

**SECTOR BRIEFING:**  
**EDUCATION AND HUMAN RESOURCES**

## EDUCATION AND HUMAN RESOURCES IN CENTRAL AMERICA

### I. EDUCATIONAL PROBLEMS/ISSUES IN CENTRAL AMERICA

A major dilemma facing the countries of Central America is how to maximize the utilization and productivity of their human resource base. In all of the countries of the region, literacy rates and primary school attendance have risen steadily, although not uniformly, over the past two decades. However, there is still a need to improve the efficiency, effectiveness and outreach of the educational systems. In addition, all of the countries lack sufficient skills training programs to prepare their workforce adequately.

Six basic problems faced by educational institutions and governments in Central America can be readily identified. The detail and degree of seriousness of the problems may vary from country to country. In general:

- A. Educational opportunities are unequally distributed throughout the region, favoring children who speak Spanish, who live in urban areas, and who are males.
- B. The quality of education at all levels is poor. The content of education often has little relevance to the practical and vocational needs of students. There is mismatch between the employable skills required in the countries and the supply of individuals trained by the educational system in those skills.
- C. An acceptable level of literacy is a goal that has not been obtained in several of the countries.
- D. School systems are characterized by high rates of grade repetition and student drop-out, by poorly trained and motivated teachers, by inadequate physical facilities, books, basic educational materials and supplies. As a result, there is a tremendous loss of human and financial potential throughout the region.
- E. Budgetary constraints prohibit the expansion of educational services, including pre-primary education. Gains made in past decades are being lost and the educational system in many of the countries are barely holding ground or deteriorating.
- F. Planning, administrative and managerial capacities of Ministries of Education and education sector policy makers and planners are inadequate.

These problems are not the only ones the sector faces. Civil unrest and teachers unions that occasionally strike for the better part of the school year are not uncommon in the region. Some of the large urban schools may give the impression of prosperity, but a closer look at the situation reveals that physical facilities are deteriorating due to lack of preventative maintenance and age. Funds are not available to keep educational infrastructure up with the demands placed on it by the rapidly growing populations of the region. On the quality side, college entrance scores show declines in recent years.

## II. GENERAL DESCRIPTION OF CENTRAL AMERICAN EDUCATION SYSTEMS

### A. Pre-Primary Education

In most countries in the Central American isthmus, pre-primary education has been a recent addition to official primary education programs. It is generally directed at children below the age of seven. In most instances, the pre-primary curriculum is poorly developed and no specialized personnel from the government are involved in its improvement. Most pre-primary schools are private and cater to the upper-middle and upper classes. The few state-sponsored pre-primary schools offer instruction to children of civil servants and military personnel. The vast majority of pre-primary programs are located in urban areas. Actual number of enrollees in pre-primary programs are very low in all countries.

There is interest in most countries of the region to expand and improve pre-primary education. Educators and decision makers are aware of the benefits of pre-primary programs but there are major constraints to its expansion. The main constraint is budgetary. Universal compulsory primary education, secondary and post-secondary education have a higher priority.

### B. Primary Education

The primary education system in the countries of Central America usually consists of five or six grades and is directed to students between the ages of seven and twelve. Due to grade repetition, there is a significant proportion of pupils over twelve. All Central American countries have laws mandating universal compulsory primary education, but compliance varies from country to country. Significant variation even occurs within some of the countries.

The two major categories of school systems are public and private. The private schools normally have a religious affiliation and, in many instances, receive government support, usually in terms of government teachers, materials and supplies. In contrast to U.S. schools, Central American school systems are administered centrally through a Ministry of Education and depend directly on the national budget for support.

The access to and quality of primary education is higher in urban than in rural areas. However, large numbers of rural classrooms have been constructed during the last two decades to help address these inequalities. Because of this, school enrollments have increased dramatically as shown in Chart 1. (All charts and tables referred to in this text are found in a statistical section beginning on page 11.) However, school enrollment at the primary level is still a major problem in El Salvador, Guatemala, and Honduras.

All of the countries have instituted educational reforms in the recent past. These reforms have met with varying degrees of success. National curriculums have been revised but still tend to academic preparation and do not reflect the needs of the majority of children, especially in rural areas. In a typical system, about thirty hours per week of instruction are offered in language, mathematics, natural sciences, social studies, manual arts, music, physical education and some agricultural orientation in rural areas. Textbooks and materials have been developed to cover these instructional areas but are in short supply. Textbooks and supplies are non-existent in many parts of the region. The demand for textbooks outnumbers the supply due to the ever increasing enrollments and a high book deterioration rate. There are a limited number of school libraries in most countries, with the few that do exist located in urban schools.

Educational reforms have contributed to improved teacher training at the primary school level. This training is mostly done in normal schools which are part of the second cycle of secondary education (see Figure 1). Large numbers of new teachers are being trained and in-service teacher training for skills up-grading has become an on-going component of many primary school systems.

There are serious deficiencies in the primary school teaching staff. This contributes to the inequities, drop-outs and wastage encountered in the systems. Some of the factors affecting the professional performance of teachers are: (1) poor facilities (especially rural schools); (2) overcrowding; (3) poor teacher preparation in learning theory and teaching methods; (4) lack of textbooks and other teaching materials; (5) low pay; (6) poor or no supervision; and (7) little or no community involvement.

Most Ministries of Education are also implementing nutrition programs (usually milk), health and vaccination campaigns, programs to provide transportation to and from home, and remedial help for primary-level children. These programs have had some success, but they are usually limited in coverage, normally operating in urban areas.

A review of Tables 8 and 9 dramatizes the fact that only a portion of students are retained throughout the entire system of primary education. While desertion rates are high in most areas, they are most serious in the rural areas where only three or four years of education is the norm.

### C. Secondary Education

In contrast to U.S. education, in Central America an individual has a series of examination hurdles to overcome to progress through the system. The person must pass a fifth or sixth grade exit examination to receive his or her primary school diploma and then must pass a secondary school entrance examination in order to advance on to the secondary level.

As shown in Figure 1, in most countries secondary education consists of two cycles (levels) of three years each. The first three years consist of general education and are called the basic cycle. The second cycle is diversified, offering technical, vocational and industrial tracks as well as teacher training (normal school) and a general academic track.

Private schools account for a higher proportion of student enrollment at the secondary level than at the elementary level. In the past, secondary-level education was reserved for the "elite", but over the last three decades more and more opportunities at the secondary level have been made available for the general Central American population. For example, in Panama there were 38,874 secondary students enrolled in 1960; in 1968 there were 66,578 students; and in 1973 the figure rose to 111,929 students. This growth trend continues, but despite it, less than 50% of the eligible population is enrolled at the secondary level in most countries in the region (see Chart 5). This ranges from a high of 65% in Panama to lows of 16% in Guatemala, 21% in Honduras, and 23% in El Salvador.

The majority, and probably the more capable students, aspire to the academic track, which traditionally has been the most acceptable educational path. Even though some secondary schools have been established in rural areas, most are located in major urban areas.

