaragua and Guatemala show a similar picture: 39 and 38 students per teacher respectively, while in Costa Rica there are 27 students per teacher.

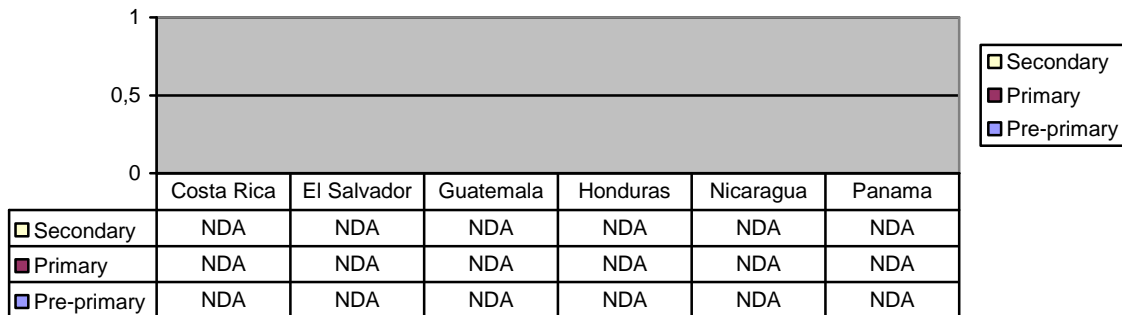
2.9 The size of each level

Graph No. 15
The size of each level



2.10 School age population by country¹⁷

Graph No. 16
School age population by country



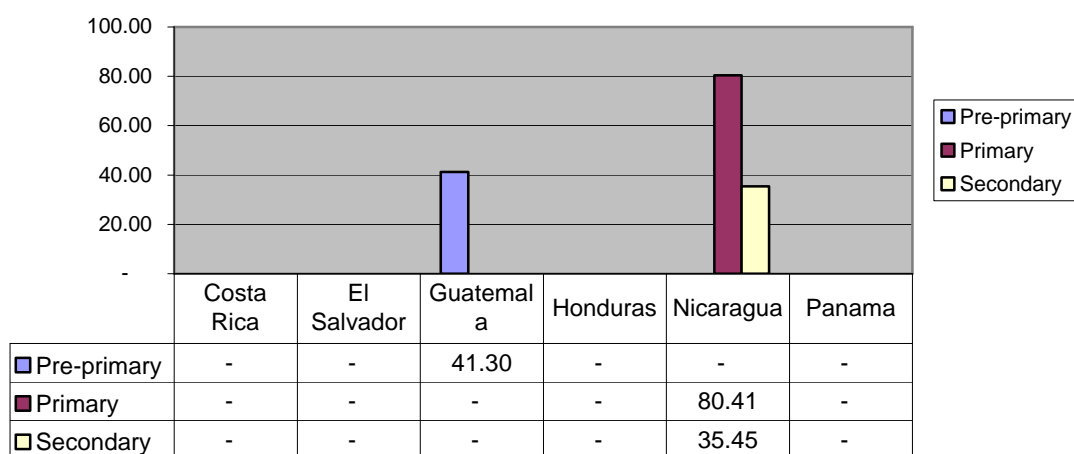
3. Schooling in the educational systems of the sub-region. Coverage and performance indicators

¹⁷ Source: Reports on school failure 2004 prepared by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA.

3.1 Net schooling rates by level and/or cycle¹⁸

It is the percentage of the school population in each educational level and whose age corresponds to the theoretical age for that level, compared to the total population for that age group.

Graph No. 17
Net schooling rates by level and/or cycle



See Appendixes No. 2.28 and 2.29

Guatemala

The graph above shows that Guatemala only provides education to 41.30% of the total population of children aged between 5 and 6 (699,061).

Nicaragua

As graph No. 17 shows, net schooling rates go along the same lines as the enrolment: enrolment in all educational programs has grown in the period 1993-2003, resulting in a rise of the Net Schooling Rates (TNE, acronym in the Spanish version) and the Gross Schooling Rates (TBE, acronym in the Spanish version).

¹⁸ Source: Report: Fracaso Escolar 2004 submitted by the Ministry of Education, Culture and Sports of Nicaragua. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

In 1990, the gross rate for the primary level was 100.22. Then, it continued with an upward trend, reaching a peak in 2002 at 108.49 and then decreasing to 106.26 in 2003, with a growth for the whole 1997-2003 period of 6.02%.

Likewise, the net rate, which was 76.21 in 1997 shows a steady increase, reaching its peak in 2002 at 85.47 and then decreasing in 2003 to 83.52, showing a growth of 7.31% for the 1997-2003 period.

The gross rate for the secondary level was 46.81 in 1997, then showing a steady rise until 2003 when it reached its peak at 58.60, with a growth of 11.79% for the whole 97-03 period. At the same time, the net rate, which stood at 32.37 in 1997, increased steadily, reaching 38.77 in 2003 and showing a 6.40% growth for the 1997-2003 period.

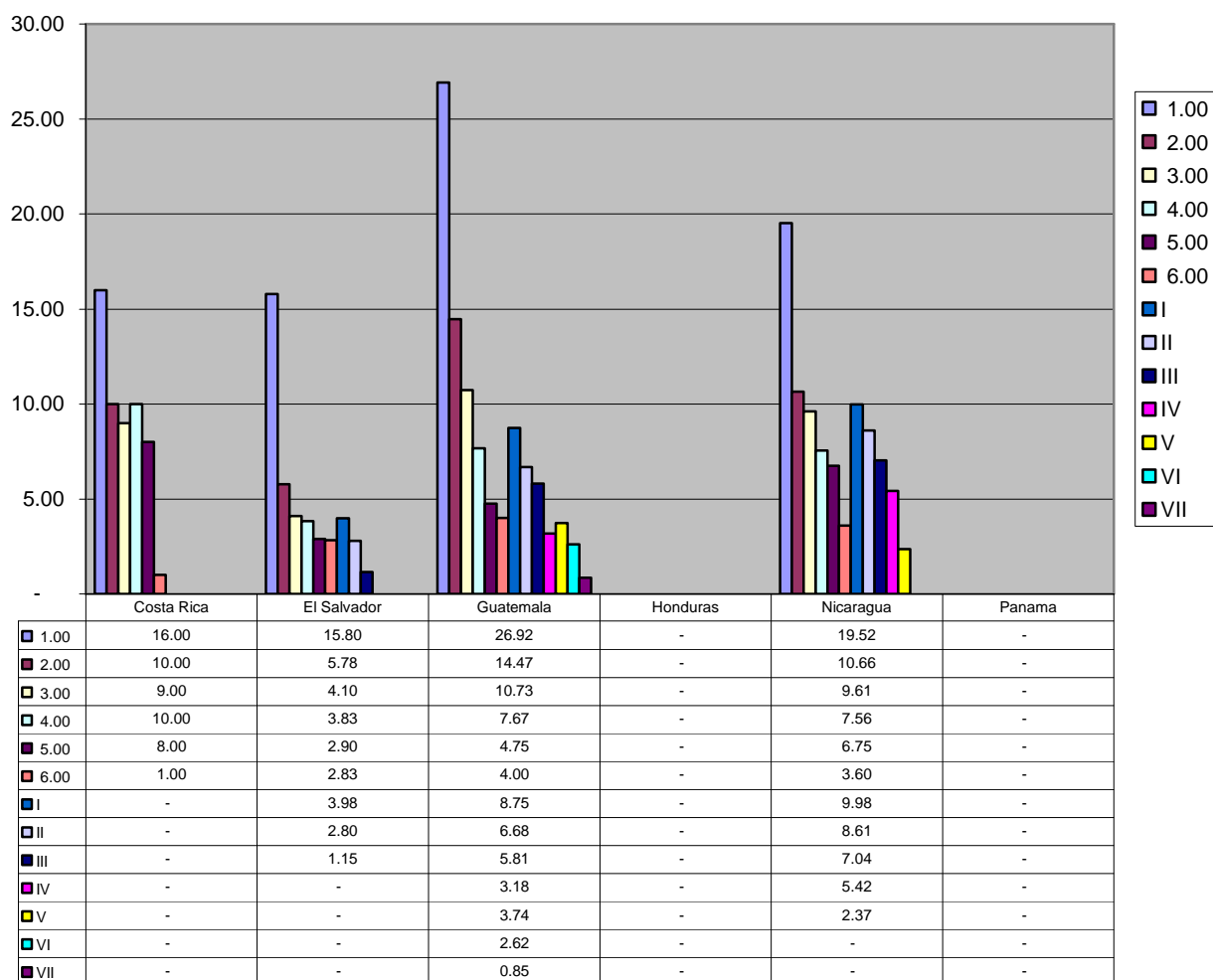
The difference between the gross and the net schooling rates has remained stable, with an average value of 23%. The gap between them is the result of the overage impact on the enrolment, due to both repetition and dropout rates, mainly in the first grade. During the period under study, the gap has widened by 3.27%, indicating an increase in enrolment numbers. At the same time, it also implies an increase in the percentage of the school population that the system was unable to assist. As regards the secondary level, the gap has widened during the same period, reaching 19.83 in 2003, 5.39% above the 1997 value, which is also a consequence of the overage impact on the enrolment.

3.2 Repetition rates by level and/or cycle and by school year¹⁹

The repetition rate is the percentage of students enrolled in a grade/school year of any given educational level who enroll as students for the same grade/year in the following school year.

¹⁹ Source: Reports on school failure 2004 prepared by the Ministries of Education of El Salvador, Guatemala and Nicaragua. Costa Rica, Honduras and Panama: NDA.

Graph No. 18
Repetition rate by school year



See Appendixes No. 2.30, 2.31, 2.32, 2.33 and 2.34

The graph shows that Guatemala, Nicaragua, Costa Rica and El Salvador (increasing order) are above the repetition average. It also shows similar patterns concerning a higher repetition rate during the first years of primary and secondary school. The fact that the first grade of primary school has the highest repetition rate means that the school experience is a failure for an important number of students, thus increasing the possibilities of school dropout.

