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.

Political characterization of the counties of the sub-region

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 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-region
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).

SHAPE * MERGEFORMAT
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 equitative 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 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 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 characterization
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 school.

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 respectively.

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).

1.3.2 Demand by educational level (1998)
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%).

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

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:
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

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 groups
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 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

Graph No. 8
Length of primary and secondary education cycles
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 population.

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.

2.4 Number of schools available 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.

2.5 The schools condition

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.
Three main factors have brought about the present conditions:
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 facilities, the accumulation of unused furniture, and the general lack of cleanliness and tidiness.
Complete neglect in creating habits and attitudes to encourage children to care for the community goods at their disposal.
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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Desks</th>
<th>Chairs students</th>
<th>Teacher</th>
<th>Chair</th>
<th>Blackboard</th>
<th>Book shelf</th>
<th>Garbage can</th>
<th>Duster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>15</td>
<td>30</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Primary</td>
<td>20</td>
<td>40</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Basic Cycle (junior high school)</td>
<td>40</td>
<td>40</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
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 served

Guatemala

Although information about students catered for by school levels is not available, Guatemala’s “Fracaso Escolar” 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.

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 teacher
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.

EMBED Excel.Chart.8 \s
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

EMBED MSGraph.Chart.8 
2.10 School age population by country
EMBED MSGraph.Chart.8 


3.1 Net schooling rates by level and/or cycle
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.

EMBED Excel.Chart.8 
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).

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 year
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.

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 schooling
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.

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 year
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.

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 levels.

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

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.

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
<table>
<thead>
<tr>
<th>Province</th>
<th>Herrera</th>
<th>2.1</th>
<th>2.7</th>
<th>1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Santos</td>
<td>1.5</td>
<td>2.2</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td>1.4</td>
<td>1.8</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>Veraguas</td>
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<td>3.5</td>
<td>2.7</td>
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</tr>
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<td>Kuna Yala</td>
<td>4.8</td>
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<td>Comarca Ngobe</td>
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<td>7.5</td>
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<td>Comarca Emberá</td>
<td>5.9</td>
<td>4.6</td>
<td>7.3</td>
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**Average**

- \[\text{average(ABOVE)}\]
- \[\text{average(ABOVE)}\]
- \[\text{average(ABOVE)}\]

3.5 Promotion rates by school year
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.

3.6 Graduation rates by level and/or cycle
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 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

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

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

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

IV. Policies to prevent school failure
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.

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.

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.

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. 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.

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).

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.

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 km²): 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

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<tr>
<th>Age</th>
<th>Compulsory education</th>
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<td>0 0 1 1 1 1 1 1 2A 2A 2A 3A 3A 3A 5A 5A 5A 5A 4B 4B 4B</td>
</tr>
</tbody>
</table>

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

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.
El Salvador

Territory (in thousands of km²): 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

Compulsory education 5B 5B 5B
0 0 1 1 1 1 1 2A 2A 2A 3A 3A 3A 5A 5A 5A 5A | 5A 5A 6 6 6

0 Pre-primary education
1 1st and 2nd basic education cycles
2A 3rd basic education cycle
3A General secondary education
Technical and vocational secondary education
5B Non-university
   higher technical education
5A Higher university education
   Doctor, architect, engineer Postgraduate degree
6 Doctorate

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 km²): 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 1997

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| 5B | 5B | 5B | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 2A | 2A | 2A | 3A | 3A | 3A | 5A | 5A | 5A | 5A | 5A | 6 | 6 |

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

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

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<tr>
<th>Territory (in thousands of km²):</th>
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<tbody>
<tr>
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<tr>
<td>Population aged between 5 and 14 (as a % of the total):</td>
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<td>Population aged between 15 and 19 (as a % of the total):</td>
<td>11.1</td>
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<td>GDP per capita (in dollars PPP):</td>
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<td>Secondary education net enrolment rate:</td>
<td>NDA</td>
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<tr>
<td>Adult illiteracy rate (aged 15 or more):</td>
<td>22.7</td>
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</table>

Structure of the educational system, according to ISCED 1997

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|-------------------------------|-----|
| Compulsory education | 0 0 1 1 1 1 1 1 2A 2A 2A 3A 3A | 5A 5A 5A 5A 5A 6 6 6 |

0 Pre-primary
1 Primary
2A Junior High School
3A Senior High School
5A University
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.

Nicaragua

Territory (in thousands of km²): 130
Total population (in thousands): 4,807
Population aged between 5 and 14 (as a % of the total): 27.1
Population aged between 15 and 19 (as a % of the total): 11.6
GDP per capita (in dollars PPP): 2,142

Years of compulsory education: 6
Primary education net enrolment rate: 80.1
Secondary education net enrolment rate: 38.9
Adult illiteracy rate (aged 15 or more): 32.5

Structure of the education system, according to ISCED 1997

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</table>

0 Pre-school
1 Primary
2A Basic cycle
3A Pre-university
3C Technical secondary
4B Postsecondary
5A University
Higher technical education, graduate degrees
6 University Masters degree

Nicaragua differs from the other American countries on the following:

In the context category, the values for demographic growth, demographic dependence
index and primary and secondary theoretical demand are below the sub-regional average. In the schooling category, it shows a lower number of years of schooling and a higher number of hours per school year. On the other hand, it also has a lower net entrance rate, a lower primary net enrolment rate and higher values for girls gross entrance rate and secondary enrolment rate. Finally, the primary net entrance rate for girls is lower. In the resources category, the number of students per teacher at primary and secondary level is above the sub-regional average.

Panama

| Territory (in thousands of km²): | 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

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</table>

0 Initial education
0 Pre-primary
1 Primary basic education
2A Junior high school
3A Senior high school
4A 3rd Educational level. Non-university higher education
4B 3rd Educational level (post-secondary) information technology, technical, scientific
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 inhabitants

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<th>Country</th>
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Appendix No. 2.3
Population distribution by area of residence

Appendix No. 2.4
Appendix No. 2.2          (2000)
Demographic dependence index
Demographic growth rates 1990-2005 in percentages

(1998)(
Country
1990-1995
1995-2000
2000-2005

Urban
Rural

Index
Dependent population every 10 working people

Costa Rica
3.05
2.48
2.03
50.4
49.6
0.62
6.2

El Salvador
2.07
2.04
1.82

55.2
44.8

0.70
7.0

Guatemala
2.63
2.64
2.58

39.4
60.6

0.91
9.1

Honduras
2.94
2.74
2.49

48.2
51.8

0.85
8.5

Nicaragua
2.90
2.73
2.67

55.3
44.7

0.88
8.8

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Appendix No. 2.6
Gross Domestic Product per capita

Appendix No. 2.5
Appendix No. 2.7
Theoretical demand by educational level (1998)
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Appendix No. 2.8
Compulsory education – age range- (1998)
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Length (years)
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Appendix No. 2.10
First grade (primary) entrance rates (1998)
Total
Men
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Total population, by age groups (1998) in thousands of inhabitants

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<p>| Pre-primary | 151 | 38   |
| Primary     | 127.75 | 52.50 |
| Secondary   | 128.00 | 52.75 |
|            | 127.25 | 52.25 |
| Totals      | 511   | 210   | 211 |
|            | 512   | 211   | 209 |
|            | 509   | 209   |     |</p>
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105
80
61
39
27
27
105
80
66
42
26
26
105
80
56
35

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

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Nicaragua
NDA
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NDA
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NDA
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NDA
NDA
NDA
NDA
NDA
NDA
NDA
NDA

Panama
NDA
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NDA
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NDA
NDA
NDA
NDA
NDA
NDA
NDA

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

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VII

Costa Rica
16
10
9
10
8
1
NDA
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
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
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NDA
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NDA
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NDA
NDA
NDA

Appendix No. 2.14
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<th>Secondary</th>
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### Appendix No. 2.15

Public Spending on Education (1998)

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<th>As a percentage of the national public spending</th>
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<p>| Average     | 3.78                  | 16.65                                         |
| Totals      | 22.7                  | 33.3                                          |</p>
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<td>11.55</td>
<td>20.10</td>
<td>19.55</td>
<td>632.00</td>
<td>1204.00</td>
<td>1099.00</td>
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<td>23.1</td>
<td>20.1</td>
<td>39.1</td>
<td>1264</td>
<td>1204</td>
<td>2198</td>
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Appendix No. 2.18
Illiteracy rate of adult population (1997)
<table>
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<tr>
<th>Country</th>
<th>Total</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
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</tr>
<tr>
<td></td>
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<td>4.9</td>
<td>4.8</td>
</tr>
<tr>
<td></td>
<td>1.9</td>
<td>2.2</td>
<td>1.6</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>4.8</td>
<td>4.9</td>
<td>4.8</td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22.7</td>
<td>19.7</td>
<td>25.6</td>
</tr>
<tr>
<td></td>
<td>12.7</td>
<td>11.8</td>
<td>13.6</td>
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<td>Guatemala</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33.4</td>
<td>25.8</td>
<td>41.0</td>
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<tr>
<td></td>
<td>22.2</td>
<td>15.7</td>
<td>28.8</td>
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<tr>
<td>Honduras</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27.1</td>
<td>27.1</td>
<td>27.2</td>
</tr>
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<td></td>
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<td>16.5</td>
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<td></td>
<td>32.5</td>
<td>34.0</td>
<td>31.1</td>
</tr>
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<td></td>
<td>27.3</td>
<td>29.9</td>
<td>24.7</td>
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<td>Panama</td>
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<td></td>
<td>8.8</td>
<td>8.2</td>
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Appendix No. 2.19
Years of schooling of the population aged 25 by income level and educational inequality

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<tr>
<th>Country</th>
<th>PERCENTAGES</th>
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<td></td>
<td>poorest 10% (a)</td>
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<td>4.1</td>
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<tr>
<td>El Salvador</td>
<td>1.6</td>
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<tr>
<td>Guatemala</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Average stay of dropout students</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Honduras</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>4.7</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>4.7</td>
</tr>
<tr>
<td>Panama</td>
<td>4.3</td>
</tr>
<tr>
<td></td>
<td>8.7</td>
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<tr>
<td>Average</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td>5.98</td>
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<tr>
<td>Totals</td>
<td>14.3</td>
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<tr>
<td></td>
<td>29.9</td>
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</table>

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
<table>
<thead>
<tr>
<th>Country</th>
<th>Average Grade/Year reached by dropout students</th>
</tr>
</thead>
<tbody>
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<td>Guatemala</td>
<td>NDA</td>
</tr>
<tr>
<td>Honduras</td>
<td>NDA</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>2.88</td>
</tr>
<tr>
<td>Panama</td>
<td>NDA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Grade/Year reached by dropout students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>NDA</td>
</tr>
<tr>
<td>El Salvador</td>
<td>NDA</td>
</tr>
<tr>
<td>Guatemala</td>
<td>NDA</td>
</tr>
<tr>
<td>Honduras</td>
<td>NDA</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>4.81</td>
</tr>
<tr>
<td>Panama</td>
<td>NDA</td>
</tr>
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</table>

Average
4.81

Total
Appendix No. 2.22
Years of compulsory education and fulfillment level, 1998
Country
Compulsory education (years)
Population aged between 15 and 24

<table>
<thead>
<tr>
<th>Country</th>
<th>Compulsory education (years)</th>
<th>6 or more years of schooling (percentage)</th>
<th>10 or more years of schooling (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>10</td>
<td>87</td>
<td>32</td>
</tr>
<tr>
<td>El Salvador</td>
<td>9</td>
<td>68</td>
<td>30</td>
</tr>
<tr>
<td>Guatemala</td>
<td>15</td>
<td>NDA</td>
<td>NDA</td>
</tr>
<tr>
<td>Honduras</td>
<td>9</td>
<td>69</td>
<td>16</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>6</td>
<td>83</td>
<td>31</td>
</tr>
<tr>
<td>Panama</td>
<td>6</td>
<td>93</td>
<td>46</td>
</tr>
<tr>
<td>Country</td>
<td>Public Pre-primary</td>
<td>Public Primary</td>
<td>Public Secondary</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
</tr>
<tr>
<td>El Salvador</td>
<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
</tr>
<tr>
<td>Guatemala</td>
<td>10,644</td>
<td>16,880</td>
<td>5,531</td>
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<tr>
<td>Honduras</td>
<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
</tr>
</tbody>
</table>
### Nicaragua (Year 2004)

<table>
<thead>
<tr>
<th>Resources</th>
<th>Operative</th>
<th>Non-operative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>2,580</td>
<td>36</td>
<td>2,616</td>
</tr>
<tr>
<td>Auditorium</td>
<td>366</td>
<td>12</td>
<td>378</td>
</tr>
<tr>
<td>Classrooms</td>
<td>36,840</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Panama

<table>
<thead>
<tr>
<th>Resources</th>
<th>Operative</th>
<th>Non-operative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditorium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Appendix No. 2.24**

**Condition of school resources - Nicaragua (Year 2004)**

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

<table>
<thead>
<tr>
<th>Equipment</th>
<th>in good condition</th>
<th>to be discarded</th>
<th>to be repaired</th>
<th>in bad condition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelves</td>
<td>5,577</td>
<td>50</td>
<td>180</td>
<td>230</td>
<td>5,807</td>
</tr>
<tr>
<td>Student benches</td>
<td>21,151</td>
<td>304</td>
<td>746</td>
<td>1,050</td>
<td>22,201</td>
</tr>
<tr>
<td>Pre-school benches</td>
<td>4,764</td>
<td>51</td>
<td>129</td>
<td>180</td>
<td>4,944</td>
</tr>
<tr>
<td>Computers</td>
<td>4,901</td>
<td>49</td>
<td>101</td>
<td>150</td>
<td>5,051</td>
</tr>
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</table>