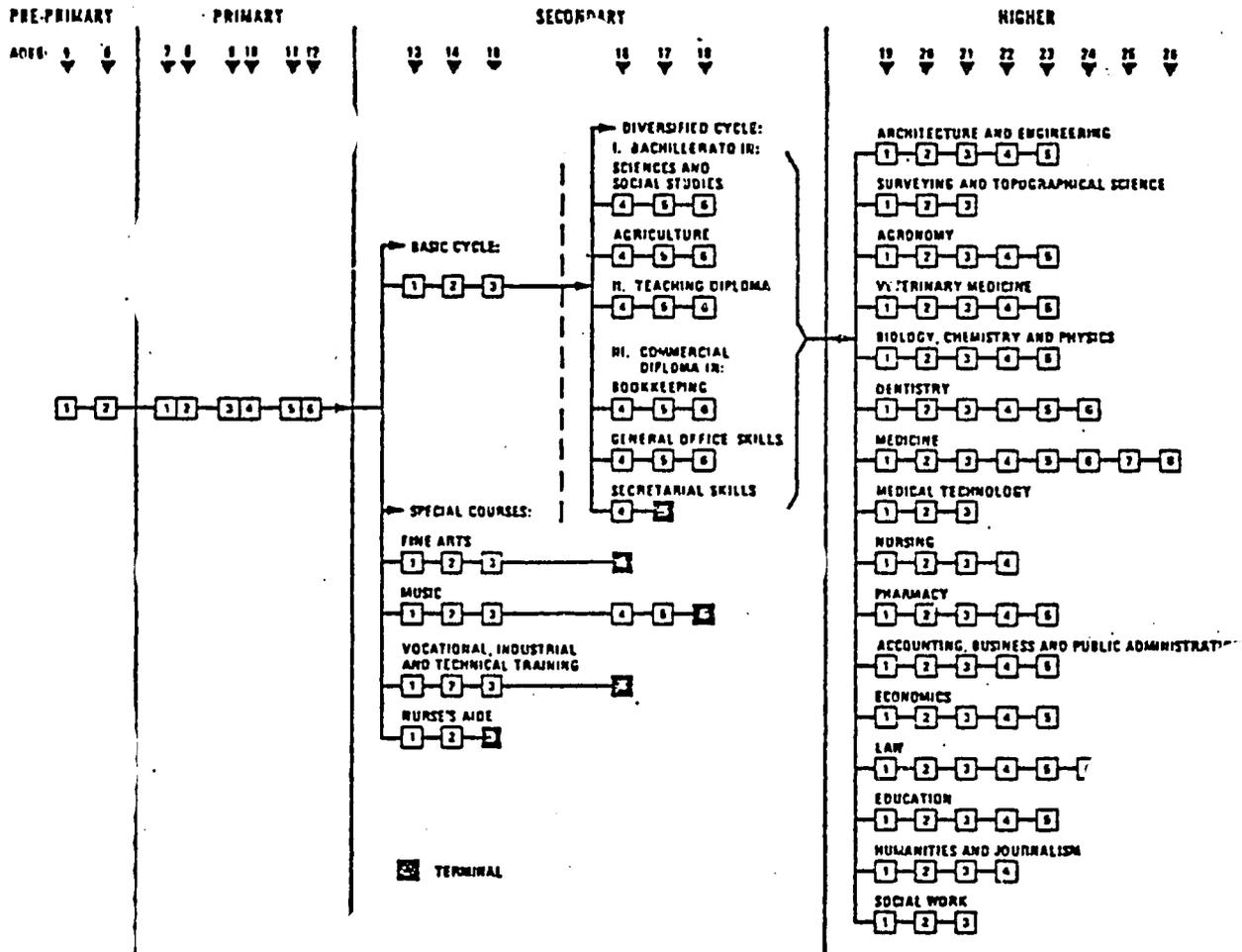
The same factors affecting primary teacher performance affect performance of the secondary teacher as well. Schools are overcrowded, teacher salaries are low, most teachers have more than one teaching assignment, many teachers have little or no preparation in education, the lecture method predominates the system, classroom attendance and participation is not always required, and advancement depends on one or two examinations. These examinations are not always based on the content covered in the classroom. In addition, there are few incentives for secondary-level teachers to up-grade or acquire the necessary skills to carry out their responsibilities.

### D. Higher Education

Higher education in Central America has typically been within the purview of the state and religious-affiliated (mainly Catholic) institutions. Generally, the institutions are located in heavily populated centers and are limited in numbers. Most of the universities function independently

Figure 1.

TYPICAL CENTRAL AMERICAN EDUCATIONAL SYSTEM



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except in the cases where they depend directly on a Ministry, such as an agricultural university. In contrast to the traditional universities, some newer types of post-secondary institutions have emerged which offer specialized training. These institutions are primarily concerned with the preparation of secondary teachers, practitioners of applied arts, nurses and the like.

The growth of higher education in Central America, especially Panama and Costa Rica, has been phenomenal. Chart 5 shows the percentage of the eligible age group enrolled in higher education in 1980. Enrollments range from 26% in Costa Rica and 23% in Panama to 8% in Honduras and 9% in Guatemala, and even lower in the case of El Salvador and Nicaragua. Even though enrollment rates are fairly high, there are serious problems facing higher education: (1) over-extended facilities; (2) over-emphasis on traditional fields like law and engineering; (3) poorly trained professors and instructors; (4) an extremely high attrition rate; (5) irrelevant curricula; (6) emphasis on lecture methods of instruction; (7) over-emphasis on final examinations; (8) absence of professional vocational guidance; (9) lack of relevance of instruction to job requirements and markets; and (10) minimal remedial programs for students.

Most governments are spending significant amounts of resources in higher education and, at times, in areas of study not critical to development or in disciplines which are already overcrowded. Insufficient attention is given to technology, professional skills training for middle and upper levels of the work force, computerization, and to other needs of the private and public sectors.

#### E. Other Educational Programs

Most resources available for education in the region are used for traditional, formal education. There have been a number of innovative activities that have made use of mass media and non-formal education techniques for adult learners, but, with only a few exceptions, the countries have not been able to undertake large-scale implementation of new educational approaches. Innovative services that now exist in different states of development include an open university (Costa Rica); a multi-sectoral non-formal education resource center (Guatemala); educational television for in-school instruction (El Salvador); and a rural newspaper for newly-literate adults (Honduras). Several countries have made use of broadcast radio to provide instructional services to different groups.

Four of the six countries (Belize excluded) have the special problem of providing educational services to minority indigenous populations that are culturally and linguistically distinct from the Spanish-speaking majority. Some efforts have recently been made to provide new instructional programs for these groups in their own languages, but, on the whole, the educational needs of the indigenous populations have been badly neglected.

Adult literacy campaigns have been a common phenomenon in the region. The massive literacy campaign that took place in Nicaragua following the 1979 revolution has spawned copies in several other countries. These campaigns have all been unabashedly political, intended to generate popular support for the programs of the government as well as to teach literacy. While the political impact of the campaigns is difficult to assess, there is little indication that they have been a productive educational investment.

Many private organizations provide educational services of different kinds, including vocational skills training, health and family planning information services, preschool education, training in business administration, women's education, and all levels of formal education. Most of these organizations are small, often serving only a single community. A few serve more than one country with good quality instructional services. These include a Central American school of business administration, a Central American agricultural university, and a regional program of short-term graduate level studies in education administration.

### III. COUNTRY EDUCATION SYSTEM PROFILES

The general discussion above provides an overview of educational systems in Central America. The following sections will point out major elements or unique features of each Central American country.