El Salvador

Repetition rates by grade of basic education, years 1999-2002

Behavior of the repetition indicator

The repetition indicator has had a fluctuating behavior during this period; however, the first grade of basic education has been the most affected, as it is the one with the highest repetition rates in the four years analyzed.

It is also important to mention that as the level increases, the repetition rate decreases dramatically. For example, in 2002 the repetition rate for the first grade was 15.2% while it was 1.6% for the ninth grade, a decrease of 13.6%. The previous years showed similar patterns.

All this entails an improvement of the students' performance, as well as their interest in finishing that educational level; however, it would be pointless to deny the existence of other factors that contribute to repetition. School dropout is one of these factors, because when children leave the system before finishing the school year, they will have to enroll in the same grade the following year. Lack of economic resources and family breakup are among other factors that could also affect repetition.

Guatemala

The repetition rate for primary education is 14.62%. However, the figure for the first grade is alarming: 26.92%. Only 57.72% of the students enrolled in the first grade passed to the following year; 27.99% of the boys and 25.86% of the girls who enrolled in the first grade in 2001 were repeating students. On the other hand, although 8.5 out of 10 children start primary school, only 4 of them finish the third grade, and less than 3 graduate from the sixth grade. This situation is worse in the case of both rural areas and girls.

Nicaragua

Big efforts have been made during the 90s in order to change the trend of the internal efficiency indicators showing a reduction of the problems during the period 1990-2002. In 1990, the repetition rate for the first grade was 29.5%, going down steadily but slowly by 3% in 1993 (26.63). This

decrease resulted from the pilot plan carried out on the automatic promotion of children from first to second grade, which affected 20% of repeating students in 1993. The slow downward trend continued, going from 26.62 in 1993 to 22.4 in 1996. At the beginning of 1998, it was established that all the students who finished the first grade meeting the standard criteria were to be promoted to the second grade. This strategy resulted in a 50% decrease of the first grade repetition rate, which went down from 22.04 in 1996 to 11.66 in 1997. Besides, from that year onwards, automatic promotion was extended to the third grade. All primary school repetition rates showed a slight decrease in 1993 while the net schooling rates improved for the same period.

In 1998, the lowest first grade repetition rate was reached (7.62), but after that, it increased steadily again: 8.54% in 1999, 10.88% in 2000, 15.51% in 2001, finally reaching 14.57 in 2002. The reason for this lies in the failure to apply automatic promotion in all the schools.

During the period 1990-2002, the first grade repetition rate went from 29.51% in 1990 to 14.57% in 2002, which implied a reduction of 14.59%.

The repetition rate showed a slight increase in all grades during the 2000-2002 period, and it was lower in the case of secondary education.

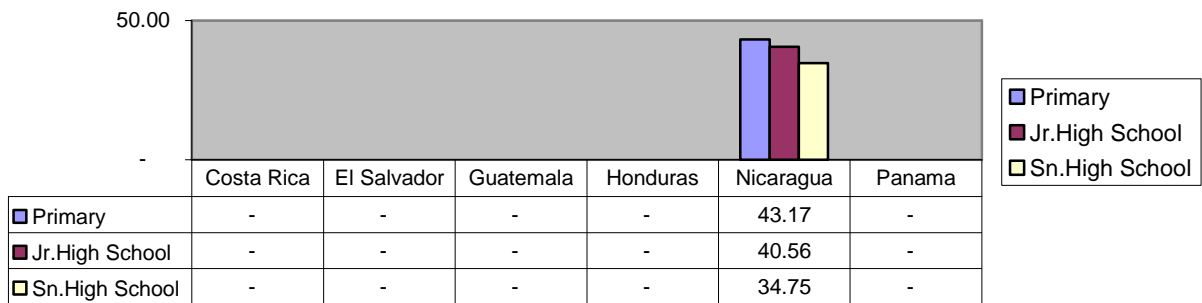
Repetition rates from first to fifth year for 1991 and 1992 are slightly higher than those of 1990. Between 1997 and 1999, there is a steady decrease in all grades, which was reverted in 2000-2002.

3.3 Backwardness rate by level and/or cycle and by years of schooling²⁰

It is the relative percentual distribution of students of a given age considering the number of grades/years they are lagging behind vs. the grade/year corresponding to their age.

²⁰ Source: Report "Fracaso Escolar" Ministries of Education of Guatemala and Nicaragua, 2004. Costa Rica, El Salvador, Honduras, Panama: NDA. Graph No. 19 does not show information on Guatemala because it was provided in totals and not in percentages in the report "Fracaso Escolar" prepared by the Ministry of Education of Guatemala, 2004. However, this information is shown in Appendix 2.42.

Graph No. 19
School backwardness rate by level and/or cycle



See appendixes No. 2.42, 2.43, 2.44, 2.45, 2.46 and 2.47

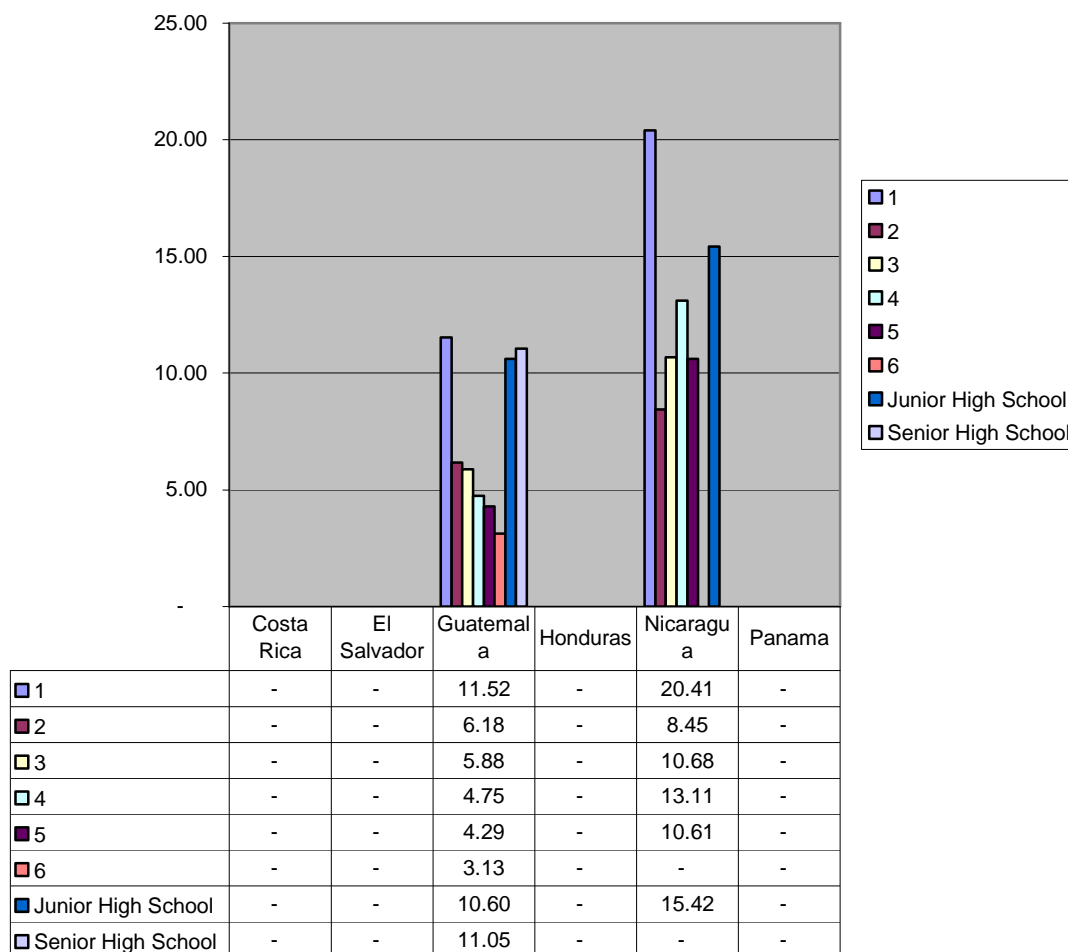
The graph below shows overage in Nicaragua, which is due to the high repetition and school dropout rates, mainly in the first grade of primary school.

3.4 Interannual dropout rates by level and/or cycle, and by school year²¹

It is the percentage of students enrolled in a given grade/year of an educational level who do not enroll again the following year as new, repeating or re-enrolled students.

²¹ Source: Reports on school failure 2004 prepared by the Ministries of Education of El Salvador, Guatemala, Nicaragua and Panama. Costa Rica and Honduras: NDA.

Graph No. 20
 Interannual dropout rates by level and/or cycle and by school year



See Appendixes No. 2.35, 2.36, 2.37 and 2.38

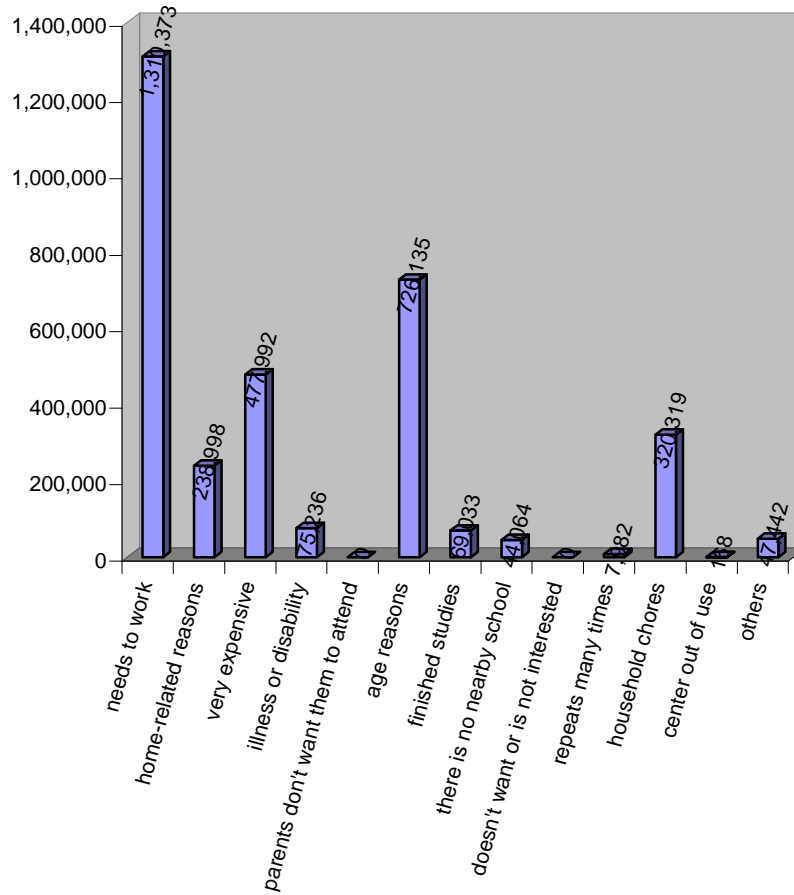
Graph No. 20 shows that both in Guatemala and Nicaragua school dropout had a downward trend in all primary school grades; however, since 1994, rates have started to increase in Nicaragua, reaching and even exceeding the 1990 levels²².