Totals

=SUM(ABOVE)
101,939
=SUM(ABOVE)
103,997
<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher desks</td>
<td>10,633</td>
</tr>
<tr>
<td></td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>465</td>
</tr>
<tr>
<td></td>
<td>666</td>
</tr>
<tr>
<td></td>
<td>11,299</td>
</tr>
<tr>
<td>Book shelves</td>
<td>11,188</td>
</tr>
<tr>
<td></td>
<td>165</td>
</tr>
<tr>
<td></td>
<td>270</td>
</tr>
<tr>
<td></td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>11,623</td>
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<td></td>
<td>856</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2,454</td>
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<td></td>
<td>47,128</td>
</tr>
<tr>
<td>Pre-school tables</td>
<td>52,651</td>
</tr>
<tr>
<td></td>
<td>1,037</td>
</tr>
<tr>
<td></td>
<td>1,587</td>
</tr>
<tr>
<td></td>
<td>2,624</td>
</tr>
<tr>
<td></td>
<td>55,275</td>
</tr>
<tr>
<td>Teacher tables</td>
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<tr>
<td></td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>803</td>
</tr>
<tr>
<td></td>
<td>1,107</td>
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<td>16,015</td>
</tr>
<tr>
<td>Concrete blackboard</td>
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<td></td>
<td>140</td>
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<tr>
<td></td>
<td>1,144</td>
</tr>
<tr>
<td></td>
<td>1,284</td>
</tr>
<tr>
<td></td>
<td>28,713</td>
</tr>
<tr>
<td>Wooden blackboards</td>
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</tr>
<tr>
<td></td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>364</td>
</tr>
<tr>
<td></td>
<td>Served</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Pre-school education</td>
<td>177,450 (28%)</td>
</tr>
<tr>
<td>Teacher chairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

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

\[ \text{SUM(ABOVE)} \]
2,363,244

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

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
### Appendix No. 2.28
Schooling rates 1997-2003 - Nicaragua

<table>
<thead>
<tr>
<th>Country</th>
<th>Net Rate</th>
<th>Gross Rate</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
<th>Primary</th>
<th>Secondary</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>76.21</td>
<td>32.37</td>
<td>100.22</td>
<td>46.81</td>
<td>14.44</td>
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<tr>
<td>1998</td>
<td>76.35</td>
<td>33.57</td>
<td>99.43</td>
<td>48.84</td>
<td>23.08</td>
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<td>Year</td>
<td>Value1</td>
<td>Value2</td>
<td>Value3</td>
<td>Value4</td>
<td>Value5</td>
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<td>------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>1999</td>
<td>15.27</td>
<td>78.82</td>
<td>34.38</td>
<td>102.26</td>
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<td>2000</td>
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<td>80.74</td>
<td>34.74</td>
<td>103.54</td>
<td>51.09</td>
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<td>2001</td>
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<td>81.73</td>
<td>36.34</td>
<td>104.37</td>
<td>53.55</td>
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<td>2002</td>
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<td>85.47</td>
<td>37.99</td>
<td>108.49</td>
<td>57.42</td>
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<td>2003</td>
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<td>83.52</td>
<td>38.77</td>
<td>106.26</td>
<td>58.60</td>
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</table>

**Average**

\[ \text{Average} = \text{average(ABOVE)} \]

\[ \text{Average} = \text{average(ABOVE)} \]

\[ \text{Average} = \text{average(ABOVE)} \]
Appendix No. 2.29
Schooling rates 1997-2003

<table>
<thead>
<tr>
<th>Country</th>
<th>Net Rate</th>
<th>Gross Rate</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-primary</td>
<td>Primary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
</tr>
<tr>
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<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
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<tr>
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<td>NDA</td>
</tr>
<tr>
<td></td>
<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
</tr>
</tbody>
</table>

El Salvador

|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |
|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |
|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |
|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |
|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |
|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |
|            | NDA       | NDA       | NDA     | NDA       | NDA      | NDA        |

Guatemala

<table>
<thead>
<tr>
<th></th>
<th>41.3</th>
<th>NDA</th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Appendix No. 2.30
Primary Level
Indicator: Repetition Rate – El Salvador
By grade
Year 2001
Repetition by grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Repetition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>14.62%</td>
</tr>
<tr>
<td>1st</td>
<td>26.92%</td>
</tr>
<tr>
<td>2nd</td>
<td>14.47%</td>
</tr>
<tr>
<td>3rd</td>
<td>10.73%</td>
</tr>
<tr>
<td>4th</td>
<td>7.67%</td>
</tr>
<tr>
<td>5th</td>
<td>4.75%</td>
</tr>
<tr>
<td>6th</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Repetition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7.36%</td>
</tr>
<tr>
<td>1st grade</td>
<td>8.75%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>6.68%</td>
</tr>
<tr>
<td>3rd grade</td>
<td>5.81%</td>
</tr>
</tbody>
</table>

Appendix No. 2.32
Diversified cycle
Indicator: Repetition Rate – El Salvador
By grade
Year 2001
Repetition by grade
<table>
<thead>
<tr>
<th>Year</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Average</th>
</tr>
</thead>
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Appendix No. 2.33
Repetition rates for regular primary education and multigrade 1990/2002 – Nicaragua

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Third
Fourth
Fifth
Sixth
Average
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Appendix No. 2.34  
Secondary education repetition rates 1990/2002 – Nicaragua  

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Dropout rates within a year
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Primary
Secondary

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NDA
NDA
NDA
NDA
NDA
NDA

El Salvador
NDA
NDA
NDA
NDA
NDA
NDA
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NDA
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Guatemala
11.52
6.18
5.88
4.75
4.29
3.13
10.60
11.05
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Appendix No. 2.36
Primary level
Indicator: Dropout rates within a year - Guatemala
By grade
Year 2001
Dropout rate within a year by grade

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Dropout rates for regular primary school plus multigrade 1990/2002 – Nicaragua

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Graduation rates by educational level (\%)

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

### Year

<table>
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<th>Fourth</th>
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**Average**

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

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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 year
Country
Primary
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<th>Diversified</th>
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<tr>
<td>El Salvador</td>
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<td>NDA</td>
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<tr>
<td>Guatemala</td>
<td>1,971,539</td>
<td>373,163</td>
</tr>
<tr>
<td>Honduras</td>
<td>NDA</td>
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<tr>
<td>Nicaragua</td>
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<td>Panama</td>
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Appendix No. 2.43
Primary Level
Indicator: Age-grade distortion rate. Both genders - Guatemala
By grade
Year 2001

Initial Enrolment

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<th>Year</th>
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Appendix No. 2.44
Basic Cycle
Indicator: Age-Grade distortion rate. Both genders - Guatemala
By grade
Year 2001
Annual Enrolment

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<th>2nd</th>
<th>3rd</th>
<th>Total</th>
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<td>4th</td>
<td>373,163</td>
<td>160,553</td>
<td>117,624</td>
<td>718,409</td>
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<tr>
<td>5th</td>
<td>324,822</td>
<td>269,354</td>
<td>217,778</td>
<td>801,954</td>
</tr>
<tr>
<td>6th</td>
<td>217,778</td>
<td>269,354</td>
<td>324,822</td>
<td>801,954</td>
</tr>
<tr>
<td>Total</td>
<td>1,971,539</td>
<td>580,888</td>
<td>400,288</td>
<td>718,409</td>
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Appendix No. 2.45
Diversified Cycle
Indicator: Age-Grade distortion rate. Both genders - Guatemala
By grade
Year 2001
Age
Initial enrolment

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<tr>
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<tr>
<td>Total</td>
<td>373,163</td>
<td>160,553</td>
<td>117,624</td>
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Appendix No. 2.46
Overage by grade evolution - Nicaragua
Period 1997-2002
% of students below the corresponding age

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| % of students at the corresponding age

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% of students above the corresponding age

Grade
Average

1st

=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)

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

% of students below the corresponding age

Year
Average

1st

=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)

% of students at the corresponding age

Year
Average

1st

=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)
=AVERAGE(left)

% of students above the corresponding age

Year
Average

1st


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


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

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

Translator’s Note: School Failure

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

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

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.

Source: Reports on school failure 2004 prepared by the Ministries of Education of El Salvador, Guatemala, Nicaragua and Panama. Costa Rica and Honduras: NDA. See Appendixes no. 2.36, 2.37 and 2.38

Source: Reports on school failure 2004 prepared by the Ministries of Education of Guatemala and Nicaragua. Costa Rica, El Salvador, Honduras and Panama: NDA. Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama: NDA. See Appendixes No. 2.40 and 2.41


Source: CELADE, Demographic Bulletin 66.

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

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).

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

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.

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.

Source: CELADE, Demographic Bulletin 66.


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%.

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


PPP: Public Spending per student in dollars.


5.25%
PPA Dollars

Guatemala
Honduras
3.40%
2.43%
Nicaragua
2.14%
4.04%
El Salvador
5.99%  
Costa Rica  
Panama  
Nicaragua  
Honduras  
Guatemala  
El Salvador  
Costa Rica  
7.00%  
6.00%  
5.00%  
4.00%  
3.00%  
2.00%  
1.00%  
0.00%  

Gross Domestic Product per capita for Central America (1998)

Graph No.1
Graph No. 10: Number of schools for each level
Microsoft Office
Graph No. 3

Economic inequality and educational inequality

Educational Inequality
Gini Coefficient

EMF+*@

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EMF+*@

Kr ÷LL!dNL!BPL!ÄQr ÄQd

EMF+*@

EMF+*@

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}8I"q8I

n$O"qØPåtØPÝxØP"$O"{
M"{ijÝx8Iåt8I%

EMF+*@

ObjInfo

Workbook

Workbook

_1174732185

_1174732185
Educational Inequality

Gini Coefficient

Graph No. 3
Economic inequality and educational inequality

<Ńraph No. 3
Economic inequality and educational inequality'

EPRINT

Graph No. 4 A
Graph No. 4 A
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)7

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<td>15.00%</td>
<td>15.00%</td>
<td>15.00%</td>
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<td>10.00%</td>
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Gráfico 11...
Gráfico 12...
Gráfico 13...
Gráfico 14...
Gráfico 17...
Gráfico 18...
Gráfico 19...
Gráfico 20...
Gráfico 21...
Gráfico 22...
Gráfico 25...
Gráfico 30...
Gráfico 26...
Gráfico 24...
Gráfico 4
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasonsCAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Economic problems

Grade/year

% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling

Junior high school
Senior high school

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

El Salvador
Guatemala
Honduras
Nicaragua
Panama

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

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Panama

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

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

PPA Dollars

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No.10
Number of schools available for each level

Graph No.10
Number of schools available for each level
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Equipment Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guatemala</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In good condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>In good condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In good condition</td>
</tr>
<tr>
<td></td>
<td>To be discarded</td>
</tr>
<tr>
<td></td>
<td>To be repaired</td>
</tr>
<tr>
<td></td>
<td>In bad condition</td>
</tr>
<tr>
<td></td>
<td>Not served</td>
</tr>
</tbody>
</table>

Graph No. 13
Students served and not served
Graph No. 14
Number of students per teacher

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
Re-primary
Primary
Secondary
Graph No. 14
Number of students per teacher

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Graph No. 17
Net schooling rates by level and/or cycle

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

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph 18
Repetition rate by school year

Graph 18
Repetition rate by school year'

Costa Rica
Costa Rica
Costa Rica
Costa Rica
School backwardness rate by level and/or cycle

Graph No. 19

School backwardness rate by level and/or cycle'

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Junior High School

Graph No. 20

Interannual dropout rates by level and/or cycle and by school year

Graph No. 20

Interannual dropout rates by level and/or cycle and by school year'

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
1,310,373 238,998 477,992 75,236 102,997 726,135 69,033 44,064 728,578 7,982 320,319
168 47,442

Graph No. 21

needs to work

home-related reasons

CAUSAS DEL HOGAR
very expensive
75,236
illness or disability
102,99
parents don't want them to attend
726,135
age reasons
69,033
finished studies

44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times

320,319
household chores
168
center out of use
47,442
others
7,442
other

Costa Rica
1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319 168 47,442
El Salvador
Guatemala
Honduras
Nicaragua
Panama

needs to work
238,998
home-related reasons
477,992
very expensive
75,236
illness or disability
102,99
parents don't want them to attend
726,135
age reasons
69,033
finished studies
44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times
320,319
household chores
168
center out of use
47,442
others
7,442
otherse
\%2p \Ul
hl
FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
rade/yearQ
Graph No.26
Average grade/year reached by dropout students
\Nraph No.26
Average grade/year reached by dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
anamae
Graph No. 24
Graduation rate by level and/or cycle

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

Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
</tr>
<tr>
<td>Guatemala</td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td></td>
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<tr>
<td>Nicaragua</td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td></td>
</tr>
</tbody>
</table>