#### A. Belize

Belize, a former British colony, is an English speaking country which does not follow the general pattern established elsewhere in the region. Belize is small, having only 200 primary schools (grades 1 through 8) with approximately 35,000 children served by 1,250 teachers.

At the secondary level, there are three types of institutions: (1) vocational; (2) junior secondary; and (3) secondary. There are 436 instructors teaching 7,000 students in twenty-one different schools.

At the post-secondary level, there are five small institutions: (1) Belize School of Agriculture; (2) Belize School of Nursing; (3) Belize Teachers' College; (4) Saint John's College Sixth Form, and (5) the Belize College of Arts, Science and Technology.

The Belize system is patterned after the British education system and follows the same promotion/examination system. The colonial system originally intended to train a small cadre of civil servants to manage the colony and vestiges of this system remain. Most individuals in Belize learn to read and write (95% literacy rate) in the first eight grades but have very limited access to secondary or post-secondary educational opportunities.

### B. Costa Rica

The education system in Costa Rica has become the most advanced in the region, especially in terms of the literate population and the general availability of education. In primary education, Costa Rica shows a high enrollment rate and the lowest level of students repeating grades. Its schools are evenly distributed throughout the country. Forty-eight percent of the eligible age group attend secondary school and steps have been taken to improve the quality and relevance of secondary school programs.

### C. El Salvador

El Salvador was making significant progress in expanding and improving its educational system until the late 1970s. Major conflicts in the country slowed construction activities and caused the closing of the Normal School and the National University, both of which have not reopened. Also, many primary and secondary schools have been closed due to the political turmoil and hostilities.

### D. Guatemala

Guatemala's formal education system is characterized by the most extreme disparity between rural and urban services found in the area. Acceptable public education is almost universally available in large communities, while rural communities offer minimal opportunities to study. There are very few schools in the highlands, where indigenous Mayan Indian populations live, and the quality of the existing schools is very low. Thousands of eligible Indian children do not even enroll in school, and those that do are plagued by extremely high repetition, dropout and failure rates. Some efforts are now being made to develop materials, curricula, and teachers that can better serve the educational needs of Indian children.

Guatemala is the only country in the area to have a national non-formal education program. This program provides assistance to development programs, providing instruction and information to rural adults in agriculture, health, nutrition and other fields.

### E. Honduras

Honduras is presently involved in an expansion of public education, but progress has been slow. Fiscal austerity, a very dispersed rural population, inflation, and a politicized and cumbersome bureaucracy have conspired to slow the growth of educational opportunities. A substantial majority of eligible children are now enrolled in schools at the primary level, but the quality of instruction is generally poor. Secondary and higher education for the most part follow traditional academic disciplines and do not do a good job of preparing young people for the Honduran job market.

## F. Nicaragua

Since the revolution, Nicaraguan education has become one of the main vehicles for implementing the political transition promoted by the Sandinista government. Almost immediately, over 2000 Cuban "teacher" cadre were imported and essentially are managing the system at the local level. The entire educational program has been reorganized and redirected to achieve political goals and objectives.

An ambitious "literacy" campaign was conducted to provide universal literacy but was little more than a means of organizing local cells and imposing control over the populace, with probably little improvement in the literacy rate of the country.

The universities have remained open but the exodus of qualified professors necessitated the importation of "volunteers" from socialist countries to serve as instructors. The universities are controlled by the government and highly political in orientation.

## G. Panama

Advances in education in Panama, particularly in literacy, reflect the importance the government has attached to improving and expanding the educational system. The budgets of the Ministry of Education are far larger than any of the other ministries. In early 1980, secondary and higher education were readily available only in urban localities, where over one half of the population lived, but schools offering primary education were available to nearly all of the rural population. More than 83 percent of the population over 10 years old was literate.

Panama has made real progress in education, especially in coverage. However, there are serious problems in the quality of education being offered at all levels, particularly due to inadequate curricula.

## IV. RECENT TRENDS

Over the past twenty years, Latin American countries have made substantial investments (a per country average of 20% of the national budget) in education. In the period from 1960 to the mid-seventies, this investment helped to increase enrollments from approximately 46% of primary aged children to 60%, and from approximately 18% of secondary aged children to 40%. The Central American countries have made substantial improvement in primary level outreach. Students enrolled in primary school as a percentage of their age group increased from 67% to 89% in Honduras; from 66% to 92% in Nicaragua; and from 45% to 65% in Guatemala from 1960 to 1977 (see Table 2).

There were three main forces during the early period which prompted policies of quick expansion of the educational systems of Central American countries. Those forces were the emergence of nationalistic political movements that encouraged immediate expansion of basic

education, rapid economic growth during the period, and the population explosion which required that a new attention be given to the sector. General education and literacy were considered to be critical components of economic growth and a necessary input for social development throughout the region. This belief led the countries to seek the rapid expansion of the traditional school system, with a great deal of energy and investment going into construction, teacher training and curriculum development at the primary, and to a lesser extent, the secondary and higher education levels.

Demand for schooling grew rapidly throughout the region. In addition to the public policy stress on education as a component of a development strategy, there was an increase in educational aspirations. The combination of increased demand and increased supply led to large annual growth rates in student enrollment (see Table 1). The World Bank reported aggregate increases over the period from 1950-1970 of 211% for primary education, 465% in secondary, and 511% in higher education. Over this period enrollment growth generally exceeded population growth so real gains were made in increasing access to the formal education system for school-aged youth.

The situation changed somewhat in the 1970s. There was a growing recognition throughout the region that the traditional system could not solve all of the problems and meet all of the demand for education resulting from a rapidly growing population with a high level of demand for educational services. Countries began to approach the limit of the percentage of GNP that they could reasonably spend on education. Costa Rica was spending 5.2% and Panama was spending 5.4% of its GNP on education in 1970 (see Chart 6). Education expenditures for Central America as a percentage of total public expenditure ranged from over 17% in Nicaragua to over 31% in Costa Rica in 1970 (see Table 10). It also became clear that the kind of education supplied by the traditional system was not appropriate for some purposes, particularly educating adults and marginal groups. The inability of the traditional system to handle the demand for education and its failure to adapt to additional needs resulted in a number of reform movements centered on putting educational systems into place that could respond to new requirements. These reform movements focused on issues such as equity, relevance, cost-effectiveness and participation.

Equity concerns addressed the imbalance which traditional education systems have historically shown towards urban communities, males and higher income, non-indigenous groups. Over 80% of urban Nicaraguans, but less than 35% of rural Nicaraguans, were considered literate in the mid-seventies. Almost 55% of Guatemalan males and only slightly more than 40% of Guatemalan females were literate in the mid-seventies (see Table 12).

The formal education system was designed and is best suited to provide basic education leading to the development of higher levels of professional and scientific manpower. Family, community and

occupational educational needs are not well met within the rigid graded format of the formal system, and in fact, these needs were virtually not addressed by the system prior to the 1970s. Non-formal education became the vehicle of the 1970s to address these needs by providing education relevant to the special needs of its clients.

Meeting the rising educational costs associated with increasing demand was one of the key factors leading to the changes of the 1970s. Budget constraints precluded the continuation of the linear expansion of the traditional formal system. Innovative approaches in education were tested in Central America to improve the efficiency and cost-effectiveness of education so that access could be provided to previously excluded groups.