El Salvador

Reasons or causes accounting for school skipping according to findings from the multi-purpose household survey.

²² See Appendixes no. 2.36, 2.37 and 2.38

Graph No. 21
 POPULATION AGED 4 OR ABOVE WHO DO NOT STUDY AND CAUSES FOR
 NON-ATTENDANCE, YEAR 2003



According to the information provided by the multi-purpose household survey, the main causes for students skipping school are the following: they need to work (one of the most common reasons), they do not want to attend or they are not interested, age reasons, it is very expensive, they have to do the household chores, reasons originated in the household or because their parents do not want them to attend.

Findings from research done on school dropout:

Research carried out by MINED: Follow-up of the dropout, repeating and promoted students assessed in 1996.

It is important to mention that the first research on school performance was carried out in 1996, among the schools chosen for that survey. A representative sample of all kinds of schools with at least one third-year course with more than 9 students was considered.

Later, in 1998, the same students of the same schools were assessed again with the aim of analyzing school performance.

This study included four sources of information: principal or person in charge of the educational institution, teacher or person in charge of the third grade chosen for the sample, students selected at random and tested on their learning objectives, and the parents of those students.

Main reasons for school dropout according to data provided by interviewees:

The main causes of school dropout are attributed to family problems (74%), such as economic problems, lack of a following grade, students' lack of interest in the school, lack of parents' interest in their children's education.

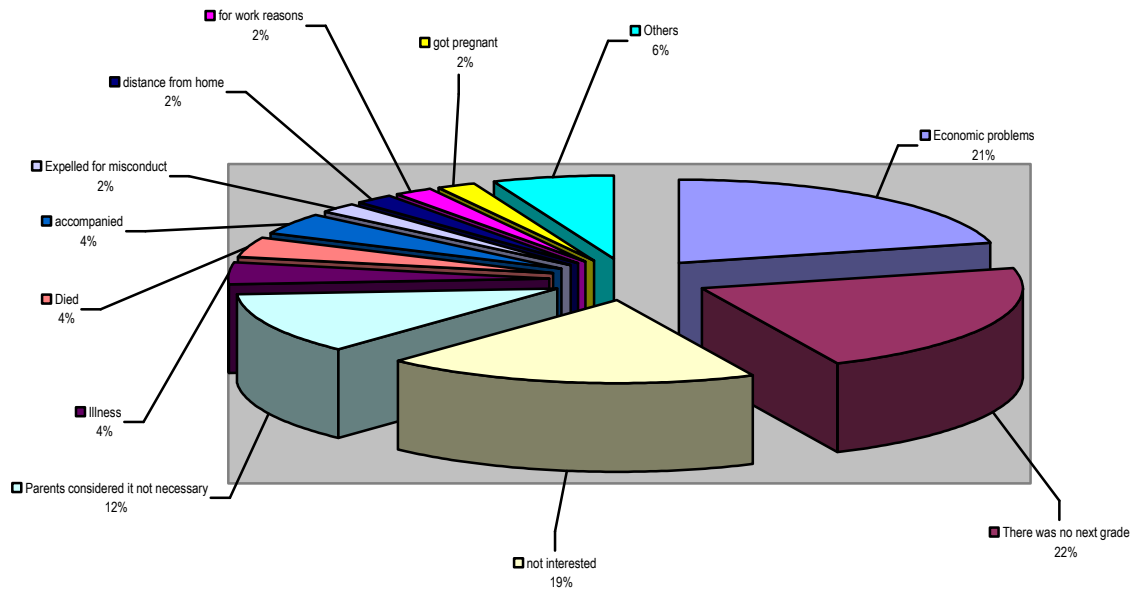
Next in importance are also family problems (18%) but related to other issues such as: lack of support, sickness or death of a family member, etc.

School-related problems (8%) come in third: students expelled due to bad behavior, distance between home and school, work-related reasons.

Another important aspect is that 127 of the third grade students interviewed in 1996 had changed schools, as far as the sources knew. It is also probable that some dropouts are students who are attending schools in other geographical areas and there is no information in that regard. The study reveals that these changes affect both boys (63) and girls (64).

In the case of the first two problems, the educational system is in a very limited position and it can hardly take action; while in the third one it can implement some actions to help solve the problems.

Graph No. 22
REASONS WHY THE STUDENT POPULATION LEAVES EDUCATIONAL INSTITUTIONS



Guatemala

School dropout continues being a critical issue, because once children enter school they must be kept inside the system throughout all levels. The average dropout rate at the primary level is 7.02%, with a wide gap between the first grade (11.52%) and the sixth grade (3.13%). The high number of dropout students contributes, in turn, to raise the illiteracy rate.

Nicaragua

In spite of the improvements, school dropout is still significant, mainly in the country's poorest regions. The high dropout and repetition rates of the different educational programs have a direct impact on the system's internal efficiency.

Panama

Academic deficiencies, school dropout and overage have diverse origins, among them: the socio-cultural context, unemployment, family breaking-up. This situation leads us to reflect and look for solutions to reduce the impact of these issues that contribute to reducing our citizens' academic quality, affecting our economy and widening the social gap.

This situation also derives in the firm belief that the first grade must be supported by innovative projects aimed at improving reading and writing skills, and mathematical analysis together with the encouragement of a healthy lifestyle that includes the educational community. As information was not available, table No. 2 about school dropout in Panama is broken down by province and not by educational levels, as it was done with other countries.

Table No. 2
School dropout rate in Panama

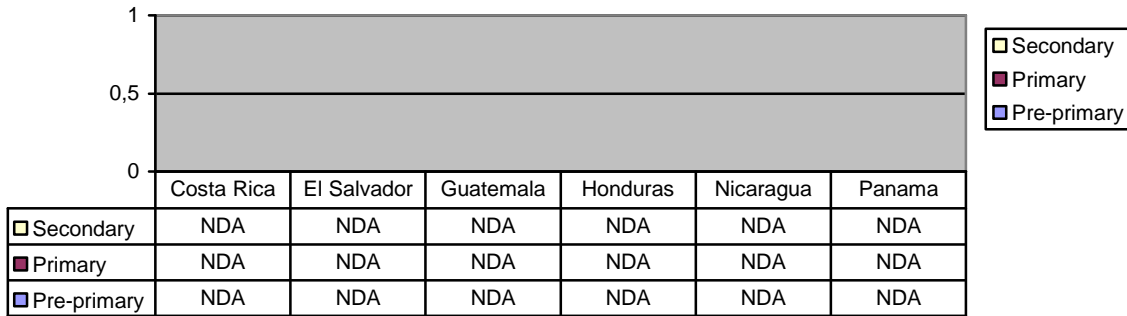
PROVINCES	School dropout rate		
	Average	Men	Women
Bocas del Toro	1.0	1.8	0.1
Coclé	1.1	1.0	1.1
Colón	2.6	2.4	2.9
Chiriquí	2.3	2.7	1.9
Darién	5.3	2.5	8.5
Herrera	2.1	2.7	1.4
Los Santos	1.5	2.2	0.7
Panama	1.4	1.8	1.1
Veraguas	3.1	3.5	2.7
Kuna Yala	4.8	4.1	5.6
Comarca Ngobe	6.8	6.3	7.5
Comarca Emberá	5.9	4.6	7.3
Average	3.16	2.97	3.4

3.5 Promotion rates by school year²³

It is the percentage of students enrolled in a given grade/year of an educational level who enroll as new students in the next consecutive grade/year for the following school year.

²³ Source: Reports on school failure 2004 prepared by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA.

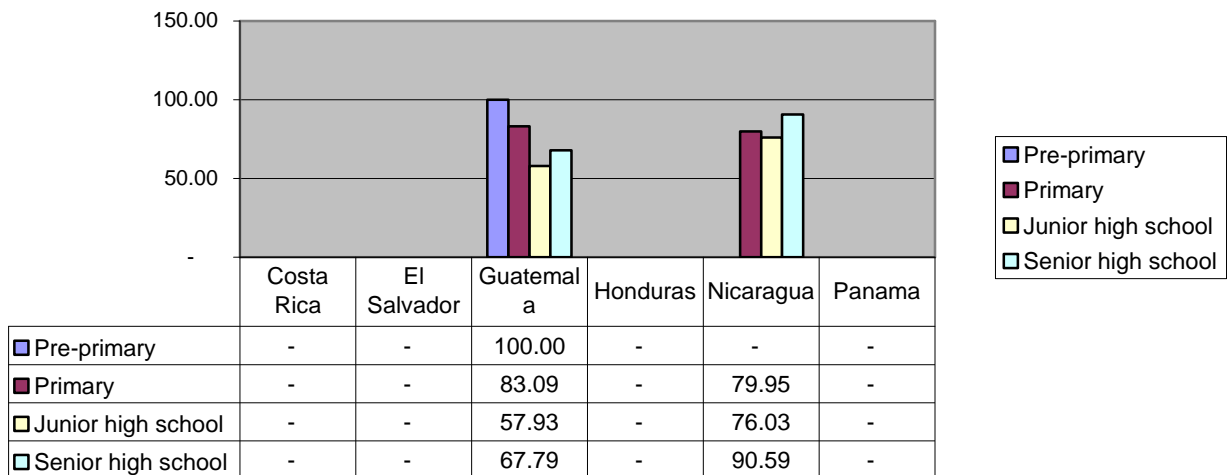
Graph No. 23
Promotion rates by school year



3.6 Graduation rates by level and/or cycle²⁴

It is the percentage of a cohort of students enrolled in the first grade/year of an educational level or cycle who graduate from the last grade/level of that same level or cycle.