Summary Information
Document Summary Information

Usuario
Microsoft Excel
Gráfico5
Gráfico2
Gráfico6
Gráfico1
Gráfico10
Gráfico11
Gráfico12
Gráfico13
Gráfico14
Gráfico17
Gráfico18
Gráfico19
Gráfico20
Gráfico21
Primary and Secondary Educational Demand, 1998
(as a percentage of each country's total population)

Junior and Senior High School
11.20%
11.20%
11.30%
11.30%
11.10%
11.10%
11.60%
11.60%

Primary and Junior High School
22.00%
22.00%
23.20%
23.20%
<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Salvador</td>
<td>27.70%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>27.70%</td>
</tr>
<tr>
<td>Honduras</td>
<td>27.00%</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>27.00%</td>
</tr>
<tr>
<td>Panama</td>
<td>21.20%</td>
</tr>
</tbody>
</table>

Other countries with lower percentages include:

- Honduras0
- Nicaragua0
- Panama-

EMF+:*®

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Microsoft Excel

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VertexAttribArray
Gráfico5
Gráfico2
Gráfico6
Gráfico1
Gráfico10…
Gráfico11…
Gráfico12…
Gráfico13…
Gráfico14…
Gráfico17…
Gráfico18…
Gráfico19…
Gráfico20…
Gráfico21…
Gráfico22…
Gráfico25…
Gráfico30…
Gráfico26…
Gráfico24…
Gráfico4
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary
Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasons
CAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Primary and Junior High School
Primary and Junior High School
Junior and Senior High School
Junior and Senior High School

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

El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 2
Inequality coefficient

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Gini Coefficient
Gini Coefficient
Gini Coefficient
Gini Coefficient
Gini Coefficient

Urbanization level for Central America

Gross Domestic Product per capita for Central America (1998)
Gross Domestic Product per capita for Central America (1998)'
PPA Dollars

Costa Rica
- El Salvador
- Guatemala
- Honduras
- Nicaragua
- Panama

Graph No.10
Number of schools available for each level

Pre-primary
Primary
Secondary
Condition of school resources
operative
operative
operative
operative
operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative

Graph N.11

Condition of school resources
operative
operative
operative
operative
operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
<table>
<thead>
<tr>
<th>Country</th>
<th>Equipment Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panama</td>
<td>In good condition</td>
</tr>
<tr>
<td></td>
<td>To be discarded</td>
</tr>
<tr>
<td></td>
<td>To be repaired</td>
</tr>
<tr>
<td></td>
<td>In bad condition</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>In good condition</td>
</tr>
<tr>
<td></td>
<td>To be discarded</td>
</tr>
<tr>
<td></td>
<td>To be repaired</td>
</tr>
<tr>
<td></td>
<td>In bad condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In good condition</td>
</tr>
<tr>
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<td>To be discarded</td>
</tr>
<tr>
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<td>To be repaired</td>
</tr>
<tr>
<td></td>
<td>In bad condition</td>
</tr>
</tbody>
</table>

Graph No. 12
Condition of school equipment available

Graph No. 13
Students served and not served
Graph No. 14
Number of students per teacher

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Pre-primary
Primary
Secondary

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010

Number of students per teacher

\FERNANDO\hp LaserJet 1010 Se
Graph No. 17
Net schooling rates by level and/or cycle

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

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph 18
Repetition rate by school year
(Not graph 18
Repetition rate by school year'

Costa Rica
Costa Rica
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Costa Rica
Costa Rica
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Costa Rica
Costa Rica
El Salvador
El Salvador
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Honduras
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Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Graph No. 19

School backwardness rate by level and cycle
Interannual dropout rates by level and/or cycle and by school year

Graph No. 20

Interannual dropout rates by level and/or cycle and by school year
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
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Nicaragua
Nicaragua
Nicaragua
Panama
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Panama
Panama
anames
333333%@
ffffffe @
1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442
168 47,442Q
Graph No.21
raph No.21'
1,310,373
needs to workÊa
238,998
home-related reasonsCAUSAS DEL HOGARÊ5
477,992
very expensiveÊA
75,236
illness or disabilityÊY
102,99
parents don't want them to attendÊ/
<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Age reasons</td>
<td>726,135</td>
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<tr>
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<td>69,033</td>
</tr>
<tr>
<td>There is no nearby school</td>
<td>44,064</td>
</tr>
<tr>
<td>Doesn't want or is not interested</td>
<td>7,982</td>
</tr>
<tr>
<td>Repeats many times</td>
<td>320,319</td>
</tr>
<tr>
<td>Household chores</td>
<td>168</td>
</tr>
<tr>
<td>Center out of use</td>
<td>47,442</td>
</tr>
<tr>
<td>Others</td>
<td>7,442</td>
</tr>
<tr>
<td>Other reasons</td>
<td>168</td>
</tr>
</tbody>
</table>

Average stay of dropout students in countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Stay</th>
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<tbody>
<tr>
<td>Costa Rica</td>
<td>238,998 75,236</td>
</tr>
<tr>
<td>El Salvador</td>
<td>477,992 168 47,442</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1,310,373 238,998</td>
</tr>
<tr>
<td>Honduras</td>
<td>477,992 168 47,442</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>75,236 7,982</td>
</tr>
<tr>
<td>Panama</td>
<td>320,319 168 47,442</td>
</tr>
</tbody>
</table>

Additional reasons:

- Very expensive
- Needs to work
- Home-related reasons
illness or disability 102,99
parents don't want them to attend 726,135
age reasons 69,033
finished studies 44,064
there is no nearby school 728,57
doesn't want or is not interested 7,982
repeats many times 320,319
household chores 168
center out of use 47,442
others 7,442
otherse ×2p ũl^blll
hl^blll

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

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
anamæ
Graph No. 24
Graduation rate by level and/or cycle

Graduation rate by level and/or cycle'
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

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Primary and Lower Second.
Primary and Lower Second.
Lower and Higher Second.
Lower and Higher Second.

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

- Costa Rica

20.00%
20.00%
40.00%
40.00%
60.00%
60.00%
80.00%
80.00%
50.40%
50.40%
55.20%
55.20%
39.40%
39.40%
48.20%
48.20%
55.30%
55.30%
57.60%
57.60%
49.60%
49.60%
44.80%
44.80%
60.60%
60.60%
51.80%
51.80%
44.70%
44.70%
42.40%
42.40%
51.80%
51.80%
44.70%
44.70%
42.40%
42.40%
51.80%
51.80%
44.70%
44.70%
42.40%
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51.80%
51.80%
44.70%
44.70%
42.40%
42.40%
51.80%
51.80%
44.70%
44.70%
42.40%
42.40%
51.80%
51.80%
44.70%
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$

home-related reasons
causes del hogar
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country’s total population)

Graph No. 4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2
Inequality coefficient
$\text{Gini Coefficient}$

Graph No. 6
Urbanization level for Central America
$\text{Costa Rica}$
$\text{El Salvador}$
$\text{Guatemala}$
$\text{Honduras}$
Graph No.1
Gross Domestic Product per capita for Central America (1998)

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No.1
Gross Domestic Product per capita for Central America (1998)
Graph No.10
Number of schools available for each level
Graph No.10
Number of schools available for each level
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Primary
Primary
Primary
Primary
Primary
Primary
Primary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama
Graph N.11
Condition of school resources
Graph N.11
Condition of school resources
operative
operative
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Equipment Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>In good condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In good condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In good condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>In good condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In good condition</td>
</tr>
<tr>
<td>Panama</td>
<td>To be repaired</td>
</tr>
<tr>
<td>Panama</td>
<td>To be repaired</td>
</tr>
<tr>
<td>Panama</td>
<td>To be repaired</td>
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<td>Panama</td>
<td>To be repaired</td>
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<td>Panama</td>
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<tr>
<td>Panama</td>
<td>To be repaired</td>
</tr>
<tr>
<td>Panama</td>
<td>To be repaired</td>
</tr>
</tbody>
</table>
Students served and not served

Graph No. 13

Students served and not served'

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph No. 14
Number of students per teacher

Graph No. 14

Number of students per teacher'

Costa Rica

Costa Rica

Costa Rica

El Salvador

El Salvador

El Salvador

Guatemala

Guatemala

Guatemala

Honduras

Honduras

Honduras

Nicaragua

Nicaragua

Nicaragua

Panama

Panama

Panama

aname

33333s9@

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hp LaserJet 1010

Pre-primary

re-primary

Primary

primary

Second

Graph No. 17

Net schooling rates by level and/or cycle

7\Nraph No. 17

Net schooling rates by level and/or cycle'

Costa Rica

Costa Rica

Costa Rica

El Salvador

El Salvador

El Salvador

Guatemala

Guatemala

Guatemala

Honduras

Honduras

Honduras
Graph No. 19

School backwardness rate by level and/or cycle

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

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

Graph No. 20
Interannual dropout rates by level and/or cycle and by school year
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Graph No. 21

- Needs to work (1,310,373)
- Home-related reasons (238,998)
- Very expensive (477,992)
- Illness or disability (75,236)
- Parents don't want them to attend (102,999)
- Age reasons (726,135)
- Finished studies (69,033)
- There is no nearby school (44,064)
- Doesn't want or is not interested (7,982)
- Repeats many times (320,319)
- Household chores (168)
- Center out of use (47,442)
- Others (7,442)
- Others (7,442)

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hp LaserJet 1010
Graph No. 25
Average stay of dropout students' needs to work

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Stay</th>
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</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>238,998</td>
</tr>
<tr>
<td>El Salvador</td>
<td>477,992</td>
</tr>
<tr>
<td>Guatemala</td>
<td>75,236</td>
</tr>
<tr>
<td>Honduras</td>
<td>726,135</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>69,033</td>
</tr>
<tr>
<td>Panama</td>
<td>44,064</td>
</tr>
<tr>
<td>Panamae</td>
<td>7,982</td>
</tr>
<tr>
<td>Panama2</td>
<td>320,319</td>
</tr>
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</table>

Graph No. 25
Average stay of dropout students'

<table>
<thead>
<tr>
<th>Country</th>
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<tbody>
<tr>
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<td>El Salvador</td>
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<tr>
<td>Guatemala</td>
<td>477,992</td>
</tr>
<tr>
<td>Honduras</td>
<td>75,236</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>726,135</td>
</tr>
<tr>
<td>Panama</td>
<td>69,033</td>
</tr>
<tr>
<td>Panamae</td>
<td>44,064</td>
</tr>
<tr>
<td>Panama2</td>
<td>7,982</td>
</tr>
<tr>
<td>Panama3</td>
<td>320,319</td>
</tr>
</tbody>
</table>

CAUSAS DEL HOGAR

- Home-related reasons
- Very expensive
- Illness or disability
- Parents don't want them to attend
- Age reasons
- Finished studies
- There is no nearby school
- Doesn't want or is not interested
- Repeats many times
- Household chores
- Center out of use
- Other
- Otherse
Graph No.26
Average grade/year reached by dropout students

Average grade/year reached by dropout students'

Graph No.26
Graduation rate by level and/or cycle

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

Graph No. 24
Graduation rate by level and/or cycle'
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Pre-primary
Primary
Junior high school
Senior high school
SummaryInformation
DocumentSummaryInformation
_Graphic5
_Graphic4
_Graphic2
Compulsory education
Compulsory education – Age range (1998)
Costa Rica (from 6 to 15)
Costa Rica (from 6 to 15)
El Salvador (from 7 to15)
El Salvador (from 7 to15)
Guatemala (from 6 to15)
Guatemala (from 6 to15)
Honduras (from 7to15)
Honduras (from 7to15)
Nicaragua (from 7to12)
Nicaragua (from 7to12)
Panama (from 6 to11)-
Panama (from 6 to11)-
Juanamalia
Usuario
Microsoft Excel
Usuario

"S"\#.##0;"S"\-#.##0
"S"\#.##0;[Red]\"S"\-#.##0
"S"\#.##0.00;"S"\-#.##0.00
"S"\#.##0.00;[Red]\"S"\-#.##0.00
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_"CS"\*#.##0_:_"CS"\*\-#.##0_:_"CS"\*"_:_:@_ _"CS"\*#.##0.00_:_"CS"\*\-#.##0.00_:_"CS"\*"??_:_:@_ _"Sí";"Sí";"No" _"Verdadero";"Verdadero";"Falso" _"Activado";"Activado";"Desactivado" _"C$";"C$";"C$" [$€-2]\#.##0.00_];[Red]|[$€-2]\#.##0.00)O+@&@d@dd\" de "mmmmd of "yyyy 00\-00 "0"@ @ <"@ @ Gráfico2 Costa Rica El Salvador Guatemala
<table>
<thead>
<tr>
<th>Country</th>
<th>Age limit</th>
<th>Length (years)</th>
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<tbody>
<tr>
<td>Honduras</td>
<td>(from 6 to 11)</td>
<td>(from 6 to 15)</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>(from 6 to 15)</td>
<td>(from 7 to 15)</td>
</tr>
<tr>
<td>Panama</td>
<td>(from 6 to 11)</td>
<td>(from 7 to 15)</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>(from 6 to 15)</td>
<td>(from 7 to 15)</td>
</tr>
<tr>
<td>El Salvador</td>
<td>(from 6 to 15)</td>
<td>(from 7 to 15)</td>
</tr>
<tr>
<td>Guatemala</td>
<td>(from 6 to 15)</td>
<td>(from 7 to 15)</td>
</tr>
<tr>
<td>Honduras</td>
<td>(from 6 to 15)</td>
<td>(from 7 to 12)</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>(from 6 to 11)</td>
<td>(from 7 to 15)</td>
</tr>
<tr>
<td>Panama</td>
<td>(from 6 to 11)</td>
<td>(from 6 to 11)</td>
</tr>
</tbody>
</table>