Participation of those to be served by the system was encouraged as a way to expand outreach, increase the efficiency and relevance of the system, and to reduce costs. Community and local talent was found to be important in identifying learning needs, in developing instructional systems and disseminating knowledge and skills. The inclusion of local participation in the process reduced the dependency on a costly element in the formal system, trained teachers.

The 1980s has brought about another crisis in education in the region. The economic recession has negatively affected education budgets in all of the countries. Some countries have faced declining resources in education for a long time. For instance, education expenditure as a percentage of Guatemala's total public expenditure declined from over 22% to just over 13% from 1965 to 1976, and in Honduras, the decline was from 27% to 17% from 1965 to 1977 (see Table 10). Virtually all of the education budget in most of the countries goes to salaries, leaving very little investment monies.

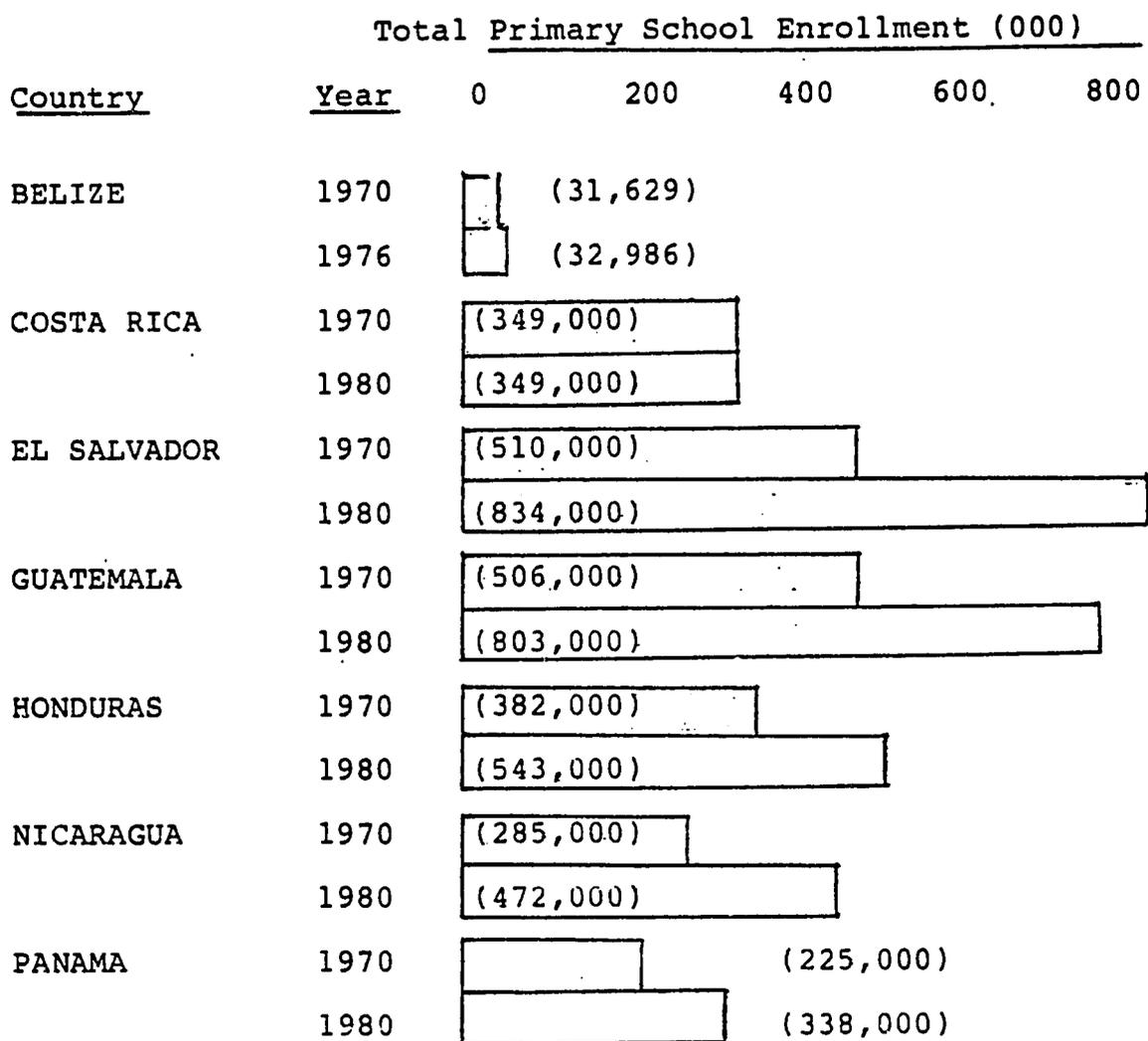
In summary, despite the high investment in education and the vast improvement in performance and outreach realized over the past twenty years in Central America, education is still characterized by inadequate facilities, high drop-out and repetition rates, and high per student costs in formal education which do not allow for expansion of program outreach to meet demand. The problems are particularly acute in rural and indigenous areas due to lack of facilities and adequately trained teachers. Basic literacy remains a problem in several of the countries. Finally, there is a mismatch between the employable skills required by the public and the private sectors and the supply of individuals being produced by the system possessing those skills.

VI. STATISTICS - CHARTS AND TABLES

CHART 1

PRIMARY SCHOOL ENROLLMENT: 1970 AND 1980

Statistic: Total number of students enrolled in formal primary school programs.

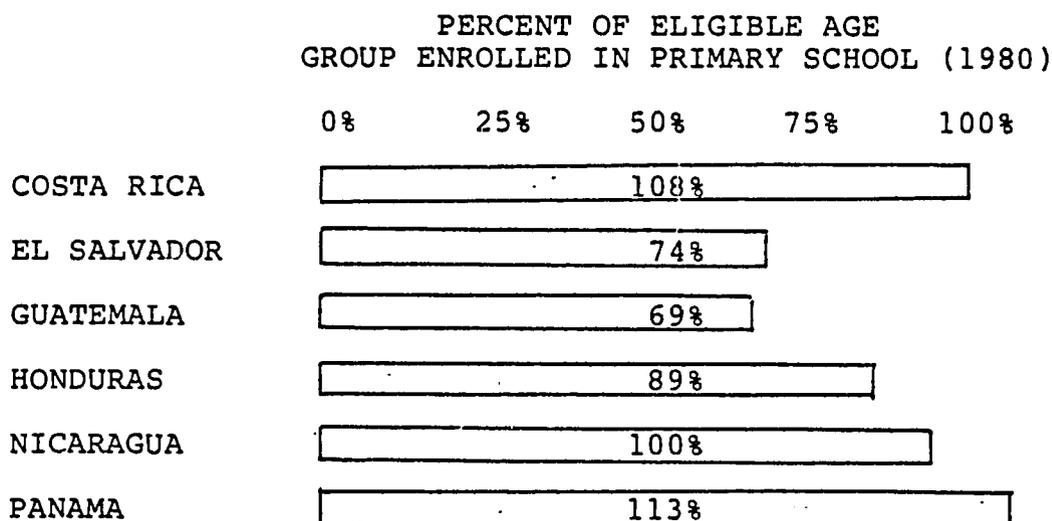


Source: Statistical Yearbook, UNESCO, 1982

CHART 2

PRIMARY SCHOOL ENROLLMENT RATIOS: 1980

Statistic: The actual number of students in primary school programs, divided by the total population of eligible children. Enrollment ratios of more than 100% indicate that older students who did not attend primary school when they were young are also enrolled.