Graph No. 24
Graduation rate by level and/or cycle



See Appendixes No. 2.39, 2.40 and 2.41

Graph No. 24 shows that the highest graduation rates are for Pre-primary and Primary education in Guatemala while in Nicaragua they are for the secondary level (diversified cycle).

Nicaragua

²⁴ Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama: NDA.

It is important to analyze the upward and downward trends along the years in Nicaragua²⁵.

Promotion and repetition rates from first to fifth year in 1991 and 1992 behave exactly in the opposite way. In 1997 and until 1999 there is a steady decrease in all grades, but the trend was reversed for the period 2000-2002.

The first grade has the highest increase in the promotion rate, going from 47.62% in 1990 to 72.52% in 1998, showing a 24.9% growth for the period, which implies that in 1998 there were 25 more children out of 100 who pass to the second grade than in 1990.

In 1999, the rate decreased by 3% compared to 1998, remaining stable in 2000; but in 2001 it recorded a further 3% drop, reaching 65.57% in 2003. Thus, there was a total decrease of 9.95% for the period 1998-2002.

Promotion rates from the second to the third grade behave in the same way. They remained stable from 1990 to 1992, showing a slight increase in 1993 but going down in 1994 and 1995. They later recovered in 1996, 1997 and 1998 and then went down again during 1999-2002. The same trend is seen for the promotion from third to fourth, fourth to fifth and fifth to sixth grades.

It is important to mention that the repetition rate decrease and the promotion rate increase in all the grades have a direct impact on graduation from sixth grade. Thus, academic survival in 1990 reached 19%, going up to 22% in 1991, then recording a steady increase and reaching 38.5% in 2002, showing a 19.5% growth for the period 1990-2002. Nevertheless, graduation rate for girls is higher than for boys, with a gap as big as 8.2% in 2002.

When analyzing the graduation rate from the sixth grade it is important to take into account the number of students who reach the fourth and the fifth grades. The survival rate for the fourth grade was 37.64% in 1990, reaching 55.1% in 2000, thus showing a total growth of 17.46% in comparison with 1990. Fifth grade survival stood at 27.27% in 1990 and it went up steadily but more slowly than

²⁵ See Appendixes No. 2.40 and 2.41

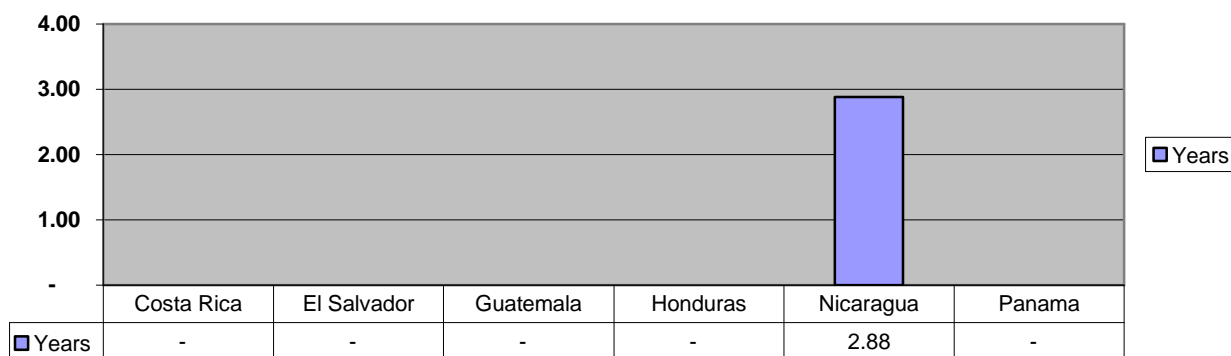
in the case of the fourth grade, until it reached 52.21 in 2002, showing a 24.99% increase in relation to 1990.

The first grade is Achilles' heel in the primary level, not only because in the 70s, 80s and the first five years of the 90s there were high repetition and dropout rates, but also because the net entrance rate for the first grade is below 50% of the population aged 7 and its gross entrance rate was 137% in 1990 and 122.74% in 2003. One of the main reasons accounting for this situation is the weighting factor of overage, which is a consequence of the high rates mentioned above and the late entrance to the first grade.

3.7 Average stay of dropout students²⁶

It is the probable number of years that dropout students stayed in the educational system, considering repetition.

Graph No. 25
Average stay of dropout students



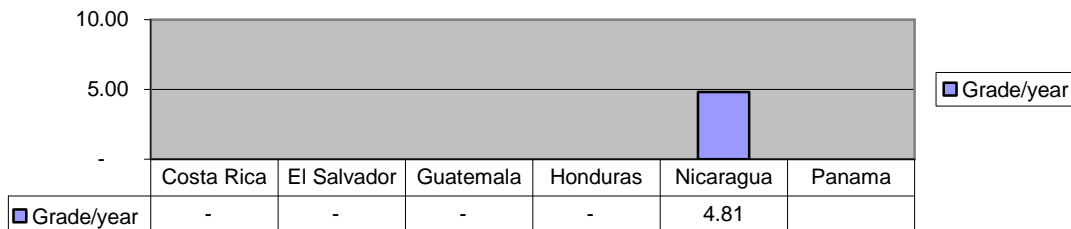
3.8 Average grade/year reached by dropout students²⁷

It is the average school grade/year that dropout students have reached.

²⁶ Source: Report: "Fracaso Escolar", Ministry of Education, Culture and Sports of Nicaragua, 2004. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

²⁷ Source: Report: "Fracaso Escolar", Ministry of Education, Culture and Sports of Nicaragua, 2004. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

Graph No.26
Average grade/year reached by dropout students



IV. Policies to prevent school failure²⁸

Nicaragua

The three educational policies designed by the Ministry of Education, Culture and Sports (MECD, acronym in the Spanish version) seek to provide solutions for the present educational problems, contribute to the democratization process, reach better social and economic development conditions and improve the population's standard of living.

Policy No. 1: **Structural transformation for the creation of a quality educational system: Relevance, Flexibility, Interconnection and Diversity.**

The structural transformation of the educational system is an essential pillar of the primary and secondary education policies. Its aim is to improve the country's educational quality and to provide students with the knowledge they need to have and the one they will require and apply throughout their lives.

Policy No. 2: **A wider/more diverse offer and demand encouragement.**

Its objective is to enlarge the educational system coverage, paying special attention to the poorest children, adolescents and adults in order to ensure a fairer distribution of opportunities.

²⁸ Source: Report: "Fracaso Escolar", Ministry of Education, Culture and Sports of Nicaragua, 2004. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

Policy No.3 (error en el original): **Governance, democratization and efficiency transformation**

This policy aims at solving the education's governance problem, developing the education's municipalization process and strengthening interinstitutional coordination. The new MECD structure must facilitate processes of change, promote democratic opportunities for decision-making and self-management at local levels. This calls for a significant decentralization process of functions and human, material and financial resources.

V. Final considerations and challenges for the sub-region

It is difficult to talk about the future challenges of the countries making up the Central American sub-region, as there is lack of information on all the variables required to define those challenges.

However, some challenges will be introduced, and they can be decisive to improve equity and educational quality by preventing school failure and doing preventive work on issues related to overage, repetition and termination.

1. Nicaragua, Honduras and Guatemala must increase their GDP so that investment in education results in more equity and educational quality, especially in rural areas and with extremely poor people. This is definitely the most important challenge, and the most difficult to achieve as it is influenced by endogenous and exogenous elements.
2. Compulsory education must be evened out and start from a lower age, as is the case of Guatemala, where it starts at the age of five. The earlier children enter school, the more success they have at it, as it has already been proved. This decision implies an increase of the education budget, which is linked to each country's economic growth unless other strategies can be found to reach the same goal through a different means.
3. All Central American countries – Panama to a lesser extent – must try to raise the percentage of years of schooling. Few years of schooling bring about a higher functional illiteracy.

4. Net schooling rates must be higher. Guatemala only recorded 41.30% at the pre-primary level, 28.4% at the primary education level and 15.8% at the secondary level. Nicaragua has the following figures: 28% for pre-primary education and 40% for secondary education. (The other countries did not provide any information).
5. Repetition is an important problem, which must draw the attention of Central American educational systems: repetition rates are high, mainly for the first grades. Guatemala, El Salvador and Nicaragua - the countries that provided information – must consider this issue as a main challenge.
6. The problem of school dropout also deserves rugged strategies, as it is one of the reasons for the functional illiteracy increase and the socioeconomic development delay of Guatemala, Nicaragua, El Salvador and Panama. (Costa Rica and Honduras did not provide any information).

VI. APPENDIXES

1. Country Profile*



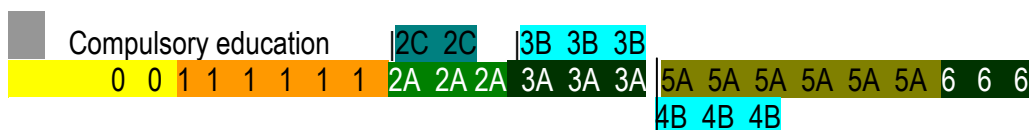
Costa Rica

► Territory (in thousands of km ²):	51.0
► Total population (in thousands):	3,840
► Population aged between 5 and 14 (as a % of the total):	22.0
► Population aged between 15 and 19 (as a % of the total):	10.1
► GDP per capita (in dollars PPP):	5,987
► Years of compulsory education:	10
► Primary education net enrolment rate:	91.8
► Secondary education net enrolment rate:	44.2
► Adult illiteracy rate (aged 15 or more):	4.8

Structure of the educational system, according to ISCED 1997

Age

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



0	Pre-school	4B	Pre-university - Tertiary
1	I and II Primary cycles	5A	University
2A	III Academic and technical cycle	6	University
2C	Education for work		Post-graduate and Doctorate degrees
3A	Academic diversified education		
3B	Technical diversified education		

Costa Rica differs from the other American countries in the following issues:

- In the context category, the values for demographic growth rate during the period 2000-2005 are above the sub-region average.
- In the resources category, many indicators show higher values than the sub-regional average. In fact, that is the case of public spending on education as a percentage of GDP, the public spending per student as percentage of the GDP per capita and in PPP dollars for pre-primary, primary and secondary education.