Compulsory education – Age range (1998)
†Age range (1998)'

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 hp LaserJet 1010
 Graph No. 7

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mBBBBBB
mBBBBBB
333333
ffffff% @
433336I@
((()))"7
((()))"7
compulsory education
% of population
% of population aged between 15 and 24 with 6 or more years of schooling
% of the population aged between 15 and 24 with 10 or more years of schooling
% of the population aged between 15 and 24 with 10 or more years of schooling
% of the population aged between 15 and 24 with 10 or more years of schooling
Costa Rica*
Costa Rica*
El Salvador
El Salvador
Guatemala
Guatemala
Honduras*
Honduras*
Nicaragua
Nicaragua
Panama
EMF+*@

% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory education
% of the population aged between 15 and 24 with 10 or more years of schooling
Mh of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
Hh of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory education
ears of compulsory education
10 o más años de escolaridad
0 o más años de escolaridad

Graph No. 9
Years of compulsory education and level of fulfillment, 1998

Gráfico de Microsoft Excel
Excel.Chart.8
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don’t want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Home-related reasons
\FERNANDO\hp LaserJet 1010 Se
Primary and Junior High School
Primary and Junior High School
Junior and Senior High School
Junior and Senior High School
Graph No.5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country’s total population
Primary and Secondary Educational Demand, 1998 (as a percentage of each country’s total population
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama
\FERNANDO\hp LaserJet 1010 Se
Primary and Lower Second.
Primary and Lower Second.
Lower and Higher Second.
Lower and Higher Second.
333333
?
Graph No. 4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 2
Inequality coefficient

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010

Gini Coefficient
Gini Coefficient
Gini Coefficient
Gini Coefficient
Gini Coefficient
Gini Coefficient
Graph No.6
Urbanization level for Central America

Graph No.1
Gross Domestic Product per capita for Central America (1998)
Graph No. 10
Number of schools available for each level

Pre-primary
Primary
Secondary

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 10
Number of schools available for each level

Pre-primary
Primary
Secondary
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph N.11
Condition of school resources

Graph No. 12
Condition of school equipment available
Condition of school equipment available:

In good condition:

- Costa Rica
- El Salvador
- Guatemala
- Honduras

To be discarded:

- Costa Rica
- El Salvador
- Guatemala
- Honduras

To be repaired:

- Costa Rica
- El Salvador
- Guatemala
- Honduras

Graph No. 13

Students served and not served.
Graph No. 17
Net schooling rates by level and/or cycle

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
School backwardness rate by level and/or cycle

Graph No. 19

Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Interannual dropout rates by level and/or cycle and by school year

Graph No. 20

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Graph No. 21

needs to work

home-related reasons

very expensive

illness or disability

parents don't want them to attend

age reasons

finished studies

there is no nearby school

doesn't want or is not interested

repeats many times

household chores

center out of use

others

other

Average stay of dropout students

Average stay of dropout students'

Costa Rica

El Salvador

Guatemala

Honduras

Nicaragua

Panama
Graph No. 21

POPULATION AGED 4 OR ABOVE WHO DO NOT STUDY AND CAUSES FOR NON-ATTENDANCE, YEAR 2003

- Needs to work: 1,310,373
- Home-related reasons: 238,998
- Very expensive: 477,992
- Illness or disability: 75,236
- Parents don't want them to attend: 102,991
- Age reasons: 726,135
- Finished studies: 69,033
- There is no nearby school: 44,064
- Doesn't want or is not interested: 728,571
- Repeats many times: 7,982
- Household chores: 320,319
- Center out of use: 168
- Others: 168

Needs to work: home-related reasons: very expensive: illness or disability: parents don't want them to attend: age reasons: finished studies: there is no nearby school: doesn't want or is not interested: repeats many times: household chores: center out of use: others: needs to work, home-related reasons, very expensive, illness or disability, parents don't want them to attend, age reasons, finished studies, there is no nearby school, doesn't want or is not interested, repeats many times, household chores, center out of use, others.
POPULATION AGED 4 OR ABOVE WHO DO NOT STUDY AND CAUSES FOR NON-ATTENDANCE, YEAR 2003

- needs to work
- home-related reasons
- very expensive
- illness or disability
- parents don’t want them to attend
- age reasons
- finished studies

- there is no nearby school
- doesn't want or is not interested
- repeats many times

- household chores
- center out of use
- others

Average grade/year reached by dropout students:

* Costa Rica
* El Salvador
* Guatemala
* Honduras
* Nicaragua
* Panama

Grade/year reached by dropout students:

* Pre-primary
* Primary
* Junior high school
Graph No. 24
Graduation rate by level and/or cycle

% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Graph No. 11
Condition of school resources
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama/operative
Panama/operative
non-operative
EMF+*@
ObjInfo
ObjInfo
Workbook
Workbook
SummaryInformation
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DocumentSummaryInformation
DocumentSummaryInformation
Usuario
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In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasonsCAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schoolingH
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Primary and Junior High School
Junior and Senior High School

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

Graph No.4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2

Inequality coefficient

Graph No. 6

Urbanization level for Central America
Graph No. 1
Gross Domestic Product per capita for Central America (1998)
Graph No.10
Number of schools available for each level

Graph No.10
Number of schools available for each level

Pre-primary
Pre-primary
Pre-primary
Pre-primary
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Pre-primary
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El Salvador
1 SalvadorQ
Guatemala
uatemalaQ
Honduras
ondurasQ
Nicaragua
icaraguaQ
Panama
anamaQ
Graph No. 12
Condition of school equipment available
5Nraph No. 12
Condition of school equipment available'
In good condition
In good condition
In good condition
In good condition
In good condition
In good condition
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be repaired
To be repaired
To be repaired
To be repaired
To be repaired

To be repaired

In bad condition

In bad condition

In bad condition

In bad condition

In bad condition

\[ Families ]

\[ Families ]

Costa Rica

Costa Rica

El Salvador

El Salvador

Guatemala

Guatemala

Honduras

Honduras

Nicaragua

Nicaragua

Panama

Panama

Panama

\[ Families ]

Costa Rica

\[ Families ]

El Salvador

\[ Families ]

Guatemala

Honduras

Nicaragua
Graph No. 11
Condition of school resources

\texttt{Graph No. 11
Condition of school resources'}

operative

\texttt{operative}
Graph No. 14
Number of students per teacher
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

333333s9@
Net schooling rates by level and/or cycle

Graph No. 17

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Repetition rate by school year

Graph 18

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No. 19
School backwardness rate by level and/or cycle
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year

Costa Rica

El Salvador

Guatemala

Honduras

Nicaragua

Panama
Guatemala
Honduras
Honduras
Honduras
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1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442
1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442Q
Graph No.21
raph No.21'
1,310,373
needs to workEa
238,998
home-related reasonsCAUSAS DEL HOGARE5
477,992
very expensiveEA
75,236
illness or disabilityEY
102,99
parents don't want them to attendE/
726,135
age reasonsE7
69,033
finished studies

44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times

320,319
household chores
168
center out of use
47,442
others
7,442
other

Average stay of dropout students

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319 168 47,442

Average stay of dropout students'


needs to work

home-related reasons

477,992
very expensive
75,236
illness or disability
102,99
parents don't want them to attend
726,135
age reasons
69,033
finished studies
44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times
320,319
household chores
168
center out of use
47,442
others
7,442
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
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Graph No.26
Average grade/year reached by dropout students
'\nograph No.26
Average grade/year reached by dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
anamae
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primaryQ
Primary
imaryQ
Junior high school
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of school equipment available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>200,000</td>
</tr>
<tr>
<td>El Salvador</td>
<td>200,000</td>
</tr>
<tr>
<td>Guatemala</td>
<td>400,000</td>
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<td>1,400,000</td>
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<tr>
<td>El Salvador2</td>
<td></td>
</tr>
<tr>
<td>Guatemala2</td>
<td></td>
</tr>
</tbody>
</table>
Guatemala
Honduras2
Honduras2
Nicaragua
Nicaragua
Nicaragua
Panama.
Panama.
Costa Rica2
Costa Rica2
1,243,610
1,243,610
34,733
34,733
70,892
70,892
105,625
105,625
El Salvador
El Salvador
Guatemala
Guatemala
Honduras2
Honduras2
Nicaragua
Nicaragua
Panama.
Panama.
In good condition
In good condition
To be discarded
To be discarded
To be repaired+
To be repaired+
In bad condition
In bad condition
EMF+*
ObjInfo
ObjInfo
Workbook
Workbook
SummaryInformation
SummaryInformation
DocumentSummaryInformation
DocumentSummaryInformation
Usuario

\p
Gráfico5
Gráfico4
Gráfico2
Senior High School needs to work for home-related reasons. CAUSAS DEL HOGAR very expensive. Illness or disability.
Age reasons. Finishes studies.
There is no nearby school!
Doesn't want or is not interested. Repeats many times. Household chores.
Center out of use.
Others.
102,99
728,57!
Parents don't want them to attend.
There was no next grade.
Not interested.
Parents considered it not necessary.

Illness accompanied.
Expelled for misconduct.
Distance from home.
For work reasons.
Got pregnant.
Others.
Economic problems.
Grade/year % of the population aged between 15 and 24 with 10 or more years of schooling.
% of population aged between 15 and 24 with 6 or more years of schooling.
Years of compulsory schooling.
Junior high school.
Senior high school.
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
Hp LaserJet 1010.
Primary and Junior High School.
Primary and Junior High School.
Junior and Senior High School.
Junior and Senior High School.
Graph No.5.
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population).
Graph No.5.
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population).
Graph No.4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No.1
Gross Domestic Product per capita for Central America (1998)

Graph No.10
Number of schools available for each level
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Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
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Nicaragua
Nicaragua
Panama
Panama
Graph N.11
Condition of school resources
Condition of school resources'
operative
operative
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operative
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operative
operative#
non-operative#
non-operative#
non-operative#
non-operative#
Graph No. 12
Condition of school equipment available
Students served and not served

Graph No. 13

Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
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Costa Rica
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El Salvador
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Honduras
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Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
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Primary
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>operative</td>
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<tr>
<td>El Salvador</td>
<td>operative</td>
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<td>Guatemala</td>
<td>operative</td>
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<tr>
<td>Honduras</td>
<td>operative</td>
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<tr>
<td>Nicaragua</td>
<td>non-operative</td>
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<tr>
<td>Panama</td>
<td>non-operative</td>
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</tbody>
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Graph No. 11
Condition of school resources

- Graph No. 11
- Condition of school resources
- operative
- non-operative

\FERNANDO\hp LaserJet 1010 Se
Graph No. 14
Number of students per teacher

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
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Nicaragua
Panama
Panama
Panama

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

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador

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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Repetition rate by school year

Graph 18

Repetition rate by school year

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica

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

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua

Costa Rica
El Salvador
Guatemala
Honduras
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333333%@

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319

Graph No.21

needs to work

238,998

home-related reasons

477,992

very expensive

75,236

illness or disability

102,99

parents don't want them to attend

726,135

age reasons

69,033

finished studies

44,064

there is no nearby school

728,57

doesn't want or is not interested

7,982

repeats many times

320,319

household chores

168

center out of use
Average stay of dropout students

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Stay</th>
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</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>1,310,373</td>
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<tr>
<td>El Salvador</td>
<td>238,998</td>
</tr>
<tr>
<td>Guatemala</td>
<td>477,992</td>
</tr>
<tr>
<td>Honduras</td>
<td>75,236</td>
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<td>Nicaragua</td>
<td>102,992</td>
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<td>Panama</td>
<td>726,135</td>
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<td>Nicaragua</td>
<td>69,033</td>
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<td>Panama</td>
<td>44,064</td>
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<tr>
<td>Nicaragua</td>
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<tr>
<td>Panama</td>
<td>7,982</td>
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<tr>
<td>Nicaragua</td>
<td>320,319</td>
</tr>
</tbody>
</table>

needs to work

238,998

home-related reasons

477,992

very expensive

75,236

illness or disability

102,992

parents don’t want them to attend

726,135

age reasons

69,033

finished studies

44,064

there is no nearby school

728,579

doesn’t want or is not interested

7,982

repeats many times

320,319
household chores
168
center out of use
47,442
others
7,442
otherwise
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
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Graph No.26
Average grade/year reached by dropout students
;Ňraph No.26
Average grade/year reached by dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
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Primary
imaryQ
Junior high school
unior high schoolQ
cenior high schoolQ
Graph No. 24
Graduation rate by level and/or cycle
3Ňraph No. 24
Graduation rate by level and/or cycle'
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
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Nicaragua
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Nicaragua
Panama
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Panama