Source: Statistical Yearbook, UNESCO, 1982)

Comment: Primary school enrollment is considered a critical indicator of development of basic education services. It is highly correlated with literacy levels, agricultural productivity, health and nutrition indicators, and reduced fertility.

Substantial progress toward full enrollment at the primary school level has been made throughout Central America. Full enrollment has largely been achieved in urban areas; the remaining deficiencies are in remote rural areas and among non-Spanish speaking indigenous groups. Enrollment ratios in Central America are essentially the same for girls as they are for boys.

Belize figures not available.

CHART 3

NUMBER OF PRIMARY SCHOOLS: 1970 AND 1980

Statistic: Total number of functioning primary schools.

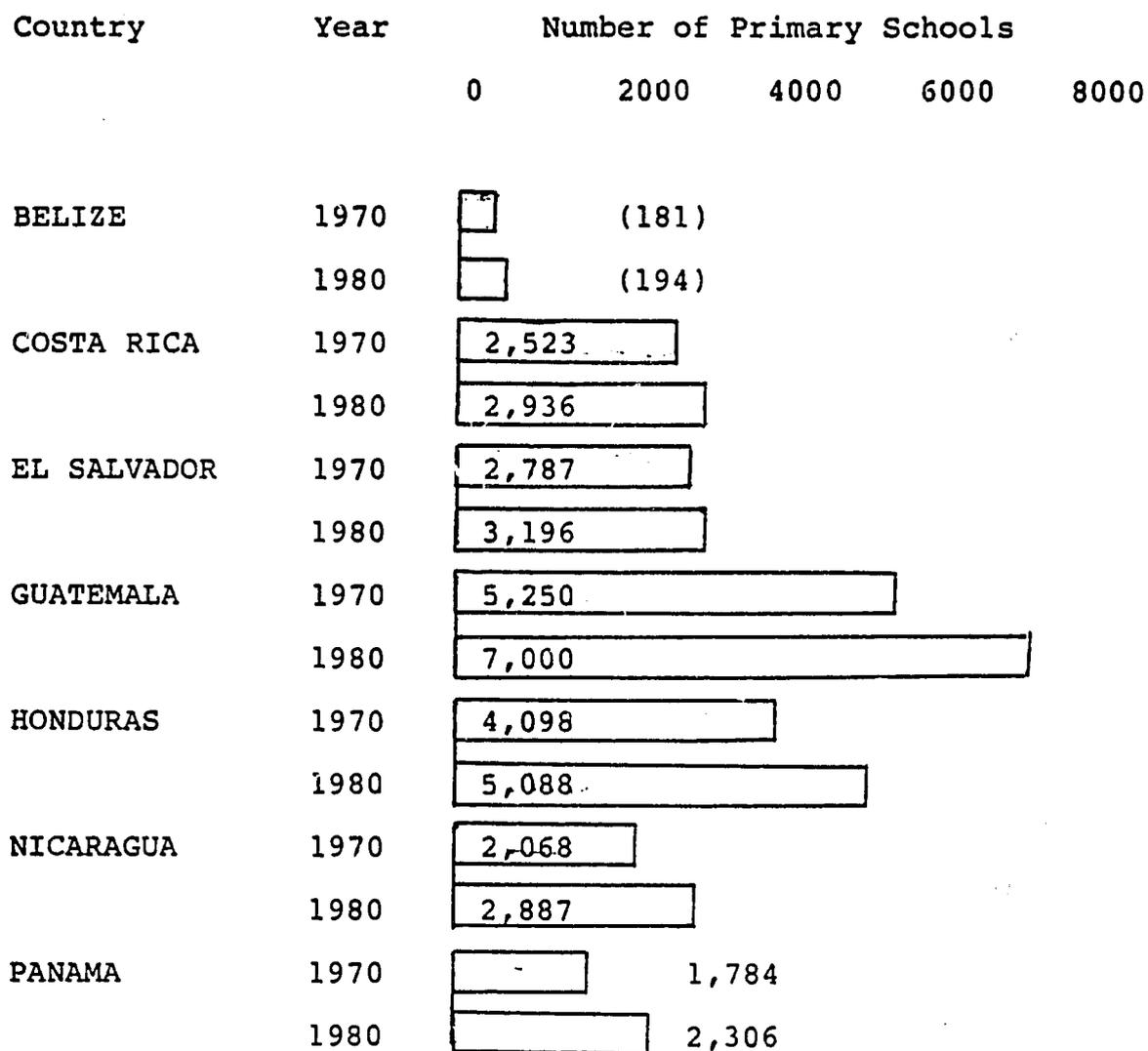


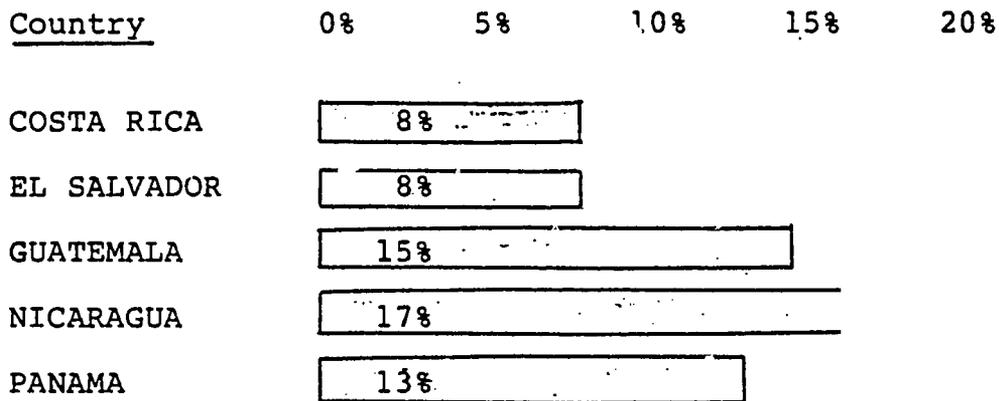
CHART 4

GRADE REPETITION IN PRIMARY SCHOOL

Statistic: Percentage of enrolled students repeating the school year

PERCENTAGE OF STUDENTS REPEATING  
GRADES IN PRIMARY SCHOOL ( 1980 )

Source: Statistical Yearbook, UNESCO, 1982



Comment: Grade repetition is an indicator of the internal efficiency of the education system. A repetition rate of more than 3% to 5% at the primary school level usually indicates significant deficiencies in teaching, instructional materials, and/or facilities. High repetition increases the cost of education, both to students and to the national education system.

For comparison, Cuba reported a repetition rate of 5% in 1980. Mexico reported 10%.

Honduras and Belize figures not available.