This information was drawn from the Regional Report: Educational Panorama of the Americas, Government of Chile, Ministry of Education, UNESCO, 2002.



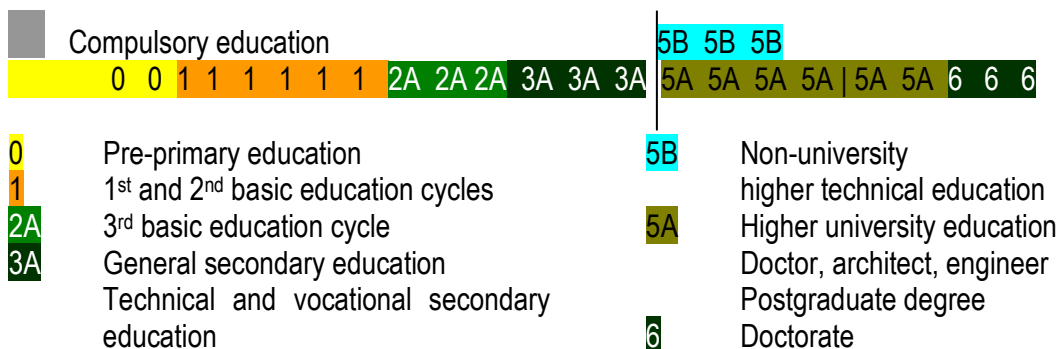
El Salvador

► Territory (in thousands of km ²):	21
► Total population (in thousands):	6,031
► Population aged between 5 and 14 (as a % of the total):	23.2
► Population aged between 15 and 19 (as a % of the total):	11.2
► GDP per capita (in dollars PPP):	4,036
► Years of compulsory education:	9
► Primary education net enrolment rate:	80.8
► Secondary education net enrolment rate:	42.7
► Adult illiteracy rate (aged 15 or more):	22.7

Structure of the educational system, according to ISCED 1997

Age

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



El Salvador differs from the other American countries in the following issues:

- In the context category, the values for the demographic growth rate are above the sub-regional average.
- In the organization category, it has more hours per school year (pre-primary level). Besides, the primary education net enrolment rate is lower.
- In the schooling category, it shows a lower primary education net rate.
- In the resources category, the public spending on primary education is above the sub-regional average. Likewise, there are values which are below the regional average, such as the ones for public spending on education as a percentage of GDP, percentage of public spending on education and the public spending per student as a percentage of the GDP per capita and in dollars PPP (pre-primary and secondary).



Guatemala

➤ Territory (in thousands of km ²):	109
➤ Total population (in thousands):	10,802
➤ Population aged between 5 and 14 (as a % of the total):	27.7
➤ Population aged between 15 and 19 (as a % of the total):	11.3
➤ GDP per capita (in dollars PPP):	3,505
➤ Years of compulsory education:	10
➤ Primary education net enrolment rate:	82.7
➤ Secondary education net enrolment rate:	28.0
➤ Adult illiteracy rate (aged 15 or more):	33.4

Structure of the educational system, according to ISCED 1997¹

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



0	Initial education	5B	University intermediate
0	Pre-primary	5A	Higher education
1	Primary	6	Graduate and post-graduate degrees
2A	Secondary level, basic cycle		Doctorate
3A	Secondary level, diversified cycle General, business, technical and teacher training.		

Guatemala differs from the other American countries in the following issues:

- In the context category, the growth demographic rate is above the sub-regional average. There is also a higher demographic dependence index and theoretical demand for primary education. Likewise, it shows a bigger income distribution inequality (Gini coefficient). On the other hand, it has a lower urbanization level.
- In the schooling category, its values for the percentage of primary school repeating students are above the sub-regional average. The values concerning the amount of hours per school year are below the sub-regional average, as well as those for the primary net enrolment rates and the gross and net secondary enrolment rates (reaching only 33% and 28% respectively).
- In the resources category there is a higher number of students per teacher at the primary level and a lower public spending on education as a percentage of GDP.

¹ Educational system structure according to the report on school failure issued by the Ministry of Education of Guatemala, 2004.



Honduras

▶ Territory (in thousands of km ²):	112
▶ Total population (in thousands):	6,148
▶ Population aged between 5 and 14 (as a % of the total):	27.0
▶ Population aged between 15 and 19 (as a % of the total):	11.1
▶ GDP per capita (in dollars PPP):	2,433
▶ Years of compulsory education:	9
▶ Primary education net enrolment rate:	NDA
▶ Secondary education net enrolment rate:	NDA
▶ Adult illiteracy rate (aged 15 or more):	22.7

Structure of the educational system, according to ISCED 1997

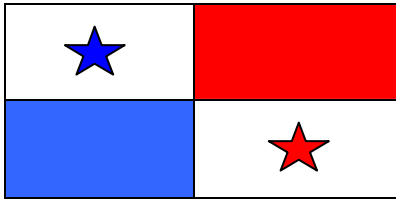
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24



0	Pre-primary	3A	Senior High School
1	Primary	5A	University
2A	Junior High School	6	Masters, Doctorate

Honduras differs from the other American countries on the following:

- ▶ In the context category, its values for the demographic growth rate, the demographic dependence index and the theoretical demand for primary education are above the sub-regional average.
- ▶ In the schooling category, the values for compulsory years of schooling and pre-primary gross rate are below the sub-regional average.
- ▶ In the resources category, it has a higher number of students per teacher at the primary level.



Panama

◆ Territory (in thousands of km ²):	76
◆ Total population (in thousands):	2,767
◆ Population aged between 5 and 14 (as a % of the total):	21.2
◆ Population aged between 15 and 19 (as a % of the total):	9.6
◆ GDP per capita (in dollars PPP):	5,249
◆ Years of compulsory education:	6
◆ Primary education net enrolment rate:	NDA
◆ Secondary education net enrolment rate:	NDA
◆ Adult illiteracy rate (aged 15 or more):	8.8

Structure of the educational system, according to ISCED 1997

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



0	Initial education	4B	3 rd Educational level (post-secondary) information technology, technical, scientific
0	Pre-primary	5A	University
1	Primary basic education	5B	University for technological studies
2A	Junior high school	6	Non-technical certificate
3A	Senior high school		Postgraduate and Masters Degrees, Doctorate
4A	3 rd Educational level. Non-university higher education		

Panama differs from the other American countries in the following issues:

- In the educational system organization and structure category, the values for the number of hours per primary and secondary school year are below the sub-regional average, whereas it has a lower number of years of schooling.
- In the resources category, the secondary education public spending value is below the sub-regional average.
- In the schooling category, the values regarding the number of years of schooling and the coverage compared to the total population are above the average.

2. Statistics tables*

Appendix No. 2.1

Total population, by age groups (1998) in thousands of inhabitants²⁹

Country	Total	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and more
Costa Rica	3,840	432	426	419	386	342	309	309	281	231	181	139	108	89	189
El Salvador	6,031	785	727	673	673	648	522	397	318	276	234	195	157	135	292
Guatemala	10,802 ³⁰	1,787	1,588	1,402	1,225	1,005	797	635	514	424	350	275	228	194	377
Honduras	6,148	958	879	780	683	577	484	406	327	261	202	153	128	106	204
Nicaragua	4,807	794	694	610	560	451	371	300	245	200	156	115	91	74	147
Panama	2,767	303	300	286	266	254	245	221	191	158	131	107	87	67	150
Average	5,732.50	843.17	769.00	695.00	632.17	546.17	454.67	378.00	312.67	258.33	209.00	164.00	133.17	110.83	226.50
Totals	34,395	5,059	4,614	4,170	3,793	3,277	2,728	2,268	1,876	1,550	1,254	984	799	665	1,359

Appendix No. 2.3
Population distribution
by area of residence
(2000)
in percentages³¹

Appendix No. 2.2
Demographic growth rates 1990-2005

Country	1990-1995	1995-2000	2000-2005
Costa Rica	3.05	2.48	2.03
El Salvador	2.07	2.04	1.82
Guatemala	2.63 ³²	2.64	2.58
Honduras	2.94	2.74	2.49
Nicaragua	2.90 ³⁴	2.73	2.67
Panama	1.86	1.64	1.43
Average	2.58	2.38	2.17
Totals	15.45	14.27	13.02

Urban	Rural
50.4	49.6
55.2	44.8
39.4 ³³	60.6
48.2	51.8
55.3	44.7
57.6	42.4
51.02	48.98
306.1	293.9

Appendix No. 2.4
Demographic dependence index
(1998)^{*}

Index	Dependent population every 10 working people
0.62	6.2
0.70	7.0
0.91	9.1
0.85	8.5
0.88	8.8
0.60	6.0
0.76	7.60
4.56	45.6

Appendix No. 2.5
Theoretical demand by educational level (1998)³⁵

Country	Primary demand (aged between 5 and 14 as a % of the total population)	Secondary demand (aged between 15 and 19 as a % of the total population)
Costa Rica	22.0	10.1
El Salvador	23.2	11.2
Guatemala	27.7	11.3
Honduras	27.0	11.1
Nicaragua	27.1	11.6
Panama	21.2	9.6
Average	24.70	10.82
Totals	148.2	64.9

Appendix No. 2.6
Gross Domestic
Product per capita
(1998)³⁶

Dollars PPP
5,987
4,036
3,403
2,433
2,142
5,249
3875.00
23250

Appendix No. 2.7
Inequality coefficient³⁷

Gini coefficient
47.0
52.3
59.6
53.7
50.3
48.5
51.90
311.4

* The information for the statistical tables was drawn from the Regional Report: Educational Panorama of the Americas, Government of Chile, Ministry of Education, UNESCO, 2002.

²⁹ Source: CELADE, Demographic Bulletin 66.

³⁰ Guatemala's total population in 1994 was 8,331,874 according to the report: Fracaso Escolar, Ministry of Education of Guatemala 2004.