Usuarios
Microsoft Excel
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10
Gráfico11
Gráfico12
Gráfico13
Gráfico100
Gráfico111
Gráfico14
Gráfico17
Gráfico18
Gráfico19
Gráfico20
Gráfico21
Gráfico22
Gráfico25
Gráfico30
Gráfico26
Gráfico24
Hojas de cálculo
Gráficos
Gráfico de Microsoft Excel
Students served and not served
500,000.00%
1,000,000.00%
1,500,000.00%
2,000,000.00%
Served-
Not served0
Served1
1,542,240.
Not served5
821,004.00
721,236.00
Costa Rica5
Costa Rica5
El Salvador
El Salvador
Guatemala
Guatemala
Honduras5
Honduras5
Nicaragua
Nicaragua
Panama1
Panama1
EMF+"@
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasons
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102.99
728.57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling H
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Primary and Lower Secondary.  
Lower and Higher Secondary.
333333

Graph No.4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No.1
Gross Domestic Product per capita for Central America (1998)

PPA Dollars

PPA Dollars

PPA Dollars

PPA Dollars

PPA Dollars

PPA Dollars

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hp LaserJet 1010
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Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama

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hp LaserJet 1010
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Graph No. 10
Number of schools available for each level

<table>
<thead>
<tr>
<th>Level</th>
<th>Quantity</th>
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</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
</tr>
</tbody>
</table>

Condition of school resources
Graph No. 11
Condition of school resources
operative
operative
operative
operative
operative
operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
on-operative

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hp LaserJet 1010
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El Salvador
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Guatemala
uatemala
Honduras
onduras
Nicaragua
icaragua
Panama
anama

Graph No. 12
Condition of school equipment available

5\Fernando No. 12
Condition of school equipment available'
In good condition
In good condition
In good condition
In good condition
In good condition
In good condition
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be repaired
To be repaired
Graph No. 11
Condition of school resources

Graph No. 11
Condition of school resources'

operative
operative

Honduras
Nicaragua
Panama

Pre-primary
Primary
Secondary

El Salvador
Guatemala
Honduras
Nicaragua
Panama

Costa Rica
Graph No. 14
Number of students per teacher

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

33333s9@
Graph No. 17
Net schooling rates by level and/or cycle

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

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama

Graph 18
Repetition rate by school year

Graph 18
Repetition rate by school year'

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

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Guatemala
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama

333333%@

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Graph No.21

needs to work

home-related reasons

very expensive

illness or disability

parents don't want them to attend

age reasons

726,135
69,033
finished studies
44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times
320,319
household chores
168
center out of use
47,442
others
7,442
other
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 25
Average stay of dropout students
\nGraph No. 25
Average stay of dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
anamae
1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319 168 47,442
168 47,442Q
Graph No. 21
raph No. 21'
1,310,373
needs to work
238,998
home-related reasons
477,992
very expensive
75,236
illness or disability
102,99
parents don't want them to attend
age reasons 726,135
finished studies 69,033
there is no nearby school 728,57
doesn't want or is not interested 7,982
repeats many times 9

household chores 320,319
center out of use 168
others 7,442
otherse 10

Average grade/year reached by dropout students

Grade/year

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

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

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

Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling½
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Pre-primary
Primary
Junior high school
Senior high school
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10
Gráfico11
Gráfico12
Gráfico13
Gráfico100
Gráfico111
Gráfico14
Gráfico17
Gráfico18
Gráfico19
Gráfico20
Gráfico21
Gráfico22
Gráfico25
Gráfico30
Gráfico26
Gráfico24
Hojas de cálculo
Gráficos
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EPRINT
EPRINT
CompObj
CompObj
Gráfico de Microsoft Excel
Excel.Chart.8
Usuario
Usuario
Microsoft Excel
EMF+"@
<table>
<thead>
<tr>
<th>Level</th>
<th>Costa</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
<th>Panama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>25.45</td>
<td>25.45</td>
<td>28.30</td>
<td>28.30</td>
<td>25.45</td>
<td>25.45</td>
</tr>
<tr>
<td>Primary</td>
<td>30.93</td>
<td>30.93</td>
<td>33.00</td>
<td>33.00</td>
<td>30.93</td>
<td>30.93</td>
</tr>
<tr>
<td>Secondary</td>
<td>38.70</td>
<td>38.70</td>
<td>39.20</td>
<td>39.20</td>
<td>38.70</td>
<td>38.70</td>
</tr>
</tbody>
</table>

Table showing the number of students per teacher for different levels and countries.
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasons
CAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Primary and Junior High School
 hp LaserJet 1010 Se
 Junior and Senior High School
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)

Graph No. 5

Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)

El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 4

Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 2
Inequality coefficient

Gini Coefficient

Graph No. 6
Urbanization level for Central America
<table>
<thead>
<tr>
<th>Country</th>
<th>PPA Dollars</th>
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</thead>
<tbody>
<tr>
<td>Costa Rica</td>
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<tr>
<td>El Salvador</td>
<td></td>
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<tr>
<td>Guatemala</td>
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<tr>
<td>Honduras</td>
<td></td>
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<tr>
<td>Nicaragua</td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td></td>
</tr>
</tbody>
</table>

**Graph No.1**

Gross Domestic Product per capita for Central America (1998)

**Number of schools available for each level**

7

Graph No.10
Number of schools available for each level:
- Pre-primary
- Primary
- Secondary

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Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph N.11
Condition of school resources

operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
on-operative

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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama

Graph No. 12
Condition of school equipment available

5
Condition of school equipment available'
In good condition
In good condition
In good condition
In good condition
In good condition
In good condition
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be repaired
To be repaired
To be repaired
To be repaired
To be repaired
In bad condition
Graph No. 11
Condition of school resources

El Salvador
Costa Rica
Guatemala
Honduras
Nicaragua
Panama

operative
non-operative
non-operative
non-operative
non-operative
non-operative
on-operative
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
primary
secondary
Graph No. 14
Number of students per teacher
'Ñraph No. 14
Number of students per teacher'
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
primary
secondary
Graph No. 17
Net schooling rates by level and/or cycle
Graph No. 17
Net schooling rates by level and/or cycle

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph 18
Repetition rate by school year

(\textit{\textcopyright}Graph 18
Repetition rate by school year

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador

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\textcopyright FERNANDO hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 19
School backwardness rate by level and/or cycle

Costa Rica
El Salvador
Guatemala
Honduras

Primary Jr. High School
Primary Q Jr. High School Q
VBA_PROJECT_CU
VBA_PROJECT_CU
hp LaserJet 1010
Panama
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Junior High School
Senior High School
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama
Panama
Panama

333333%@

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Graph No.21

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

needs to work
home-related reasons
very expensive
illness or disability
parents don't want them to attend
age reasons
finished studies

there is no nearby school
doesn't want or is not interested
7,982 repeats many times
320,319 household chores
168 center out of use
47,442 others
7,442 others

Graph No. 25
Average stay of dropout students

Graph No. 25'
Average stay of dropout students'

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Graph No. 21
Graph No. 21'

1,310,373 needs to work

home-related reasons

very expensive

illness or disability

parents don't want them to attend

age reasons

finished studies

44,064
there is no nearby school
728.57
doesn't want or is not interested
7,982
repeats many times

320,319
household chores
168
center out of use
47,442
others
7,442
otherse
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
rade/yearQ
Graph No.26
Average grade/year reached by dropout students
;Ñraph No.26
Average grade/year reached by dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
anamae
\FERNANDO\hp LaserJet 1010 Se
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hp LaserJet 1010
Pre-primary
re-primaryQ
Primary
rimaryQ
Junior high school
unior high schoolQ
ceenior high schoolQ
Graph No. 24
Graduation rate by level and/or cycle
3Ñraph No. 24
Graduation rate by level and/or cycle'
The size of each level
Secondary
Primary
Pre-primary
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
EMF+*@
Workbook
<table>
<thead>
<tr>
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<th>Level</th>
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<td>Pre-primary</td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Guatemala</td>
<td>Secondary</td>
<td></td>
</tr>
<tr>
<td>Honduras</td>
<td>Pre-primary</td>
<td></td>
</tr>
<tr>
<td>Nicaragua</td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td>re-primaryQ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>re-primaryQ</td>
<td></td>
</tr>
</tbody>
</table>

Graph No. 15
The size of each level
The size of each level’

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EPRINT
CompObj
School age population by country

- Secondary
- Primary
- Pre-primary

Countries:
- Costa Rica
- El Salvador
- Guatemala
- Honduras
- Nicaragua
- Panama
- Panama
Graph No. 16
School age population by country
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Pre-primary
Primary
Secondary
Pre-primary
re-primaryQ
Primary
primaryQ
SecondaryQ
Graph No. 16
School age population by country' Gráfico de Microsoft Excel
Excel.Chart.8
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Graph No. 17

Net schooling rates by level and/or cycle

<table>
<thead>
<tr>
<th>Level</th>
<th>Costa 6</th>
<th>Guatemala</th>
<th>Honduras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>41.30</td>
<td>35.45</td>
<td>35.45</td>
</tr>
<tr>
<td>Primary</td>
<td>80.41</td>
<td>28.41</td>
<td>35.45</td>
</tr>
</tbody>
</table>

Note:
- Costa 6
- Guatemala
- Honduras
Primary and Junior High School

Junior and Senior High School

Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasons
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school

Primary and Junior High School
Primary and Lower Second.
Lower and Higher Second.

Junior and Senior High School
Junior and Senior High School

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

Graph No.4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America
Urbanization level for Central America

Graph No.1
Gross Domestic Product per capita for Central America (1998)
Graph No. 10
Number of schools available for each level

- Pre-primary
- Primary
- Secondary

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Salvador
Guatemala
Honduras
Nicaragua
Panama
Nicaragua
Nicaragua
Panama

Graph N.11
Condition of school resources

<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Resources</th>
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<tbody>
<tr>
<td>Nicaragua</td>
<td>Operative</td>
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<tr>
<td>Panama</td>
<td>Operative</td>
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<td></td>
<td>Operative</td>
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<tr>
<td></td>
<td>Operative</td>
</tr>
<tr>
<td></td>
<td>Operative</td>
</tr>
</tbody>
</table>

On-operative

Costa Rica

El Salvador

Guatemala

Honduras

Nicaragua

Panama

Graph No. 12
Condition of school equipment available

S| Condition of School Equipment Available |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In good condition</td>
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<tr>
<td>In good condition</td>
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<tr>
<td>In good condition</td>
</tr>
<tr>
<td>In good condition</td>
</tr>
<tr>
<td>In good condition</td>
</tr>
<tr>
<td>To be discarded</td>
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</table>
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be repaired
To be repaired
To be repaired
To be repaired
To be repaired
In bad condition
In bad condition
In bad condition
In bad condition
In bad condition

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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010

Not served
Not served

Graph No. 13
Students served and not served
Students served and not served'
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

ananae
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Pre-primary
Primary
Secondary

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No. 11
Condition of school resources

Graph No. 11
Condition of school resources:
operative
operative
operative
operative
operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
on-operative

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
primary
secondary

Graph No. 14
Number of students per teacher

Graph No. 14
Number of students per teacher:
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Graph No. 17
Net schooling rates by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
anamae

Graph 18
Repetition rate by school year
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Graph No. 19
School backwardness rate by level and/or cycle
<Ñraph No. 19
School backwardness rate by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

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

\FERNANDO\hp LaserJet 1010 Se
Junior High School
Panama

\FERNANDO\hp LaserJet 1010 Se
Panama

hp LaserJet 1010
Senior High School

Interannual dropout rates by level and/or cycle and by school year
Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Guatemala
Honduras
Nicaragua
Panama

Graph No.21

CAUSAS DEL HOGAR

477,992

very expensive

75,236
illness or disability 102,99
parents don't want them to attend 726,135
age reasons 69,033
finished studies 44,064
there is no nearby school 728,57
doesn't want or is not interested 7,982
repeats many times 9,982

320,319
household chores 168
center out of use 47,442
others 7,442
other

Average stay of dropout students

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

an

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

needs to work 238,998
home-related reasons CAUSAS DEL HOGAR
477,992
very expensive
75,236
illness or disability
102,99
parents don't want them to attend
726,135
age reasons
69,033
finished studies

44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times

320,319
household chores
168
center out of use
47,442
others
7,442
other

×2p

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
rade/year
Graph No.26
Average grade/year reached by dropout students
\Nraph No.26
Average grade/year reached by dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
anamae
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
Graph No. 24
Graduation rate by level and/or cycle

Graduation rate by level and/or cycle'

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

Grade/year
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Pre-primary
Primary
Junior high school
Senior high school
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10
Gráfico11
Gráfico12
Gráfico13
Gráfico100
Gráfico111
Gráfico14
Gráfico17
Gráfico18
Gráfico19
Gráfico20
Gráfico21
Gráfico22
Gráfico25
Gráfico30
Gráfico26
Gráfico24
Hojas de cálculo
Gráficos
_1175340164
_1175340164
EPRINT
EPRINT
CompObj
CompObj
Graph No. 18