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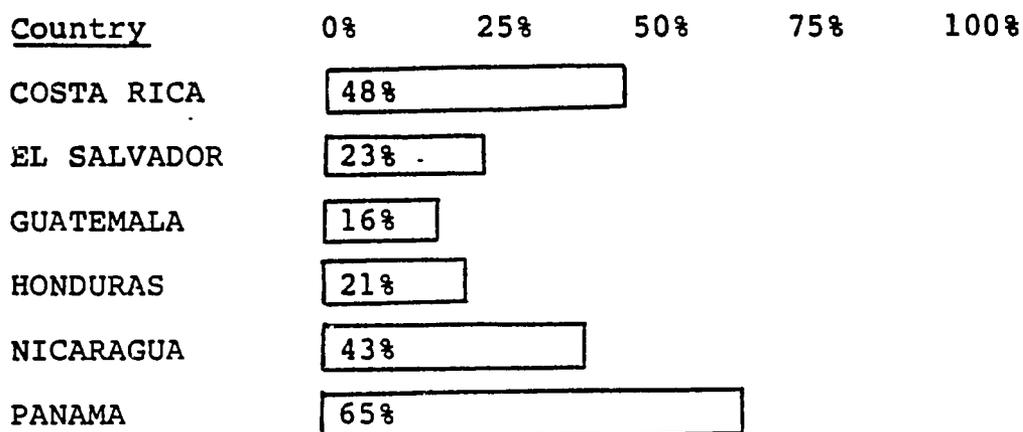
CHART 5

ENROLLMENT IN SECONDARY AND HIGHER EDUCATION: 1980

Statistic: This actual number of students in secondary schools and in higher education institutions, divided by the total population in the age groups that correspond to each level.

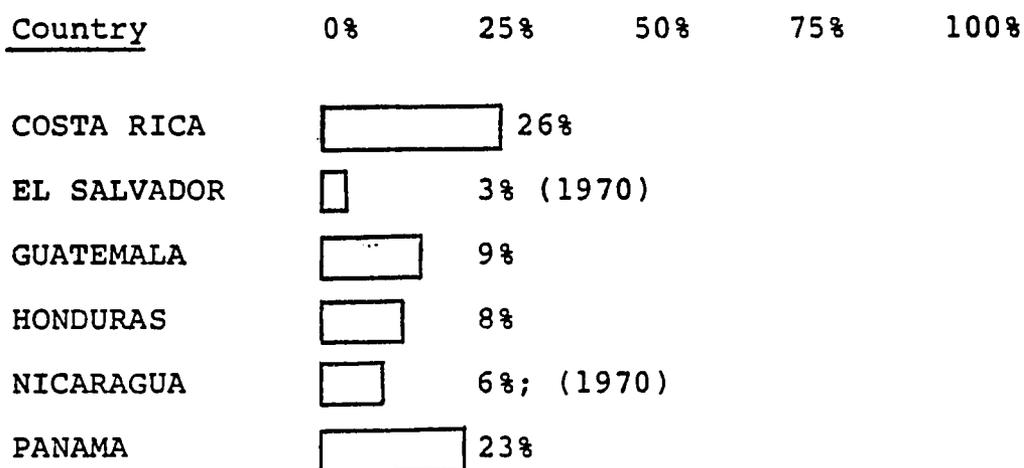
PERCENT OF ELIGIBLE AGE GROUP  
ENROLLED IN SECONDARY SCHOOL ( 1982 )

Source: Statistical Yearbook, UNESCO, 1980



PERCENT OF ELIGIBLE AGE GROUP  
ENROLLED IN HIGHER EDUCATION ( 1980 )

Source: Statistical Yearbook, UNESCO, 1982

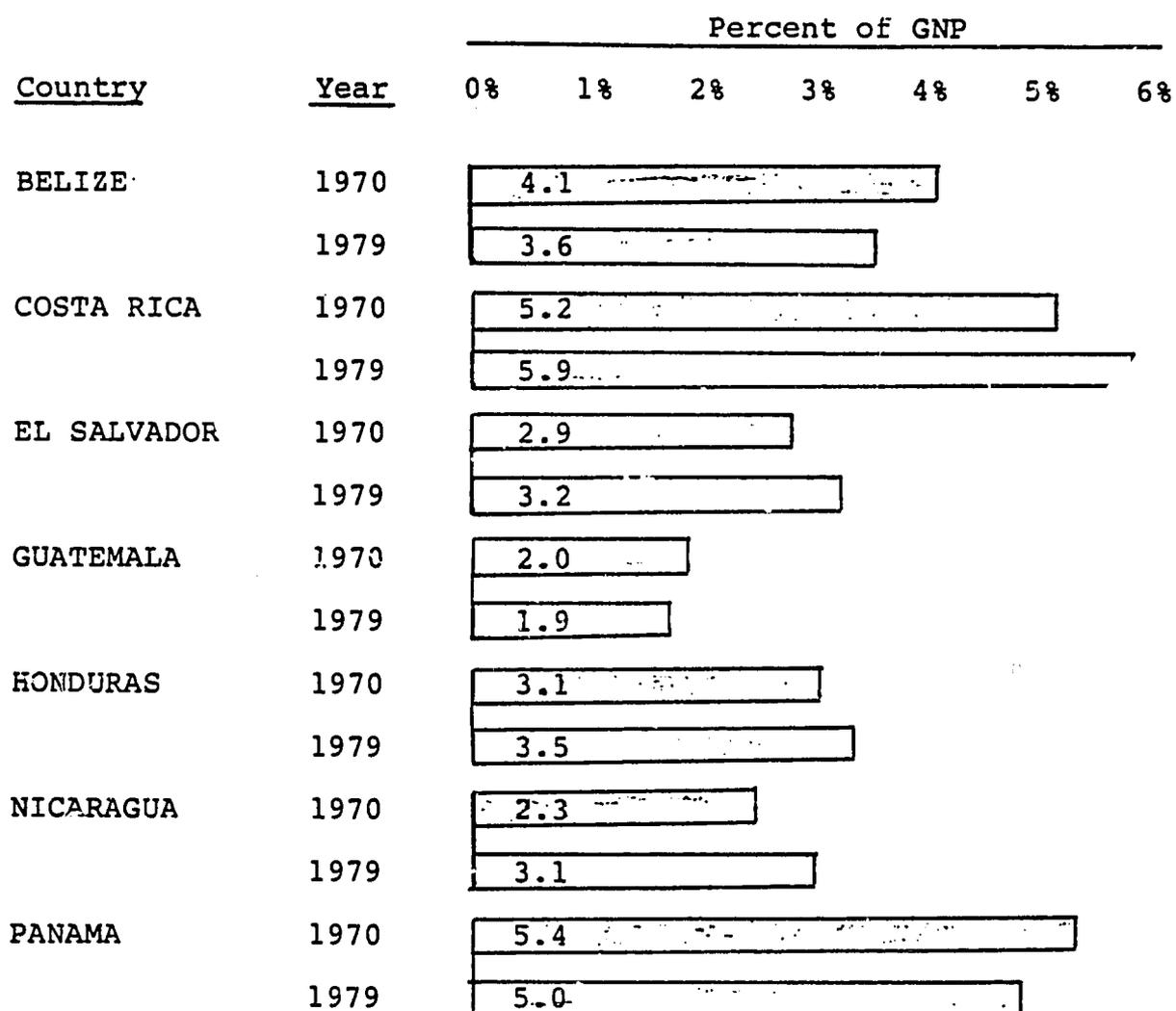


Comment: For comparison, 1980 secondary school enrollments are 71% in Cuba, 37% in Mexico, and 90% in Puerto Rico. 1980 higher education enrollments are 20% in Cuba, 15% in Mexico and 35% in Puerto Rico.

CHART 6

PUBLIC EXPENDITURE ON EDUCATION: 1979

Statistic: Total expenditure on education as a percent of gross national product.