³¹ Source: CELADE, Demographic Bulletin No. 63 (January 1999).

* Prepared by the PRIE (Proyecto Regional de Indicadores Educativos) with information from Table No. 1.1. The index shows the total of the theoretically non-active population (aged below 15 and above 64) among the theoretically active population (aged between 15 and 64).

³² Guatemala's demographic growth rate between 1981 and 1994 was 2.5% according to the report: Fracaso Escolar, Ministry of Education of Guatemala, 2004.

³³ In 1994 the population has the following distribution: urban, 35.0%; rural, 65.0%; according to the report: Fracaso Escolar, Ministry of Education of Guatemala, 2004.

³⁴ Nicaragua's demographic growth rate for 2001 was 2.6% according to the report: Fracaso Escolar, Ministry of Education, Culture and Sports of Nicaragua 2004.

³⁵ Source: CELADE, Demographic Bulletin 66.

³⁶ Source: World Bank, quoted from UNDP Human Development Report 2000.

³⁷ Source: World Bank: World Development Report 2000-2001. The index has been calculated using the information from the last available survey.

Appendix No. 2.8
Compulsory education – age range- (1998)³⁸

Country	Age range	Length (years)
Costa Rica	6-15	10
El Salvador	7-15	9
Guatemala	6-15	10
Honduras	7-15	9
Nicaragua	7-12	6
Panama	6-11	6

Appendix No. 2.9
Hours in a week and in a school year by educational level (1998)³⁹

Country	Hours in a school week			Hours in a school year		
	Pre-primary	Primary	Secondary	Pre-primary	Primary	Secondary
Costa Rica	19	25	28	767	1,007	1,107
El Salvador	30	30	32	1,200	1,200	1,292
Guatemala	17	26	25	623	947	900
Honduras	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	20	30	30	870	1,305	1,305
Panama	25	35	40	1,050	1,470	1,680
Average	22.20	29.20	31.00	902.00	1185.80	1256.80
Totals	111	146	155	4510	5929	6284

Appendix No. 2.10
First grade (primary) entrance rates (1998)⁴⁰

Country	Total		Men		Women	
	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate
Costa Rica	102	59	102	58	102	60
El Salvador	128	55	130	54	125	55
Guatemala	134	57	137	59	131	56
Honduras	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	147	39	143	40	151	38
Panama	NDA	NDA	NDA	NDA	NDA	NDA
Average	127.75	52.50	128.00	52.75	127.25	52.25
Totals	511	210	512	211	509	209

Appendix No. 2.11
Total population, by age groups (1998) in thousands of inhabitants⁴¹

Country	TOTAL						WOMEN						MEN					
	Pre-primary		Primary		Secondary		Pre-primary		Primary		Secondary		Pre-primary		Primary		Secondary	
	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate	Gross Rate	Net Rate
Costa Rica	82	56	108	92	52	44	81	56	107	92	55	47	82	56	110	92	49	42
El Salvador	40	28	111	81	50	43	41	29	109	80	50	NDA	39	28	113	82	50	NDA
Guatemala	47	33	102	83	33	28	47	33	96	80	31	27	47	34	108	85	36	29
Honduras ⁴²	16	NDA	108	NDA	NDA	NDA	16	NDA	NDA	NDA	NDA	NDA	16	NDA	NDA	NDA	NDA	NDA
Nicaragua	26	26	105	80	61	39	27	27	105	80	66	42	26	26	105	80	56	35
Panama	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Average	42.20	35.75	106.80	84.00	49.00	38.50	42.40	36.25	104.25	83.00	50.50	38.67	42.00	36.00	109.00	84.75	47.75	35.33
Totals	211	143	534	336	196	154	212	145	417	332	202	116	210	144	436	339	191	106

³⁸ Source: UNESCO Institute for Statistics. Information about years of compulsory education for Guatemala, Honduras and Nicaragua were drawn from the report: Fracaso Escolar, Ministries of Education of Guatemala, Honduras and Nicaragua, 2004.

³⁹ Source: UNESCO Institute for Statistics. Characteristics of the Educational System: The Duration of the school year, March 2001.

⁴⁰ Source: UNESCO Institute for Statistics. Nicaragua's data is from 1999.

⁴¹ Source: UNESCO Institute for Statistics. Honduras' data is from 1997 and Nicaragua's, from 1999.

⁴² According to the report: Fracaso Escolar, Ministry of Education of Honduras, 2004. In 2003, the primary net schooling rate was 84 % and the gross rate, 106%. The secondary gross rate was 158%.

Appendix No. 2.12
Specific net schooling rates by age (1998)⁴³

Country	YEARS OF AGE															
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Costa Rica	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Guatemala	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Honduras	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Panama	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Average	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Totals	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA

Appendix No. 2.13
Percentage of Repeating Students in Primary and Secondary Education (1998)⁴⁴

Country	Primary						Secondary						
	1	2	3	4	5	6	I	II	III	IV	V	VI	VII
Costa Rica	16	10	9	10	8	1	NDA	NDA	NDA	NDA	NDA	NDA	NDA
El Salvador	15.8	5.78	4.1	3.83	2.9	2.83	3.98	2.8	1.15	NDA	NDA	NDA	NDA
Guatemala	26.92	14.47	10.73	7.67	4.75	4.0	8.75	6.68	5.81	3.18	3.74	2.62	0.85
Honduras	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	19.52	10.66	9.61	7.56	6.17	3.60	9.98	8.61	7.04	5.42	2.37	NDA	NDA
Panama	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA

Appendix No. 2.14
Students per classroom teacher (1998)⁴⁵

Country	Pre-primary	Primary	Secondary
Costa Rica	19	27	18
El Salvador	NDA	NDA	NDA
Guatemala	25.45	30.93	14.92
Honduras	NDA	33	NDA
Nicaragua	28.3	39.2	38.7
Panama	NDA	NDA	NDA
Average	24.25	32.53	23.87
Totals	72.75	130.13	71.62

Appendix No. 2.15
Public Spending on Education (1998)⁴⁶

Country	As percentage of GDP	As a percentage of the national public spending
Costa Rica	6.2	NDA
El Salvador	2.3	NDA
Guatemala	1.8	17.0
Honduras	4.0	NDA
Nicaragua	3.4	NDA
Panama	5.0	16.3
Average	3.78	16.65
Totals	22.7	33.3

⁴³ Prepared by the PRIE on the basis of the enrolment information provided by the UIS and the population data from Table No. 1.1.

⁴⁴ Source: UNESCO Institute for Statistics. Data for El Salvador, Guatemala and Nicaragua was drawn from the report: Fracaso Escolar, Ministries of Education of El Salvador, Guatemala and Nicaragua, 2004. The percentage for El Salvador is an average of 1999-2002, the data for Guatemala is from 2001 and the data for Nicaragua is an average of 1990-2002.

⁴⁵ Source: UNESCO Institute for Statistics. Data for Honduras corresponds to 1997, the data for Guatemala and Nicaragua was taken from the report: Fracaso Escolar, Ministries of Education of Guatemala and Nicaragua, 2004.

⁴⁶ Source: UNESCO Institute for Statistics. Data for Guatemala and Nicaragua corresponds to 1999 and was estimated by the UIS, Honduras' data corresponds to UIS estimates. Data for Panama is from 1997.

Appendix No. 2.16
Percentage of public spending on education by educational level (1998)⁴⁷

Country	Pre-primary Education	Primary Education	Secondary Education
Costa Rica	5.6	47.2	29.1
El Salvador	8.1	65.7	7.1
Guatemala	NDA	NDA	NDA
Honduras	NDA	NDA	NDA
Nicaragua	NDA	NDA	NDA
Panama	NDA	31.1	19.8
Average	6.85	48.00	18.67
Totals	13.7	144	56

Appendix No. 2.17
Public spending on education per student by educational level (1998)⁴⁸

Country	As a percentage of the GDP per capita			In dollars PPP ⁴⁹		
	Pre-primary Education	Primary Education	Secondary Education	Pre-primary Education	Primary Education	Secondary Education
Costa Rica	17.0	20.1	31.7	1,019	1,204	1,898
El Salvador	6.1	NDA	7.4	245	NDA	300
Guatemala	NDA	NDA	NDA	NDA	NDA	NDA
Honduras	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	NDA	NDA	NDA	22	71	32
Panama	NDA	NDA	NDA	NDA	NDA	NDA
Average	11.55	20.10	19.55	632.00	1204.00	1099.00
Totals	23.1	20.1	39.1	1264	1204	2198

Appendix No. 2.18
Illiteracy rate of adult population (1997)⁵⁰

Country	aged 15 or above			aged between 15 and 24		
	Total	Men	Women	Total	Men	Women
Costa Rica	4.8	4.9	4.8	1.9	2.2	1.6
El Salvador	22.7	19.7	25.6	12.7	11.8	13.6
Guatemala	33.4	25.8	41.0	22.2	15.7	28.8
Honduras	27.1	27.1	27.2	18.0	19.5	16.5
Nicaragua	32.5	34.0	31.1	27.3	29.9	24.7
Panama	8.8	8.2	9.5	3.6	3.2	4.0
Average	21.55	19.95	23.20	14.28	13.72	14.87
Totals	129.3	119.7	139.2	85.7	82.3	89.2

Appendix No. 2.19
Years of schooling of the population aged 25 by income level and educational inequality⁵¹

Country	PERCENTAGES		Average	Ratio b/a
	poorest 10 % (a)	richest 10 % (b)		
Costa Rica	4.1	11.5	6.9	2.8
El Salvador	1.6	10.3	4.9	6.3
Guatemala	NDA	NDA	NDA	NDA
Honduras	2.1	9.6	4.7	4.6
Nicaragua	2.2	8.5	4.7	3.9
Panama	4.3	13.6	8.7	3.1
Average	2.86	10.70	5.98	4.14
Totals	14.3	53.5	29.9	20.7

⁴⁷ Source: UNESCO Institute for Statistics. Panama's data corresponds to 1997. In Guatemala, secondary education includes ISCED levels 2, 3 and 4.