Repetition rate by school year

1.00
1.00
2.00
2.00
3.00
3.00
4.00
4.00
5.00
5.00
6.00
6.00
1.00
1.00
16.00
16.00
15.80
15.80
26.92
26.92
19.52
19.52
2.00
2.00
10.00
10.00
5.78
5.78
14.47
14.47
10.66
10.66
3.00
3.00
9.00
9.00
4.10
4.10
10.73
10.73
9.61
9.61
7.04
3.18
3.18
5.42
5.42
3.74
3.74
2.37
2.37
2.62
2.62
0.85
0.85
Costa Rica#
Costa Rica#
El Salvador
El Salvador
Guatemala
Guatemala
Honduras#
Honduras#
Nicaragua
Nicaragua
Panama
Panama
EMF+*@
Gráfico de Microsoft Excel
Excel.Chart.8
Usuario
Usuario
Microsoft Excel
ObjInfo
ObjInfo
Workbook
Workbook
SummaryInformation
SummaryInformation
DocumentSummaryInformation
DocumentSummaryInformation
Usuario
B
\p
Arial1
Arial1
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10…
Gráfico11…
Gráfico12…
Gráfico13…
Gráfico100…
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasons
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJ
\FERNANDO\hp LaserJ
\FERNANDO\hp LaserJet 1010
Primary and Junior High School
Primary and Junior High School
Junior and Senior High School
Junior and Senior High School
Graph No.5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population'
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Graph No. 4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)

<table>
<thead>
<tr>
<th>Country</th>
<th>Primary and Lower Second.</th>
<th>Lower and Higher Second.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
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<tr>
<td>El Salvador</td>
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<td>Nicaragua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above represents the primary and secondary educational demand as a percentage of the total Central American population for the year 1998.
Graph No. 2
Inequality coefficient
Gini Coefficient

Graph No. 6
Urbanization level for Central America
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No. 1
Gross Domestic Product per capita for Central America (1998)

Graph No. 10
Number of schools available for each level

Honduras
Nicaragua
Panama

PPA Dollars

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Pre-primary
Primary
Graph N.11
Condition of school resources

<table>
<thead>
<tr>
<th>Country</th>
<th>Operative</th>
<th>Non-Operative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
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<tr>
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<tr>
<td>Guatemala</td>
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<tr>
<td>Honduras</td>
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<tr>
<td>Nicaragua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\FERNANDO\hp LaserJet 1010 Se
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Equipment Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>In good condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In good condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In good condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>In good condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In good condition</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>To be discarded</td>
</tr>
<tr>
<td>El Salvador</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Guatemala</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Honduras</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Panama</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>In bad condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In bad condition</td>
</tr>
</tbody>
</table>

Graph No. 12

Condition of school equipment available

- In good condition
- To be discarded
- In bad condition

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Not served
Not served
<table>
<thead>
<tr>
<th></th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
<th>Panama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Graph No. 11
Condition of school resources

Graph No. 11
Condition of school resources'

operative
operative
operative
operative
operative#
non-operative#
non-operative#
non-operative#
non-operative#
non-operative#
non-operative
non-operative

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
primary
Graph No. 14
Number of students per teacher
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph No. 17
Net schooling rates by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
1.00
1.00 Q
2.00
2.00 Q
3.00
3.00 Q
4.00
4.00 Q
5.00
5.00 Q
6.00
6.00 Q

Graph No. 18
Repetition rate by school year
'\nx graph No. 18
Repetition rate by school year'
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
Graph No. 19
School backwardness rate by level and/or cycle

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year

Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
anamae
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Junior High School
Senior High School

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Honduras
Graph No.21

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

needs to work

238,998

home-related reasons

477,992

very expensive

75,236

illness or disability

102,99

parents don't want them to attend

726,135

age reasons

69,033

finished studies

44,064

there is no nearby school

728,57

doesn't want or is not interested
repeats many times 9

320,319
household chores 3
168
center out of use 4
47,442
others
7,442
others

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 25
Average stay of dropout students

Graph No. 25
Average stay of dropout students'

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Courier No. 21
Average stay of dropout students

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Q

1,310,373 needs to work

102,99
parents don't want them to attend

102,99
age reasons

102,99
finished studies

44,064

7,982

320,319

168

47,442

7,442

others

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 25
Average stay of dropout students

Graph No. 25
Average stay of dropout students'

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Courier No. 21
Average stay of dropout students

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Q

1,310,373 needs to work

102,99
parents don't want them to attend

102,99
age reasons

102,99
finished studies

44,064

7,982

320,319

168

47,442

7,442

others

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 25
Average stay of dropout students

Graph No. 25
Average stay of dropout students'

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Courier No. 21
Average stay of dropout students

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Q

1,310,373 needs to work

102,99
parents don't want them to attend

102,99
age reasons

102,99
finished studies

44,064
there is no nearby school\Y
728.57
doesn't want or is not interested\9
7,982
repeats many times\9

320,319
household chores\3
168
center out of use\#
47,442
others
7,442
otherse
\times2p\1,\1
\hl\lIII
\hL\lII
eterangan No.26
Average grade/year reached by dropout students
\hL\lII
Average grade/year reached by dropout students'
Costa Rica\E
El Salvador\E
Guatemala\E
Honduras\E
Nicaragua\E
Panama
\anamae
eterangan No.26
Average grade/year reached by dropout students'
Costa Rica\E
El Salvador\E
Guatemala\E
Honduras\E
Nicaragua\E
Panama
\anamae
\hL\lII
Grade/year
\rade/yearQ
\hL\lII
Graduation rate by level and/or cycle
\hL\lII
Graduation rate by level and/or cycle'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
<table>
<thead>
<tr>
<th>School Level</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Jr. High School</td>
<td>43.17%</td>
</tr>
<tr>
<td>Jr. High School</td>
<td>43.17%</td>
</tr>
<tr>
<td>Sn. High School</td>
<td>40.56%</td>
</tr>
<tr>
<td>Sn. High School</td>
<td>40.56%</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>34.75%</td>
</tr>
<tr>
<td>El Salvador</td>
<td>34.75%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>34.75%</td>
</tr>
<tr>
<td>Honduras</td>
<td>34.75%</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>34.75%</td>
</tr>
<tr>
<td>Panama</td>
<td>34.75%</td>
</tr>
<tr>
<td>EMF+*@</td>
<td>34.75%</td>
</tr>
</tbody>
</table>

*ObjInfo* *Workbook* *SummaryInformation* *DocumentSummaryInformation*
Gráfico100…
Gráfico111…
Gráfico14…
Gráfico17…
Gráfico18…
Gráfico19…
Gráfico20…
Gráfico21…
Gráfico22…
Gráfico25…
Gráfico30…
Gráfico26…
Gráfico24…
Costa Rica  
El Salvador  
Guatemala  
Honduras  
Nicaragua  
Panama  
Primary and Junior High School  
Junior and Senior High School  
Primary and Lower Second.  
Lower and Higher Second.  
Gini Coefficient  
PPA Dollars  
Pre-primary  

Primary  
Secondary  
operative  
non-operative  
In good condition  
To be discarded  
To be repaired  
In bad condition  
Served  

Not served  
Jr.High School  
Sn.High School  
Junior High School  
Senior High School  
needs to work$  
home-related reasons  
very expensive  
ilness or disability  
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Primary and Junior High School
Primary and Junior High SchoolQ
Junior and Senior High School
Junior and Senior High SchoolQ
Graph No.5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)
El Salvador
El SalvadorQ
Guatemala
GuatemalaQ
Honduras
HondurasQ
Graph No.4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No.1
Gross Domestic Product per capita for Central America (1998)

Graph No.10
Number of schools available for each level

Pre-primary
Pre-primary
Pre-primary
Pre-primary
Primary
Primary
Primary
Primary
Primary
Primary
Condition of school resources

<table>
<thead>
<tr>
<th>Country</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>operative</td>
</tr>
<tr>
<td>El Salvador</td>
<td>non-operative</td>
</tr>
<tr>
<td>Guatemala</td>
<td>non-operative</td>
</tr>
<tr>
<td>Honduras</td>
<td>non-operative</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>non-operative</td>
</tr>
<tr>
<td>Panama</td>
<td>non-operative</td>
</tr>
</tbody>
</table>

Graph N.11
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Equipment Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>In good condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In good condition</td>
</tr>
<tr>
<td>1 Salvador</td>
<td>In good condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Panama</td>
<td>To be repaired</td>
</tr>
<tr>
<td>Panama</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In bad condition</td>
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<td>Panama</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In bad condition</td>
</tr>
</tbody>
</table>

**Graph No. 13**

Not served
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
cerivedQ
Not served
ot servedQ
Graph No. 13
Students served and not served

<table>
<thead>
<tr>
<th>Student served and not served'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
</tr>
<tr>
<td>El Salvador</td>
</tr>
<tr>
<td>Guatemala</td>
</tr>
<tr>
<td>Honduras</td>
</tr>
<tr>
<td>Nicaragua</td>
</tr>
<tr>
<td>Panama</td>
</tr>
<tr>
<td>Pre-primary</td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Secondary</td>
</tr>
<tr>
<td>Country</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Costa Rica</td>
</tr>
<tr>
<td>El Salvador</td>
</tr>
<tr>
<td>Guatemala</td>
</tr>
<tr>
<td>Honduras</td>
</tr>
<tr>
<td>Nicaragua</td>
</tr>
<tr>
<td>Panama</td>
</tr>
</tbody>
</table>

Graph No. 11
Condition of school resources

Operative
Non-operatives
Graph No. 14
Number of students per teacher

Graph No. 14
Number of students per teacher
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

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

Graph No. 17
Net schooling rates by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
anamae

\FERNANDO\hp LaserJet 1010 Se\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph 18
Repetition rate by school year
\Graph 18
Repetition rate by school year'
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Graph No. 19
School backwardness rate by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Interannual dropout rates by level and/or cycle and by school year

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
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El Salvador
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El Salvador
Guatemala
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Honduras
Nicaragua
Nicaragua
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Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama

333333%@

Graph No. 21

needs to work

home-related reasons

very expensive

illness or disability

parents don't want them to attend

age reasons

finished studies

there is no nearby school

doesn't want or is not interested

repeats many times

household chores

center out of use

others

otherse
Average stay of dropout students by country:

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Stay</th>
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</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>320,319</td>
</tr>
<tr>
<td>El Salvador</td>
<td>7,982</td>
</tr>
<tr>
<td>Guatemala</td>
<td>70,363</td>
</tr>
<tr>
<td>Honduras</td>
<td>44,064</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>728,576</td>
</tr>
<tr>
<td>Panama</td>
<td>1,310,373</td>
</tr>
<tr>
<td>Total</td>
<td>3,407,340</td>
</tr>
</tbody>
</table>

Reasons for dropout:

- Home-related reasons: 5
- Very expensive: 75,236
- Illness or disability: 102,999
- Parents don't want them to attend: 726,135
- Age reasons: 69,033
- Finished studies: 44,064
- There is no nearby school: 728,57
- Doesn't want or is not interested: 7,982
- Repeats many times: 9
- Household chores: 320,319
- Center out of use: 47,442
- Others: 7,442
Average grade/year reached by dropout students

Graph No. 26

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 24

Graduation rate by level and/or cycle

Costa Rica
El Salvador
Guatemala
Honduras
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year
Junior High School
Senior High School

<table>
<thead>
<tr>
<th>Level/Cycle</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior High School</td>
<td>11.52</td>
<td>11.52</td>
<td>20.41</td>
<td>20.41</td>
<td>6.18</td>
</tr>
<tr>
<td>Senior High School</td>
<td>8.45</td>
<td>8.45</td>
<td>5.88</td>
<td>5.88</td>
<td>10.68</td>
</tr>
<tr>
<td></td>
<td>4.75</td>
<td>4.75</td>
<td>13.11</td>
<td>13.11</td>
<td>4.29</td>
</tr>
<tr>
<td></td>
<td>10.61</td>
<td>10.61</td>
<td>3.13</td>
<td>3.13</td>
<td>10.60</td>
</tr>
<tr>
<td></td>
<td>15.42</td>
<td>15.42</td>
<td>15.42</td>
<td>3</td>
<td>11.05</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>11.05</td>
</tr>
</tbody>
</table>
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasonsCAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Primary and Junior High School
Primary and Senior High School
Junior and Senior High School

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

Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Urbanization level for Central America

Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama

Gross Domestic Product per capita for Central America (1998)

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Gross Domestic Product per capita for Central America (1998)
<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-primary</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Primary</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Graph No. 10: Number of schools available for each level

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph N.11
Condition of school resources

Graph No. 12
Condition of school equipment available

In good condition
In good condition
In good condition
In good condition
In good condition
In good condition
In good condition
In good condition
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be discarded
To be repaired
To be repaired
To be repaired
To be repaired
To be repaired
In bad condition
In bad condition
In bad condition
In bad condition
In bad condition
In bad condition
In bad condition

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Not served
Graph No. 13
Students served and not served

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Graph No. 11
Condition of school resources

Graph No. 14
Number of students per teacher

Nicaragua
Panama
Paraguay
Peru
Puerto Rico
Qatar
Romania
Russia
Sao Tome & Principe
Saudi Arabia
Senegal
Serbia
Somalia
South Africa
South Korea
Spain
Sri Lanka
Sudan
Sweden
Switzerland
Syria
Taiwan
Thailand
Tunisia
Turkey
Turkmenistan
UAE
Uganda
Ukraine
United Arab Emirates
United Kingdom
United States
Uruguay
Venezuela
Vietnam
Zambia
Zimbabwe
Graph No. 17
Net schooling rates by level and/or cycle
Graph No. 17
Net schooling rates by level and/or cycle'
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
anamae

Graph 18
Repetition rate by school year
Graph 18
Repetition rate by school year'
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Graph No. 19
School backwardness rate by level and/or cycle

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

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Junior High School
Junior High School
Senior High School

