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STATISTICS FOR THE  
ANALYSIS OF THE EDUCATION SECTOR

EL SALVADOR

Report prepared by  
the Sector Analysis Division  
with data supplied by the Government of El Salvador

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## PREFACE

This report is one of several planned for publication by the Sector Analysis Division, Office of Development Resources, Bureau for Latin America, A.I.D. Apart from the presentation of statistical data describing the Education Sector of El Salvador, one aim in preparing this report is to demonstrate that a wide variety of statistical data are in existence in El Salvador which can be compiled for further use in making analytical studies of the education sector. Another aim of this report is to indicate some areas in which useful data seem to be lacking. The data in this report, which make up only a portion of those available, were compiled by staff members of the International Statistical Programs Center, U.S. Bureau of the Census, by means of personal visits to the offices of various agencies in El Salvador. The data were compiled from official published reports and unpublished source documents of those organizations according to instructions and procedures designed by the Sector Analysis Division, AID.

At the outset of this project, it was hoped that it would be proved feasible to compile identical data for each of the Latin American countries--that is to say, it was hoped that a number of "standard" tables of data could be assembled for each country. Experience in compiling education data for six countries shows that it is not possible at this time to achieve uniformity because of differences from country to country in basic terminology and definitions as well as differences in the amount, timing, and inclusiveness of data collected in the first place by agencies of the countries themselves.

Because of problems arising as a result of these differences and because this project was started without the detailed and intimate knowledge necessary for a complete understanding and appreciation of these matters, some data which were collected could not be included in the report because no reasonable way could be found to relate the data to other parts of the report. In some cases the fault lay in our failure to anticipate unique conditions which should have been included or excluded from the definition of a term; in other cases, source materials themselves did not define terms in sufficient detail.

Although it does not appear possible to employ a set of uniform concepts, definitions, and classifications at this time, these can probably be developed with additional time and experience. It is also clear that notions of organization, structure, and interrelationships which arise out of experience with complex educational systems of one country do not necessarily apply, unchanged, to systems of other countries. In fact there seems to be considerable variation in the ways each country has chosen to organize its resources in order to deliver education to its population. Furthermore, education systems are dynamic rather than static. This also contributes problems to the compilation process when, because of definitional changes, established series are interrupted or discontinued and there is no apparent connection with new, successor series.

It is possible, however, to describe many of the same general subjects for all countries; but such descriptions must take into account the special and unique conditions and situations existing in each country itself at the time of compilation.

The content, format and procedures used in the compilation of this report were designed by AID and not by the agencies of El Salvador. Throughout the report the figures used are those found in the official source materials of the country or they are figures, such as percentages or ratios, derived from them. In addition, the application of accepted statistical conventions, such as rounding procedures, may have caused figures in this report to differ from those in basic source documents. Indeed, because of rounding, many column details do not add to column totals. In other cases, separate classifications found in source materials may have been consolidated or reorganized in some way. Wherever this has been done, it has been done with the single objective in mind of facilitating use by displaying data in the most meaningful way.

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Special acknowledgment is made of the work of Mr. Anthony Boni in developing, in collaboration with officials of the Ministry of Education, the structural charts of the educational system of El Salvador. These charts are essential to an understanding of the organization of the system and the relationship of the various parts to each other. One chart reflects the situation in 1967, before the major educational reforms were instituted. The second chart shows the changes which have taken place up through 1973 as a result of the reforms. The data in this report are in formats generally describing the educational system as it existed through the early stages of the reform. At the time of preparation of this report data were becoming available on the operation of the modified system. Future reports will detail these new data.

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