⁴⁸ Source: UNESCO Institute for Statistics and Table No. 6. Costa Rica and El Salvador only include current spending. Data for Nicaragua was drawn from report: Fracaso Escolar, Ministry of Education of Nicaragua 2004.

⁴⁹ PPP: Public Spending per student in dollars.

⁵⁰ Source: World Education Report 2000 – UNESCO

⁵¹ Source: Interamerican Development Bank. Facing Up to Inequality in Latin America 1998.

Appendix No. 2.20

Average stay of dropout students in the educational system

Country	Average stay of dropout students
Costa Rica	NDA
El Salvador	NDA
Guatemala	NDA
Honduras	NDA
Nicaragua	2.88
Panama	NDA
Average	2.88
Total	2.88

Appendix No. 2.21

Average Grade/Year reached by dropout students

Country	Average grade/year reached by dropout students
Costa Rica	NDA
El Salvador	NDA
Guatemala	NDA
Honduras	NDA
Nicaragua	4.81
Panama	NDA
Average	4.81
Total	4.81

Appendix No. 2.22

Years of compulsory education and fulfillment level, 1998⁵²

Country	Compulsory education (years)	Population aged between 15 and 24	
		6 or more years of schooling (percentage)	10 or more years of schooling (percentage)
Costa Rica	10	87	32
El Salvador	9	68	30
Guatemala	15	NDA	NDA
Honduras	9	69	16
Nicaragua	6	83	31
Panama	6	93	46

Appendix No. 2.23

Number of schools for each level⁵³

Country	Public			Private			Total
	Pre-primary	Primary	Secondary	Pre-primary	Primary	Secondary	
Costa Rica	NDA	NDA	NDA	NDA	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Guatemala	10,644	16,880	5,531	NDA	NDA	NDA	33,055
Honduras	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	5869	6270	552	826	1299	584	15,400
Panama	NDA	NDA	NDA	NDA	NDA	NDA	NDA

⁵² Source: Regional Report: Educational Panorama of the Americas. Government of Chile, Ministry of Education and UNESCO. 2002. Quoted from: PRIE based on CEPAL, Social Panorama of Latin America 1999-2000 and UN Population Division 1999 in order to determine compulsory education and level of fulfillment in Costa Rica, El Salvador and Honduras. Data for Guatemala, Nicaragua and Panama was taken from the reports on school failure 2004 submitted by the corresponding Ministries of Education.

⁵³ Source: Report: "Fracaso Escolar", Ministries of Education of Guatemala and Nicaragua, 2004. Costa Rica, El Salvador, Honduras and Panama: NDA.

Appendix No. 2.24
Condition of school resources - Nicaragua (Year 2004)⁵⁴

Resources	Operative	Non-operative	Total
Administrative	2,580	36	2,616
Auditorium	366	12	378
Classrooms	36,840	262	37,102
Multiple-purpose Rooms	2,300	19	2,319
Physical classrooms	35,190	288	35,478
Baseball	228	14	242
Basketball	658	20	678
Library	719	14	733
Biology	38	3	41
Storage room	1,548	29	1,577
Cafeteria	852	7	859
Kitchen	861	26	887
Dining-hall	381	8	389
Computers room	356	10	366
Bedrooms	571	60	631
Physics	80	9	89
Football	181	7	188
Laboratories	170	4	174
Latrines	10,256	599	10,855
Chemistry	55	7	62
Sanitary facilities	7,537	603	8,140
Workshops	172	21	193
Totals	101,939	2058	103,997

Appendix No. 2.25
Condition of available school equipment – Nicaragua (year 2004)⁵⁵

Equipment	in good condition	to be discarded	to be repaired	in bad condition	Total
Shelves	5,577	50	180	230	5,807
Student benches	21,151	304	746	1,050	22,201
Pre-school benches	4,764	51	129	180	4,944
Computers	4,901	49	101	150	5,051
Teacher desks	10,633	201	465	666	11,299
Book shelves	11,188	165	270	435	11,623
Student tables	44,674	856	1,598	2,454	47,128
Pre-school tables	52,651	1,037	1,587	2,624	55,275
Teacher tables	14,908	304	803	1,107	16,015
Concrete blackboard	27,429	140	1,144	1,284	28,713
Wooden blackboards	9,205	232	364	596	9,801
Student desks	871,060	28,386	58,771	87,157	958,217
Pre-school chairs	139,766	2,332	3,552	5,884	145,650
Teacher chairs	25,703	626	1,182	1,808	27,511
Total	1,243,610	34,733	70,892	105,625	1,349,235

⁵⁴ Source: Report: "Fracaso Escolar", Ministry of Education, Cultura and Sports of Nicaragua, 2004. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

⁵⁵ Source: Report: "Fracaso Escolar", Ministry of Education, Cultura and Sports of Nicaragua, 2004. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

Appendix No. 2.26
Number of students served and not served – Nicaragua⁵⁶

2002	Served	Not served	Total
Pre-school education	177,450 (28%)	370,597(72%)	548,047
Primary Education	922,462(85%)	76,698(15%)	999,160
Secondary Education	364,012(40%)	373,709(60%)	737,721
Adult Education	78,316		78,316
Total	1,542,240	821,004	2,363,244

Appendix No. 2.27
Total theoretical classroom area (in square meters)⁵⁷

Country	Total area for a maximum capacity classroom		
	Pre-primary	Primary	Secondary
Costa Rica	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA
Guatemala	72-60	60-50	60-52
Honduras	NDA	NDA	NDA
Nicaragua	NDA	48	56
Panama	NDA	NDA	NDA

Appendix No. 2.28
Schooling rates 1997-2003 - Nicaragua

Country	Net Rate		Gross Rate		Gap	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
1997	76.21	32.37	100.22	46.81	24.01	14.44
1998	76.35	33.57	99.43	48.84	23.08	15.27
1999	78.82	34.38	102.26	50.49	23.44	16.11
2000	80.74	34.74	103.54	51.09	22.80	16.65
2001	81.73	36.34	104.37	53.55	22.64	17.21
2002	85.47	37.99	108.49	57.42	23.02	19.43
2003	83.52	38.77	106.26	58.60	22.74	19.83
Average	80.41	35.45	103.51	52.4	23.1	16.99

Appendix No. 2.29
Schooling rates 1997-2003⁵⁸

Country	Net Rate			Gross Rate			Gap		
	Pre-primary	Primary	Secondary	Pre-primary	Primary	Secondary	Pre-primary	Primary	Secondary
Costa Rica	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Guatemala	41.3	NDA	NDA	100	NDA	NDA	58.7	NDA	NDA
Honduras	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	NDA	80.41	35.45	NDA	103.51	52.4	NDA	23.1	16.99
Panama	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA

⁵⁶ Source: Report: "Fracaso Escolar", Ministry of Education, Culture and Sports of Nicaragua, 2004. Costa Rica, El Salvador, Guatemala, Honduras and Panama: NDA.

⁵⁷ Source: Report: "Fracaso Escolar", Ministries of Education of Guatemala and Nicaragua, 2004. Costa Rica, El Salvador, Honduras and Panama: NDA. Guatemala sent data for optimum and minimum area.

⁵⁸ Source: Report: "Fracaso Escolar", Ministries of Education of Guatemala and Nicaragua, 2004. Costa Rica, El Salvador, Honduras and Panama: NDA. Data on Guatemala corresponds to 2001.

Appendix No. 2.30
 Primary Level
 Indicator: Repetition Rate – El Salvador
 By grade
 Year 2001

Repetition by grade						
Total	1 st	2 nd	3 rd	4 th	5 th	6 th
14.62%	26.92%	14.47%	10.73%	7.67%	4.75%	4.0%

Appendix No. 2.31
 Basic cycle
 Indicator: Repetition Rate – El Salvador
 By grade
 Year 2001

Initial enrolment			
Total	1 st grade	2 nd grade	3 rd grade
7.36%	8.75%	6.68%	5.81%

Appendix No. 2.32
 Diversified cycle
 Indicator: Repetition Rate – El Salvador
 By grade
 Year 2001

Repetition by grade				
Total	4 th	5 th	6 th	7 th
2.90%	3.18%	3.74%	2.62%	0.85%

Appendix No. 2.33
 Repetition rates for regular primary education and multigrade 1990/2002 – Nicaragua

Year	Repetition rates for regular primary education and multigrade 1990/2002						
	First	Second	Third	Fourth	Fifth	Sixth	Average
1990	29.51	13.91	12.71	10.09	9.15	6.34	13.62
1991	28.31	14.43	12.98	9.59	8.19	5.67	13.19
1992	28.70	15	12.60	9.70	8.10	5.70	13.30
1993	26.62	13.78	11.80	8.89	7.25	4.54	12.15
1994	26.03	14.36	11.73	8.27	7.49	4.34	12.04
1995	23.39	14.27	11	8.35	6.88	3.73	11.27
1996	22.40	12.29	10.85	8.07	6.68	3.14	10.57
1997	11.66	8.59	7.67	6.47	5.23	2.59	7.03
1998	7.62	3.99	4.51	3.87	3.01	1.81	4.13
1999	8.54	4.81	4.55	4.21	3.19	1.64	4.49
2000	10.88	6.13	6.84	6.14	4.35	2.09	6.07
2001	15.51	8.72	9.17	7.46	5.48	2.73	8.17
2002	14.57	8.28	8.58	7.18	5.19	2.42	7.70
Average	19.52	10.66	9.61	7.56	6.17	3.6	9.52

Appendix No. 2.34
 Secondary education repetition rates 1990/2002 – Nicaragua

Year	Rates %					
	First	Second	Third	Fourth	Fifth	Average
1990	12.07	8.90	6.58	5.11	2.50	7.03
1991	12.72	10.75	8.59	7.12	3.23	8.48
1992	12.80	10.31	8.90	6.99	4.01	8.60
1993	11.13	9.47	8.05	6.18	2.42	7.45
1994	11.44	10.56	9.02	7.00	2.72	8.15
1995	10.88	9.93	8.52	6.29	2.36	7.60
1996	9.64	8.33	6.88	5.58	2.59	6.60
1997	8.64	7.96	6.43	4.92	2.47	6.08
1998	5.27	4.74	3.98	3.44	1.71	3.83
1999	7.33	6.79	5.81	4.21	1.75	5.18
2000	8.85	7.70	6.20	4.64	1.57	5.79
2001	9.65	8.22	6.39	4.34	1.81	6.08
2002	9.31	8.27	6.16	4.60	1.66	6.00
Average	9.98	8.61	7.04	5.42	2.37	6.68