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

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

Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama

333333%@

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Graph No.21

needs to work a
238,998
home-related reasons CAUSAS DEL HOGAR 5
Average stay of dropout students

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319 168 47,442

Graph No. 25

Average stay of dropout students' 

1,310,373

Graph No. 21

Average stay of dropout students'

1,310,373

Graph No. 21'
needs to work 238,998
home-related reasons 477,992
very expensive 75,236
illness or disability 102,99
parents don't want them to attend 726,135
age reasons 69,033
finished studies 3

44,064
there is no nearby school 728,57
doesn't want or is not interested 7,982
repeats many times 320,319
household chores 168
center out of use 47,442
others 7,442
otherse
×2p 1,01

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Graph No. 24
Graduation rate by level and/or cycle

Graduation rate by level and/or cycle'

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Grade/year
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
% of the population aged between 15 and 24 with 10 or more years of schooling½
% of population aged between 15 and 24 with 6 or more years of schooling½
years of compulsory schooling½
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Pre-primary
Primary
Junior high school
Senior high school
Usuario
Usuario
Microsoft Excel
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10
Gráfico11
Gráfico12
Gráfico13
Gráfico100
Gráfico111
Gráfico14
Gráfico17
Gráfico18
Gráfico19
Gráfico20
Gráfico21
Gráfico22
Gráfico25
Gráfico30
Gráfico26
Gráfico24
Hojas de cálculo
Gráficos
Gráfico de Microsoft Excel

EPRINT

CompObj

EMF+"@ 1,310,373 1,310,373 238,998 238,998 477,992 477,992 75,236% 75,236% 726,135 726,135 69,033% 69,033% 44,064% 44,064%

q V ¥ E G E I V

q V %

320,319 320,319 47,442% 47,442% 200,000 200,000 400,000 400,000 600,000 600,000 800,000 800,000 1,000,000
1,000,000
1,200,000
1,200,000
1,400,000
1,400,000
needs to work
needs to work
home-related reasons%
home-related reasons%
very expensive"
very expensive"
illness or disability
illness or disability
parents don't want them to attend
parents don't want them to attend
age reasons
age reasons
finished studies
finished studies
there is no nearby school
there is no nearby school
doesn't want or is not interested
doesn't want or is not interested
repeats many times
repeats many times
household chores%
household chores%
center out of use
center out of use
others%
others%
Graph No. 21<
Graph No. 21<
POPULATION AGED 4 OR ABOVE WHO DO NOT STUDY AND CAUSES FOR
POPULATION AGED 4 OR ABOVE WHO DO NOT STUDY AND CAUSES FOR
NON-ATTENDANCE, YEAR 2003
NON-ATTENDANCE, YEAR 2003
EMF+*@
ObjInfo
ObjInfo
Workbook
Workbook
SummaryInformation
SummaryInformation
DocumentSummaryInformation
DocumentSummaryInformation
Usuario
Usuario
Microsoft Excel
Usuario
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_ $\* \#.\##0_ $\* \#.\##0_ $\* \"_ $\* \"_ @_
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10…
Gráfico11…
Gráfico12…
Gráfico13…
Gráfico100…
Gráfico111…
Gráfico14…
Gráfico17…
Gráfico18…
Gráfico19…
Gráfico20…
Gráfico21…
Gráfico22…
Gráfico25…
Gráfico30…
Gráfico88…
Gráfico26…
Gráfico24…
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary
Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
home-related reasons
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Primary and Junior High School
Primary and Junior High School
Junior and Senior High School
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)

Graph No. 5

Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)

Panama

Graph No. 4

Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)

Costa Rica

El Salvador

Guatemala

Honduras

Nicaragua

Panama

Graph No. 5

Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)

El Salvador

Guatemala

Honduras

Nicaragua

Panama

Graph No. 4

Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)

Costa Rica

El Salvador

Guatemala

Honduras

Nicaragua

Panama
Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Urbanization level for Central America'

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

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

Number of schools available for each level
Number of schools available for each level:

- Pre-primary
- Primary
- Secondary

Condition of school resources:

- Operative

Countries:

- Costa Rica
- El Salvador
- Guatemala
- Honduras
- Nicaragua
- Panama
<table>
<thead>
<tr>
<th>Graph No. 12</th>
<th>Condition of school equipment available</th>
</tr>
</thead>
<tbody>
<tr>
<td>In good condition</td>
<td>+</td>
</tr>
<tr>
<td>In good condition</td>
<td>+</td>
</tr>
<tr>
<td>In good condition</td>
<td>+</td>
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<td>In good condition</td>
<td>+</td>
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<tr>
<td>In good condition</td>
<td>+</td>
</tr>
<tr>
<td>To be discarded</td>
<td>-</td>
</tr>
<tr>
<td>To be discarded</td>
<td>-</td>
</tr>
<tr>
<td>To be discarded</td>
<td>-</td>
</tr>
<tr>
<td>To be discarded</td>
<td>-</td>
</tr>
<tr>
<td>To be repaired</td>
<td>%</td>
</tr>
<tr>
<td>To be repaired</td>
<td>%</td>
</tr>
<tr>
<td>To be repaired</td>
<td>%</td>
</tr>
<tr>
<td>To be repaired</td>
<td>%</td>
</tr>
<tr>
<td>In bad condition</td>
<td>)</td>
</tr>
</tbody>
</table>
Graph No. 11
Condition of school resources

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

operative

non-operative
non-operative #
non-operative #
non-operative #
non-operative #
on-operative

Graph No. 14
Number of students per teacher
\n
Graph No. 14
Number of students per teacher’

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

33333s9@

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Rate</th>
<th>Country</th>
<th>Rate</th>
<th>Country</th>
<th>Rate</th>
<th>Country</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td></td>
<td>Costa Rica</td>
<td></td>
<td>Costa Rica</td>
<td></td>
<td>Costa Rica</td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
<td>El Salvador</td>
<td></td>
<td>El Salvador</td>
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<td>Panama</td>
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<td>Panama</td>
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<td>Panama</td>
<td></td>
</tr>
</tbody>
</table>

Graph 18
Repetition rate by school year

(Additional data and graphs not provided)
Graph No. 19
School backwardness rate by level and/or cycle

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Graph No. 20
Interannual dropout rates by level and/or cycle and by school year

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Junior High School
Senior High School
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama

333333%@

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319 168 47,442

Graph No. 21

needs to work

home-related reasons

very expensive

illness or disability

parents don't want them to attend

there is no nearby school

doesn't want or is not interested
7,982
repeats many times

320,319
household chores
168
center out of use
47,442
others
7,442
otherse

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 25
Average stay of dropout students
Average stay of dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Graph No. 21
Average stay of dropout students
Average stay of dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

needs to work

home-related reasons

very expensive
57,992

very expensive
57,992

illness or disability
102,99

parents don't want them to attend
726,135

age reasons
726,135

age reasons
726,135

finished studies
44,064
<table>
<thead>
<tr>
<th>Cause</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs to work home-related reasons</td>
<td>1.00%</td>
</tr>
<tr>
<td>very expensive</td>
<td>3.00%</td>
</tr>
<tr>
<td>illness or disability</td>
<td>3.00%</td>
</tr>
<tr>
<td>parents don't want them to attend</td>
<td>3.00%</td>
</tr>
<tr>
<td>age reasons</td>
<td>3.00%</td>
</tr>
<tr>
<td>finished studies</td>
<td>3.00%</td>
</tr>
<tr>
<td>there is no nearby school</td>
<td>3.00%</td>
</tr>
<tr>
<td>doesn't want or is not interested</td>
<td>9.00%</td>
</tr>
<tr>
<td>repeats many times</td>
<td>9.00%</td>
</tr>
<tr>
<td>household chores</td>
<td>3.00%</td>
</tr>
<tr>
<td>center out of use</td>
<td>3.00%</td>
</tr>
<tr>
<td>others</td>
<td>3.00%</td>
</tr>
<tr>
<td>other uses</td>
<td>3.00%</td>
</tr>
</tbody>
</table>
Graph No. 26
Average grade/year reached by dropout students

- El Salvador
- Guatemala
- Nicaragua
- Panama

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

- El Salvador
- Guatemala
- Honduras
REASONS WHY THE STUDENT POPULATION LEAVES EDUCATIONAL INSTITUTIONS

Economic problems
There was no next grade
not interested
Parents considered it not necessary
accompanied
for work reasons

Others
got pregnant
Expelled for misconduct
distance from home
Illness
EMF+*@  
Gráfico de Microsoft Graph
GBiff5
MSGraph.Chart.8  
Gráfico de Microsoft Graph
GBiff5
MSGraph.Chart.8  
"$"\ #.##0;"$"\-#,##0
ObjInfo
ObjInfo
Economic problems
There was no next grade
not interested
Parents considered it not necessary
Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Circular 3D 1
circular 3D 1Q
Graph No. 22
REASONS WHY THE STUDENT POPULATION LEAVES EDUCATIONAL INSTITUTIONS
O'Graph No. 22
REASONS WHY THE STUDENT POPULATION LEAVES EDUCATIONAL INSTITUTIONS'}
Graph No. 23A
Promotion rates by school year
Secondary
Secondary
Primary
Primary
Pre-primary
Pre-primary
Secondary
Secondary
Primary
Primary
Pre-primary
Pre-primary
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama

EMF+*@
"$"\#.##0;[Red]"$"\-#.##0
"$"\#.##0.00;"$"\-#.##0.00
"$"\#.##0.00;[Red]"$"\-#.##0.00
_ "$"\*,.##0_ :_ "$"\*\-,.##0_ :_ "$"\*"_ :_ _ @_
_ * \#,.##0_ :_ * \#,.##0_ :_ *"_ :_ _ @_
_ "$"\* ,##0.##0_ :_ "$"\*\- ,##0.##0_ :_ "$"\*" ,##0_ :_ _ @_
_ * ,##0.##0_ :_ * \#,.##0.##0_ :_ *" ,##0_ :_ _ @_
"C$"\#.##0;"C$"\-#.##0
"C$"\#.##0;[Red]"C$"\-#.##0
Graph No. 23
Promotion rates by school year

Graph No. 24
Promotion rates by school year'
Graph No. 24
Graduation rate by level and/or cycle

Graduation rate by level and/or cycle
100.00%
100.00%
150.00%
150.00%
Pre-primary
Pre-primary
Primary
Primary
Junior high school%
Junior high school%
Senior high school1
Senior high school1
Pre-primary
Pre-primary
100.00
100.00
Primary
Primary
83.09
83.09
79.95
79.95
Junior high school%
Junior high school%
57.93
57.93
76.03
76.03
Senior high school1
Senior high school1
67.79
67.79
90.59
90.59
Costa 5
Costa 5
Salvador1
Salvador1
Guatemala9
Guatemala9
Honduras5
Honduras5
Nicaragua
Nicaragua
Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasons CAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schoolingH
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population)

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

El Salvador
Guatemala
Honduras
Nicaragua
Panama

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

Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama

Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Costa Rica
<table>
<thead>
<tr>
<th>Country</th>
<th>Gross Domestic Product per capita (1998)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td></td>
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<tr>
<td>El Salvador</td>
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<td>Guatemala</td>
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<td>Panama</td>
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<tr>
<td>Panama</td>
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</tr>
</tbody>
</table>

Graph No. 1
Gross Domestic Product per capita for Central America (1998)
Graph No. 10
Number of schools available for each level

Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Primary
Primary
Primary
Primary
Primary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Secondary
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Resources</th>
<th>Condition of School Equipment Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>operatives</td>
<td>In good condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>operatives</td>
<td>In good condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>operatives</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>operatives</td>
<td>In good condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>operatives</td>
<td>In good condition</td>
</tr>
<tr>
<td>Panama</td>
<td>operatives</td>
<td>To be discarded</td>
</tr>
</tbody>
</table>

*Note: The table above categorizes school resources and school equipment availability for different countries.*
Graph No. 11
Condition of school resources
Condition of school resources
operative
operative
operative
operative
operative
operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
non-operative
on-operativee
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
rimaryQ
ceeecondaryQ
Graph No. 14
Number of students per teacher
,Ñraph No. 14
Number of students per teacher'
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
anaxe
33333s9@
\FERNANDO\hp LaserJet 1010 Se
Graph No. 17
Net schooling rates by level and/or cycle
Graph No. 17
Net schooling rates by level and/or cycle'
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph 18
Repetition rate by school year
Graph 18
Repetition rate by school year'
Graph No. 19
School backwardness rate by level and/or cycle
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

\FERNANDO\hp LaserJet 1010 Se
Junior High School
Senior High School

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

Graph No. 20
Interannual dropout rates by level and/or cycle and by school year
<table>
<thead>
<tr>
<th>Country</th>
<th>238,998</th>
<th>477,992</th>
<th>75,236</th>
<th>320,319</th>
<th>69,033</th>
<th>44,064</th>
<th>728,573</th>
<th>7,982</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guatemala</td>
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<td>Panama</td>
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<td></td>
</tr>
</tbody>
</table>

- **Guatemala**: 238,998
- **Honduras**: 477,992
- **Nicaragua**: 75,236
- **Panama**: 320,319

---

**Reasons for Not Attending School**

- Home-related reasons: needs to work
- Very expensive
- Illness or disability
- Parents don't want them to attend
age reasons
69,033
finished studies
44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times
320,319
household chores
168
center out of use
47,442
others
7,442
otherse
Average stay of dropout students