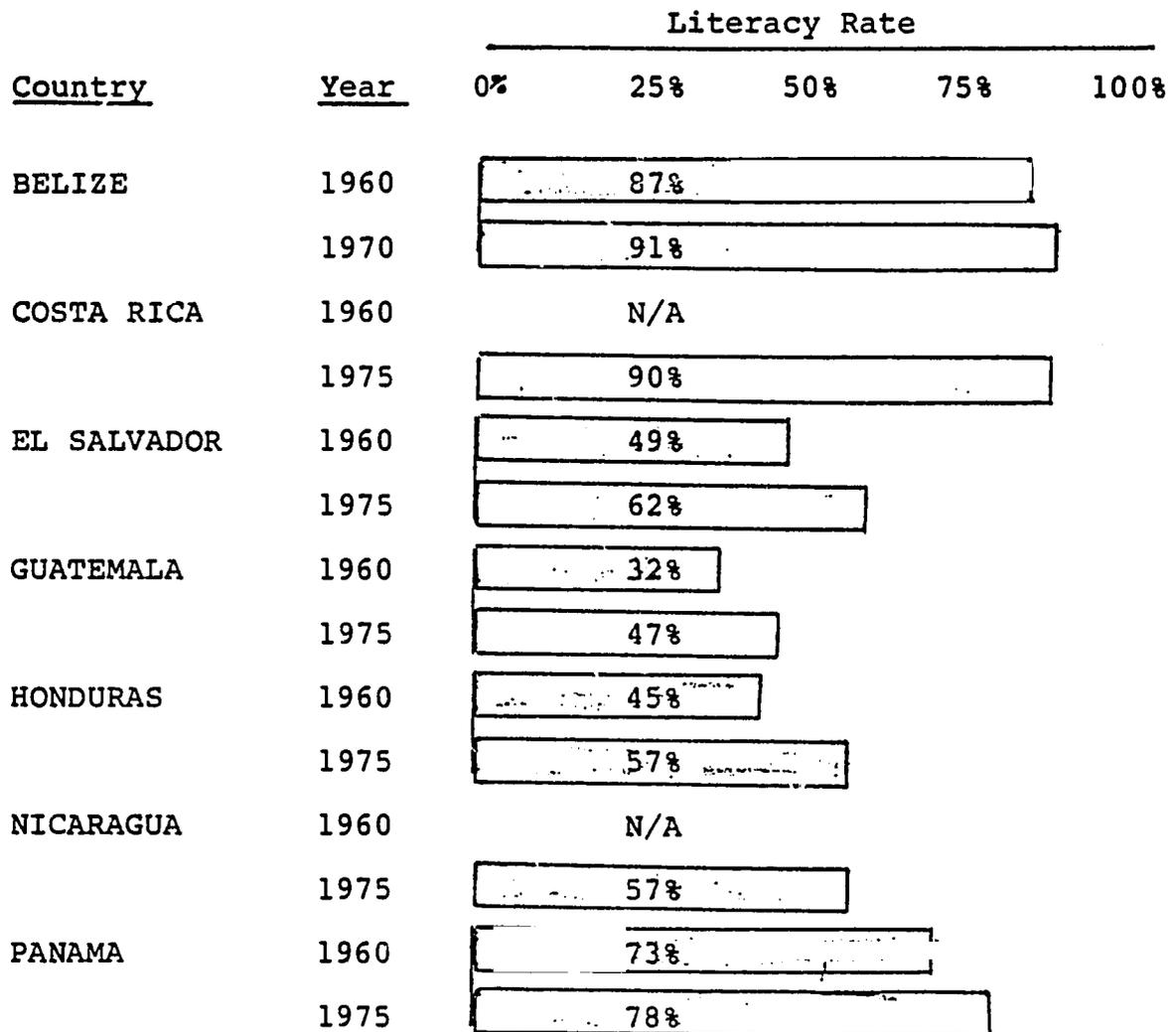


Source: Statistical Yearbook, UNESCO, 1982

CHART 7

OVERALL ADULT LITERACY RATES: 1960 AND 1975

Statistic: Percent of adults able to read and write.



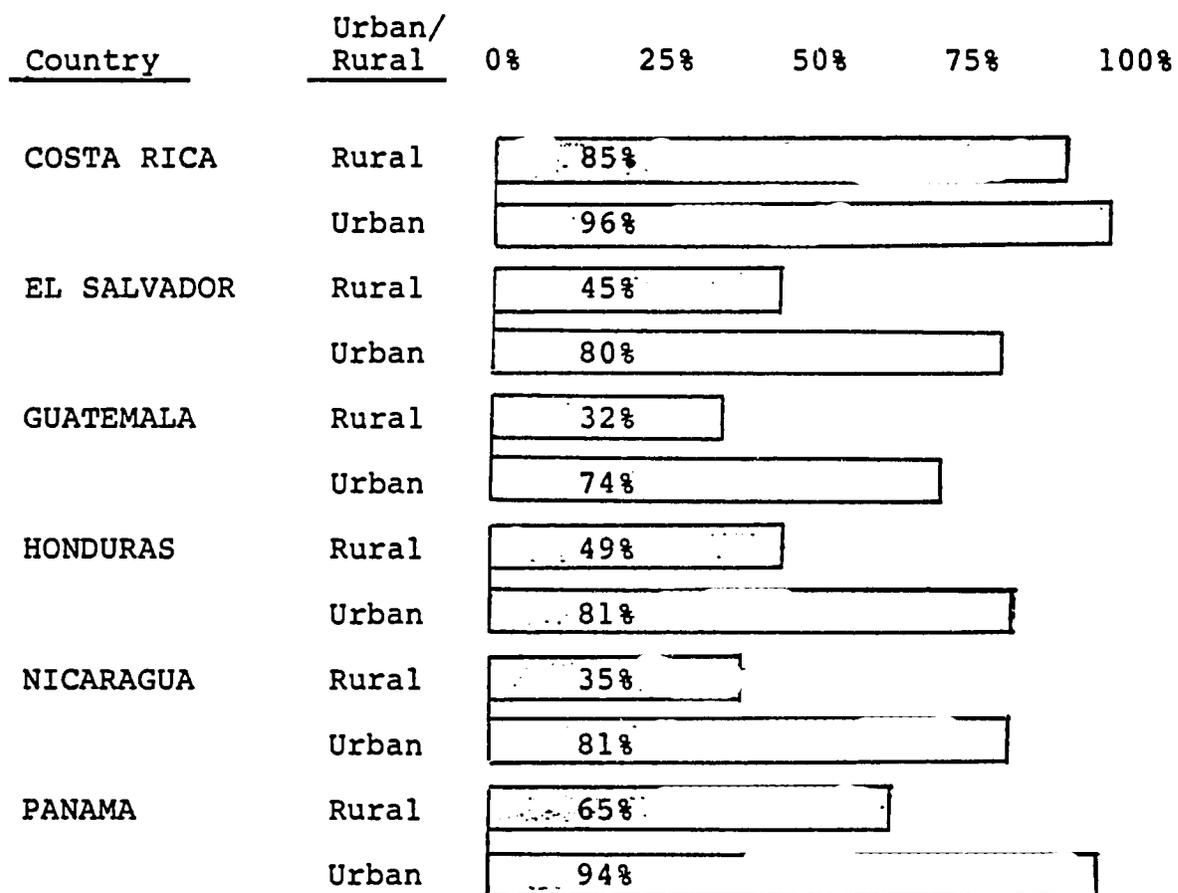
Comment: Literacy rates are similar for males and females in these countries but there are marked discrepancies between rural and urban literacy rates (see CHART 8)

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CHART 8

RURAL AND URBAN LITERACY RATES

Statistic: percent of adults able to read and write.