Appendix No. 2.35
Dropout rates within a year⁵⁹

Country	Primary						Secondary	
	1	2	3	4	5	6	Basic	Diversified
Costa Rica	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Guatemala	11.52	6.18	5.88	4.75	4.29	3.13	10.60	11.05
Honduras	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA
Nicaragua	20.41	8.45	10.68	13.11	10.61	NDA	15.42	NDA
Panama	NDA	NDA	NDA	NDA	NDA	NDA	NDA	NDA

Appendix No. 2.36
Primary level
Indicator: Dropout rates within a year - Guatemala
By grade
Year 2001

Dropout rate within a year by grade						
Total	1 st	2 nd	3 rd	4 th	5 th	6 th
5.96%	11.52%	6.18%	5.88%	4.75%	4.29%	3.13%
Year	Total Primary Level	Secondary				
		1 st	2 nd	3 rd	Total basic level	Total diversified level
1998	17.67%	24.14%	16.90%	14.13%	5.70%	6.43%
1999	11.38%	17.26%	10.47%	9.01%	15.53%	14.55%
2000	10.40%	15.62%	9.41%	8.81%	14.42%	14.40%
2001	7.02%	11.52%	6.18%	5.88%	8.10%	6.36%
2002	7.71%	12.02%	6.87%	6.39%	9.26%	13.52%
Year	Primary	Secondary				
		Basic	Diversified	Average		
1998	17.67%	5.70%	6.43%	9.93%		
1999	11.38%	15.53%	14.55%	13.82%		
2000	10.40%	14.42%	14.40%	13.07%		
2001	7.02%	8.10%	6.36%	7.16%		
2002	7.71%	9.26%	13.52%	10.16%		
Average	10.84%	10.60%	11.05%	10.83%		

Appendix No. 2.37
Dropout rates for regular primary school plus multigrade 1990/2002 – Nicaragua

Year	Rates %						
	First	Second	Third	Fourth	Fifth	Sixth	Average
1990	23.47	7.53	9.76	11.91	10.85	0	10.59
1991	22.68	7.35	11.62	13.96	12.87	0	11.41
1992	17.87	6.44	10.24	11.40	10.38	0	9.39
1993	17.37	5.80	10.42	11.98	9.69	0	9.21
1994	18.87	6.45	12.08	14.12	11.74	0	10.54
1995	21.20	9.24	13.69	16.48	13.13	0	12.29
1996	20.92	7.04	10.8	13.99	10.7	0	10.58
1997	23.71	9.1	11.41	15.99	12.04	0	12.04
1998	19.86	9.80	8.95	12.92	9.26	0	10.13
1999	21.93	11.63	11.14	13.02	9.39	0	11.19
2000	19.85	10.23	9.62	11.91	8.53	0	10.02
2001	17.72	10.05	8.70	11.47	9.21	0	9.52
2002	19.86	9.23	10.45	11.26	10.10	0	10.15
Average	20.41	8.45	10.68	13.11	10.61	0	10.54

⁵⁹ Source: Report "Fracaso Escolar", Ministries of Education of Guatemala and Nicaragua, 2004. Guatemala's percentages for primary school corresponds to 2001 and those for secondary school are an average of the period 1998-2002. Nicaragua's data is an average of the period 1990-2002. Panama sent the dropout rate broken down by provinces. Costa Rica, El Salvador and Honduras: NDA.

Appendix No. 2.38
Secondary education dropout rates 1990/2002 – Nicaragua

Year	Rates %					
	First	Second	Third	Fourth	Fifth	Average
1990	21.87	4.16	1.39	3.80	0	6.24
1991	28.66	15.78	16.21	21.62	0	16.45
1992	26.11	15.05	17.75	19.05	0	15.59
1993	20.72	11.34	14.31	11.94	0	11.66
1994	21.13	12.97	16.98	13.66	0	12.95
1995	21.44	13.57	17.21	17.14	0	13.87
1996	17.56	11.27	14.46	7.76	0	10.21
1997	19.60	12.04	12.36	7.78	0	10.36
1998	19.51	11.77	11.85	8.75	0	10.38
1999	20.56	13.41	13.93	11.36	0	11.85
2000	19.21	10.68	12.09	8.76	0	10.15
2001	16.45	8.55	9.82	6.55	0	8.27
2002	20.3	13.07	16.41	10.90	0	12.14
Average	21.01	11.82	13.44	11.47	0	11.55

Appendix No. 2.39
Graduation rates by educational level (%)⁶⁰

Country	Pre-primary	Primary	Basic	Diversified
Costa Rica	NDA	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA	NDA
Guatemala	100	83.09	57.93	67.79
Honduras	NDA	NDA	NDA	NDA
Nicaragua	NDA	79.95	76.03	90.59
Panama	NDA	NDA	NDA	NDA

Appendix No. 2.40
Graduation rates for regular primary education plus multigrade 1990/2002 – Nicaragua

Year	Rates %						
	First	Second	Third	Fourth	Fifth	Sixth	Average
1990	47.62	78.56	77.53	78	80	93.66	75.90
1991	49.01	78.22	75.40	76.45	78.94	94.33	75.39
1992	53.43	78.56	77.16	78.90	81.56	94.30	77.32
1993	56.01	80.42	77.78	79.13	83.06	95.46	78.64
1994	55.10	79.19	76.19	77.61	80.77	95.66	77.42
1995	55.41	76.49	75.31	75.17	79.99	96.27	76.44
1996	56.68	80.67	78.35	77.94	82.62	96.86	78.85
1997	64.63	82.31	80.92	77.54	82.73	97.41	80.92
1998	72.52	86.21	86.54	83.20	87.74	98.19	85.73
1999	69.53	83.56	84.31	82.77	87.42	98.36	84.33
2000	69.26	83.64	83.54	81.96	87.12	97.91	83.91
2001	66.77	81.23	82.13	81.07	85.31	97.27	82.30
2002	65.57	82.49	80.97	81.56	84.72	97.58	82.15
Average	60.12	80.89	79.70	79.33	83.23	96.40	79.95

⁶⁰ Source: Reports on school failure 2004 submitted by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA.

Appendix No. 2.41
Secondary education graduation rates 1990/2002 – Nicaragua

Year	Rates %					
	First	Secondary	Third	Fourth	Fifth	Average
1990	66.06	86.94	92.02	91.09	97.50	86.72
1991	58.62	73.47	75.20	71.26	96.77	75.06
1992	61.09	74.64	73.35	73.95	95.99	75.80
1993	68.14	79.19	77.64	81.88	97.58	80.89
1994	67.43	76.47	74.00	79.34	97.28	78.90
1995	67.68	76.50	74.27	82.86	97.64	79.79
1996	72.80	80.40	78.66	86.66	97.40	83.18
1997	71.76	80	81.21	87.30	97.53	83.56
1998	75.22	83.49	84.17	87.17	98.28	85.67
1999	72.11	79.80	80.26	84.43	98.25	82.97
2000	71.94	81.61	81.71	86.60	98.43	84.06
2001	73.90	83.23	83.79	89.01	98.19	85.62
2002	70.39	78.67	77.42	84.50	98.35	81.87
Average	69.01	79.57	79.52	83.54	97.63	81.85

Appendix No. 2.42
Rates of school backwardness by level and/or cycle and by school year⁶¹

Country	Primary	Basic	Diversified
Costa Rica	NDA	NDA	NDA
El Salvador	NDA	NDA	NDA
Guatemala	1,971,539	373,163	174,750
Honduras	NDA	NDA	NDA
Nicaragua	43.17	40.56	34.75
Panama	NDA	NDA	NDA

Appendix No. 2.43
Primary Level
Indicator: Age-grade distortion rate. Both genders - Guatemala
By grade
Year 2001

	Initial Enrolment						
	Total	1 st	2 nd	3 rd	4 th	5 th	6 th
Total	1,971,539	580,888	400,288	324,822	269,354	217,778	718,409

Appendix No. 2.44
Basic Cycle
Indicator: Age-Grade distortion rate. Both genders - Guatemala
By grade
Year 2001

	Annual Enrolment			
	Total	1 st	2 nd	3 rd
Total	373,163	160,553	117,624	94,986

Appendix No. 2.45
Diversified Cycle
Indicator: Age-Grade distortion rate. Both genders - Guatemala
By grade
Year 2001

Age	Initial enrolment				
	Total	4 th	5 th	6 th	7 th
Total	174,750	77,479	60,105	36,864	302

⁶¹ Source: Report: "Fracaso Escolar", Ministries of Education of Guatemala and Nicaragua, 2004. Costa Rica, El Salvador, Honduras, Panama: NDA. Guatemala did not send percentages of school backwardness, but figures representing school backwardness by school year.

Appendix No. 2.46
 Overage by grade evolution - Nicaragua
 Period 1997-2002

% of students below the corresponding age	
Grade	Average
1 st	32.67
2 nd	32.67
3 rd	33
4 th	32.83
5 th	34.17
6 th	34.33
% of students at the corresponding age	
Grade	Average
1 st	27.83
2 nd	24
3 rd	21.67
4 th	21.83
5 th	22.17
6 th	23.83
% of students above the corresponding age	
Grade	Average
1 st	39.5
2 nd	43.33
3 rd	45.33
4 th	45.33
5 th	43.67
6 th	41.83

Appendix No. 2.47
 Overage trend evolution - Nicaragua
 Period 1997-2002

% of students below the corresponding age	
Year	Average
1 st	34.17
2 nd	34.83
3 rd	35.83
4 th	37.33
5 th	39.17
% of students at the corresponding age	
Year	Average
1 st	23.17
2 nd	24.83
3 rd	25.5
4 th	26.5
5 th	27.5
% of students above the corresponding age	
Year	Average
1 st	42.67
2 nd	40.33
3 rd	38.67
4 th	36.17
5 th	33.33