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319 168 47,442

needs to work
238,998
home-related reasons
477,992
very expensive
75,236
illness or disability: Y 102,99
parents don't want them to attend: Y 726,135
age reasons: Y 7 69,033
finished studies: Y 1

44,064
there is no nearby school: Y 728,57
doesn't want or is not interested: Y 9 7,982
repeats many times: Y 9

320,319
household chores: Y 3 168
center out of use: Y # 47,442
others: Y 7,442
others:
×2p ‒ Ũl^lblll
hl^lblll
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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
rade/yearQ
Graph No.26
Average grade/year reached by dropout students
;Nraph No.26
Average grade/year reached by dropout students'
Costa Rica: Y
El Salvador: Y
Guatemala: Y
Honduras: Y
Nicaragua: Y
Panama
anamae
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primaryQ
Graph No. 24
Graduation rate by level and/or cycle

Country

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Grade/year

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
% of the population aged between 15 and 24 with 10 or more years of schooling½
% of population aged between 15 and 24 with 6 or more years of schooling½
years of compulsory schooling½
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Pre-primary
Primary
Junior high school
Senior high school
Usuario
Usuario
Microsoft Excel
Gráfico5
Gráfico4
Gráfico2
Gráfico6
Gráfico1
Gráfico10
Gráfico11
Gráfico12
Gráfico13
Gráfico100
Gráfico111
Gráfico14
Gráfico17
Gráfico18
Gráfico19
Gráfico20
Gráfico21
Gráfico22
Gráfico25
Gráfico30
Gráfico26
Gráfico24
Hojas de cálculo
Gráficos
Gráfico de Microsoft Excel
Excel.Chart.8
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(cÊp'ó"œE_\KXn%?
Average stay of dropout students

Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama
EMF+@
ObjInfo
ObjInfo
Workbook
Workbook
SummaryInformation
SummaryInformation
DocumentSummaryInformation
DocumentSummaryInformation
Usuario

B
Gráfico2
Gráfico6
Gráfico1
Gráfico10…
Gráfico11…
Gráfico12…
Gráfico13…
Gráfico100…
Gráfico111…
Gráfico14…
Gráfico17…
Gráfico18…
Gráfico19…
Gráfico20…
Gráfico21…
Gráfico22…
Gráfico25…
Gráfico30…
Gráfico26…
Gráfico24…
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work$
home-related reasonsCAUSAS DEL HOGAR
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102,99
728,57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schoolingH
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high schoolŷ
Primary and Junior High School
Primary and Junior High SchoolQ
Junior and Senior High School
Junior and Senior High SchoolQ
Graph No.5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total population
nNraph No.5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country's total
Graph No. 4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Graph No. 2
Inequality coefficient

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Graph No. 6
Urbanization level for Central America

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

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\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010

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

Graph No.10
Number of schools available for each level

Pre-primary

Pre-primary

Pre-primary

Pre-primary
<table>
<thead>
<tr>
<th>Condition of school equipment available</th>
<th>Costa Rica</th>
<th>El Salvador</th>
<th>Guatemala</th>
<th>Honduras</th>
<th>Nicaragua</th>
<th>Panama</th>
</tr>
</thead>
<tbody>
<tr>
<td>In good condition</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
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<tr>
<td>To be discarded</td>
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<tr>
<td>To be repaired</td>
<td></td>
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<tr>
<td>In bad condition</td>
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<td>-</td>
</tr>
</tbody>
</table>
Graph No. 13
Students served and not served
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Pre-primary
Graph No. 11
Condition of school resources

\FERNANDO\hp LaserJet 1010 Se
Graph No. 14
Number of students per teacher
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph No. 17
Net schooling rates by level and/or cycle
Costa Rica
Costa Rica
El Salvador

%¥}¥
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
Primary
rimaryQ
œecondaryQ
Graph No. 14
Number of students per teacher
,Ñraph No. 14
Number of students per teacher'
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
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Panama
Graph 18
Repetition rate by school year
(Rep. rate by school year')
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
Costa Rica
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Nicaragua
Nicaragua
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Panama
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Graph No. 19
School backwardness rate by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
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Panama

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

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
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Panama
Panama
333333%@
ffffff

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442

Graph No.21
238,998

home-related reasons
477,992

very expensive
75,236

illness or disability
102,99

parents don't want them to attend
726,135

age reasons
69,033

finished studies

44,064

there is no nearby school
728,57

doesn't want or is not interested
7,982

repeats many times

320,319

household chores
168
center out of use  47,442
others  7,442
other
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Graph No. 25
Average stay of dropout students
Graph No. 25
Average stay of dropout students'
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
ananae
1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442
Jh.310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319
168 47,442Q
Graph No. 21
raph No. 21'
1,310,373
needs to work
238,998
home-related reasons
CAUSAS DEL HOGAR
477,992
very expensive
75,236
illness or disability
102,99
parents don't want them to attend
726,135
age reasons
69,033
finished studies
44,064
there is no nearby school
728,57
doesn't want or is not interested
7,982
repeats many times
320,319 household chores
168 center out of use
47,442 others
7,442 others
×2p, Ül
hl
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Grade/year
Graph No.26
Average grade/year reached by dropout students
;Ñraph No.26
Average grade/year reached by dropout students'
Costa Rica
El Salvador
Guatemala
 Honduras
 Nicaragua
 Panama
anamae
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
imary
Junior high school
unior high school
œenior high school
Graph No. 24
Graduation rate by level and/or cycle
3Ñraph No. 24
Graduation rate by level and/or cycle'
Costa Rica
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
Gráfico de Microsoft Excel

Average grade/year reached by dropout students/

<table>
<thead>
<tr>
<th>Country</th>
<th>Grade/year</th>
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</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>4.81</td>
</tr>
<tr>
<td>El Salvador</td>
<td>4.81</td>
</tr>
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<td>Guatemala</td>
<td></td>
</tr>
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<td>Honduras</td>
<td></td>
</tr>
<tr>
<td>Nicaragua</td>
<td></td>
</tr>
<tr>
<td>Panama</td>
<td></td>
</tr>
</tbody>
</table>

Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Panama
Panama

Excel.Chart.8
Usuario
Microsoft Excel
ObjInfo
ObjInfo
Workbook
Workbook
SummaryInformation
SummaryInformation
DocumentSummaryInformation
DocumentSummaryInformation
Usuario

B

B
獵慲楯†††††††††††††††††††††††††††††††††††††††††††††††††††
Gráfico 5
Gráfico 4
Gráfico 2
Gráfico 6
Gráfico1
Gráfico10…
Gráfico11…
Gráfico12…
Gráfico13…
Gráfico100…
Gráfico111…
Gráfico14…
Gráfico17…
Gráfico18…
Gráfico19…
Gráfico20…
Gráfico21…
Gráfico22…
Gráfico25…
Gráfico30…
Gráfico26…
Gráfico24…
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama
Primary and Junior High School
Junior and Senior High School
Primary and Lower Second.
Lower and Higher Second.
Gini Coefficient
PPA Dollars
Pre-primary

Primary
Secondary
operative
non-operative
In good condition
To be discarded
To be repaired
In bad condition
Served

Not served
Jr.High School
Sn.High School
Junior High School
Senior High School
needs to work
home-related reasons
very expensive
illness or disability
age reasons
finished studies
there is no nearby school!
doesn't want or is not interested
repeats many times
household chores
center out of use
others
102.99
728.57!
parents don't want them to attend
There was no next grade
not interested#
Parents considered it not necessary

Illness
accompanied
Expelled for misconduct
distance from home
for work reasons
got pregnant
Others
Economic problems
Grade/year
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling
Junior high school
Senior high school
Primary and Junior High School
Primary and Junior High School
Junior and Senior High School
junior and Senior High School
Graph No.5
Primary and Secondary Educational Demand, 1998 (as a percentage of each country’s total population
Primary and Secondary Educational Demand, 1998 (as a percentage of each country’s total population')
El Salvador
Graph No. 4
Primary and Secondary Educational Demand, 1998 (as a percentage of total Central American population)
Guatemala
Honduras
Nicaragua
Panama

Graph No. 2
Inequality coefficient

Graph No. 6
Urbanization level for Central America

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

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

Graph No.10
Number of schools available for each level

El Salvador
Guatemala
Honduras
Nicaragua
Panama

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

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hp LaserJet 1010
\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Costa Rica
El Salvador
Guatemala
Nicaragua
Panama

Graph N.11
Condition of school resources
Condition of school resources'
operative
operative
operative
operative
operative
operative
non-operative
non-operative
non-operative
non-operative
non-operative
<table>
<thead>
<tr>
<th>Country</th>
<th>Condition of School Equipment Available</th>
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</thead>
<tbody>
<tr>
<td>Costa Rica</td>
<td>In good condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In good condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>In good condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In good condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>In good condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In good condition</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>To be discarded</td>
</tr>
<tr>
<td>El Salvador</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Guatemala</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Honduras</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Panama</td>
<td>To be discarded</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>In bad condition</td>
</tr>
<tr>
<td>El Salvador</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Guatemala</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Honduras</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>In bad condition</td>
</tr>
<tr>
<td>Panama</td>
<td>In bad condition</td>
</tr>
</tbody>
</table>

Graph No. 12
Graph No. 13

Students served and not served

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
anamæ
Costa Rica
Costa Rica
El Salvador
El Salvador
Guatemala
Guatemala
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Pre-primary
Primary
Primary
<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costa Rica</td>
</tr>
<tr>
<td>El Salvador</td>
</tr>
<tr>
<td>Guatemala</td>
</tr>
<tr>
<td>Honduras</td>
</tr>
<tr>
<td>Honduras</td>
</tr>
<tr>
<td>Nicaragua</td>
</tr>
<tr>
<td>Panama</td>
</tr>
</tbody>
</table>

Graph No. 11
Condition of school resources

<table>
<thead>
<tr>
<th>Condition of school resources'</th>
</tr>
</thead>
<tbody>
<tr>
<td>operative</td>
</tr>
<tr>
<td>non-operative</td>
</tr>
<tr>
<td>non-operative</td>
</tr>
<tr>
<td>non-operative</td>
</tr>
<tr>
<td>non-operative</td>
</tr>
<tr>
<td>non-operative</td>
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<tr>
<td>non-operative</td>
</tr>
</tbody>
</table>

\FERNANDO\hp LaserJet 1010 Se
\FERNANDO\hp LaserJet 1010 Se
hp LaserJet 1010
Pre-primary
re-primary
Primary
Primary
Secondary
Graph No. 14
Number of students per teacher
Graph No. 14
Number of students per teacher
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama

Graph No. 17
Net schooling rates by level and/or cycle
Graph No. 17
Net schooling rates by level and/or cycle
Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
El Salvador

33333s9@
Repetition rate by school year

Graph 18

Repetition rate by school year’
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Panama
Graph No. 19
School backwardness rate by level and/or cycle

Costa Rica
Costa Rica
Costa Rica
El Salvador
El Salvador
El Salvador
Guatemala
Guatemala
Guatemala
Honduras
Honduras
Honduras
Nicaragua
Nicaragua
Nicaragua
Panama
Panama
Panama
Interannual dropout rates by level and/or cycle and by school year in:
- Costa Rica
- El Salvador
- Guatemala
- Honduras
- Nicaragua

Graph No. 20
<table>
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<th>Reason</th>
<th>Nicaragua</th>
<th>Panama</th>
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</thead>
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<td>477,992</td>
<td>75,236</td>
</tr>
<tr>
<td>Very expensive</td>
<td>238,998</td>
<td>75,236</td>
</tr>
<tr>
<td>Illness or disability</td>
<td>102,99</td>
<td>726,135</td>
</tr>
<tr>
<td>Parents don't want them to attend</td>
<td>44,064</td>
<td>69,033</td>
</tr>
<tr>
<td>Age reasons</td>
<td>728,57</td>
<td>7,982</td>
</tr>
<tr>
<td>Finished studies</td>
<td>7,982</td>
<td>320,319</td>
</tr>
<tr>
<td>There is no nearby school</td>
<td>320,319</td>
<td>168</td>
</tr>
<tr>
<td>Doesn't want or is not interested</td>
<td>47,442</td>
<td>47,442</td>
</tr>
<tr>
<td>Repeats many times</td>
<td>1,310,373</td>
<td>1,310,373</td>
</tr>
</tbody>
</table>

Graph No.21

Needs to work

333333%@

fffffae @
Average stay of dropout students' graph No. 25

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

1,310,373 238,998 477,992 75,236 102,99 726,135 69,033 44,064 728,57 7,982 320,319

home-related reasons

very expensive
illness or disability
parents don't want them to attend
age reasons
finished studies
there is no nearby school
doesn't want or is not interested
repeats many times

320,319
household chores
Average grade/year reached by dropout students

Costa Rica

El Salvador

Guatemala

Honduras

Nicaragua

Panama

Average grade/year reached by dropout students'
% of the population aged between 15 and 24 with 10 or more years of schooling
% of population aged between 15 and 24 with 6 or more years of schooling
years of compulsory schooling

Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

Pre-primary
Primary
Junior high school
Senior high school
Gráfico5
Gráfico4
Gráfico2
URGENTE. Última fecha para entrega de Información sobre la Elaboración del Cuadro Situacional de la Subregión de Centro América del Proyecto Hemisférico.
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cora ordonez