Note: Belize figures not available. Overall literacy rate for Belize is over 95%, indicating high literacy in both rural and urban areas.

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TABLE NUMBER 1

PRIMARY STUDENT ENROLLMENT GROWTH

<u>Country</u>	<u>Time Period</u>	<u>Average Annual Growth Rate (%)</u>
Honduras	65-76	5.0
El Salvador	65-77	6.2
Nicaragua	65-77	5.4
Guatemala	65-77	4.9
Panama	63-77	4.8
Costa Rica	65-7	2.4

SOURCE: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

Belize figures not available.

TABLE NUMBER 2

TRENDS IN PRIMARY ENROLLMENT RATIOS

(Gross Enrollment Ratios for Primary Education - %)

<u>Country</u>	<u>1960</u>	<u>1965</u>	<u>1970</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Honduras	N/A	N/A	N/A	89	89	N/A
El Salvador	N/A	N/A	N/A	75	76	77
Nicaragua	66	69	83	85	88	92
Guatemala	45	50	58	65	N/A	65
Panama	N/A	N/A	N/A	85	86	86
Costa Rica	N/A	N/A	110	109	111	111

SOURCE: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

Belize Figures not available.

TABLE NUMBER 3

TRENDS IN SECONDARY ENROLLMENT RATIOS (%)

<u>Country</u>	<u>1970</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Honduras	N/A	13	N/A	N/A
El Salvador	N/A	19	21	22
Nicaragua	18	25	27	29
Guatemala	11	15	N/A	16
Panama	N/A	114	113	115
Costa Rica	28	42	43	44

Belize figures not available.

TABLE NUMBER 4

ENROLLMENT RATIOS FOR PRIMARY AGE GROUP

Net Enrollment Ratios for Age Group 6-11 Years (%) 1977

<u>Country</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
Belize	N/A	N/A	N/A
Honduras	66.4	66.2	66.6
El Salvador	65.8	64.9	66.3
Nicaragua	59.8	58.6	61.0
Guatemala	47.9	50.4	45.3
Panama	N/A	N/A	N/A
Costa Rica	96.0	95.6	96.5

TABLE NUMBER 5

ENROLLMENT RATIOS FOR SECONDARY AGE GROUP

Net Enrollment Ratios for Age Groups 12-17 Years (%)

<u>Country</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
Belize	N/A	N/A	N/A
Honduras	39.7	39.8	39.6
El Salvador	50.4	52.8	48.0
Nicaragua	49.1	53.9	55.4
Guatemala	30.1	33.9	26.0
Panama	N/A	N/A	N/A
Costa Rica	50.5	49.1	52.1

SOURCE: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

TABLE NUMBER 6

TRENDS IN REPETITION RATES IN PRIMARY EDUCATION  
Percentage of Repeaters in Primary Education by Year

<u>Country</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Belize	N/A						
Honduras	N/A						
El Salvador	16.6	15.8	8.3	6.6	7.1	7.3	7.5
Nicaragua	12.8	11.1	13.2	11.1	3.7	M/A	N/A
Guatemala	15.8	16.2	15.7	15.4	5.1	14.8	N/A
Panama	15.4	14.4	13.5	12.9	13.6	12.4	11.3
Costa Rica	10.3	11.0	5.9	2.0	2.7	6.5	6.3

SOURCE: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

TABLE NUMBER 7

REPETITION RATES IN PRIMARY EDUCATION BY GRADE(%)

Country	Grades						
	1	2	3	4	5	6	7
Belize	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Honduras	N/A	N/A	N/A	N/A	N/A	N/A	N/A
El Salvador	15.2	8.9	6.9	5.3	3.4	2.8	1.1
Nicaragua	19.0	13.7	11.9	11.0	8.3	4.4	N/A
Guatemala	26.8	12.7	11.1	7.0	5.3	1.6	N/A
Panama	18.9	15.4	13.0	9.6	6.4	2.5	1.8
Costa Rica	0.0	12.7	13.7	0.0	7.3	2.6	N/A

Source: INDICATORS OF EDUCATION IN A.I.D. ASSISTED EDUCATION

TABLE NUMBER 8

SURVIVAL RATES IN PRIMARY EDUCATION

(Proportion of cohort reaching grade:)

Year - mid 1970's

Country	Cohort starting grade					
	1	2	3	4	5	6
Belize	N/A	N/A	N/A	N/A	N/A	N/A
Honduras	N/A	N/A	N/A	N/A	N/A	N/A
El Salvador	1000	706	579	501	435	385
Nicaragua	1000	571	459	364	287	232
Guatemala	1000	695	566	441	373	338
Panama	1000	907	871	836	805	771
Costa Rica	1000	950	938	856	823	771

Source: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

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TABLE NUMBER 9

WASTAGE IN PRIMARY EDUCATION

Year: 1975

Country	% of total number of pupil years wasted in dropout and repetition for cohort	% of total wastage spent on repetition for cohort
Belize	N/A	N/A
Honduras	N/A	N/A
El Salvador	47.1	15.2
Nicaragua	58.8	23.4
Guatemala	49.4	30.1
Panama	22.2	62.8
Costa Rica	19.0	34.6

Source: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

TABLE NUMBER 10  
EDUCATION EXPENDITURE AS PERCENTAGE OF  
TOTAL PUBLIC EXPENDITURE

Country	1965	1970	1975	1976	1977
Belize	N/A	N/A	N/A	N/A	N/A
Honduras	27.2	20.3	20.3	17.8	17.3
El Salvador	21.9	26.2	22.2	23.3	N/A
Nicaragua	17.4	18.1	N/A	N/A	N/A
Guatemala	22.3	19.5	N/A	13.2	N/A
Panama	N/A	22.1	21.3	20.8	22.2
Costa Rica	29.0	31.8	31.1	30.1	N/A

Belize figures not available

TABLE NUMBER 11

PERCENTAGE DISTRIBUTION OF CURRENT  
EDUCATION EXPENDITURE BY LEVEL

Country	PrePri- mary	Primary	Secon- dary	Higher	Other
Belize	N/A	N/A	N/A	N/A	N/A
Honduras	4.1	68.4	9.6	16.5	1.4
El Salvador	N/A	56.1	5.3	21.2	17.3
Nicaragua	N/A	57.9	17.6	10.0	14.5
Guatemala	2.5	51.3	15.5	19.9	10.8
Panama	N/A	33.7	22.3	28.2	15.8

Source: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

TABLE NUMBER 12

LITERACY RATES (PERCENTAGES)

Year: Early 1970's

Country	Total	Male	Female	Urban	Rural
Belize	87.0	88.0	86.0	N/A	N/A
Honduras	59.5	60.7	58.4	80.9	48.8
El Salvador	59.7	62.7	56.9	80.2	44.7
Nicaragua	57.5	58.0	57.1	81.5	34.6
Guatemala	47.9	54.8	41.0	74.0	31.5
Panama	79.3	79.6	79.1	93.9	64.5
Costa Rica	89.8	89.8	89.7	95.6	85.3

Source: INDICATORS OF EDUCATION IN A.I.D. ASSISTED COUNTRIES

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