
**Country Analysis
Education**

Nicaragua



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1. General educational situation

1.1 Educational history

Background

Spanning the breadth of Central America from the Pacific Ocean on the west to the Caribbean on the east, Nicaragua covers 129,494 square kilometers and was home to some 4.8 million people in 2000. Beginning with colonization by Spain in the 1520s, the history of Nicaragua parallels that of many of its neighbors with privilege, including educational access, which was reserved for the Spanish and those who affected Spanish ways. Although independence was gained in 1821, a highly hierarchical social structure remained in effect for the next 150 years. Education during those years followed an elitist Spanish model and was reserved for a very narrow segment of the population.

Two mayor events

With a birthrate of 2.2 percent and 40 percent of the population below the age of 15, Nicaragua views education as a critical force to determine the future stability and prosperity of the nation. Nicaraguan education during the years since 1950 has been shaped by the same two major events that shaped the nation politically: the beginning and the end of the Sandinista government's tenure. Under the Somoza government, education levels, especially in the rural portion of the country were very low, with estimates of illiteracy ranging from 75 to 90 percent in the outlying areas and nearing 50 percent nationwide. In the years prior to the 1979 Sandinista emergence, Nicaraguan education functioned as two separate systems, the primary and secondary systems administered by the Ministry of Education and the higher education system, which consisted of the nation's two independent universities: National Autonomous University and the Central American University. In 1980, the Sandinistas integrated the autonomous higher education institutions into a single, centrally administered education system based in Managua. While some might criticize the Sandinistas for their political use of the education system, their emphasis on educational opportunity and literacy did bring about a renaissance in Nicaraguan schools.

Enrolment

In the first five years of their rule, enrolment in the nation's schools doubled from 500,000 to one million, despite the threats of violence from the contras. In 1982, UNESCO recognized the Sandinista Literacy Crusade for dropping illiteracy from 53 percent to 12 percent. After their electoral defeat in 1990, but before relinquishing power to the United National Opposition (UNO), the Sandinistas split the education system into four parts, a move criticized as being politically rather than educationally motivated. These parts are the Ministry of Education, with responsibility for preprimary through secondary-level schools; the National Technological Institute, which provides vocational training; the Institute of Culture, which administers the museums and other cultural institutions; and the higher education institutions. Post-Sandinista education has continued to build upon the successes of the previous regime. While maintaining and expanding the Sandinista emphases on universal educational opportunity and literacy, the UNO government has reinstated one aspect of education that lay largely dormant through the 1980s: religion. Humberto Belli, a former education minister, described his educational approach as "a Christian policy, dialectical in life, so the student can develop his critical consciousness." Predictably, this and related changes have drawn criticism from various quarters, but

in a nation that is 90 percent Catholic, religion would prove hard to separate permanently from education.

Access to education

"Access to education is free and equal for all Nicaraguans," reads the nation's constitution. Despite progress since 1980, this promise remains far from being met. Education is legally compulsory only through the primary grades, although even there the level of participation is rather low. In 1999, the nation's schools expected to enroll a total of 1,366,357 students but exceeded that number by nearly one percent for a total enrollment of 1,377,697. These students included 160,398 in preschool programs, 816,701 in primary schools, 304,169 in secondary schools, 5,250 in teacher training programs, 88,117 in adult education, and 3,065 in special education programs. Matriculation rates in preprimary through secondary schools have risen in recent years, but they still fall well below standards for universal coverage. In 1999, 26 percent of eligible preschool students were enrolled. Of eligible primary students, 75 percent were enrolled, with 32.6 percent of eligible secondary students in school. Mostly as a result of the relatively high enrollment rates in primary schools and as the aftermath of the Literacy Crusade, literacy stands at 65.7 percent for all citizens over the age of 15.

1.2 Formal education

The academic year in Nicaragua stretches from march to December and the language of instruction is Spanish. Compulsory education ranges from age 6 to age 12.

Primary and secondary education

Primary education lasts for six years divided into two cycles: basic and second cycle. It is compulsory and free. Secondary education lasts for five years, divided into three years of *ciclo básico* and two years of *ciclo diversificado*. It leads to the *Bachillerato* in Humanities or Science, which is one of the prerequisites for access to higher education. In technical secondary education students are awarded the title of *Técnico medio* after three years of *ciclo diversificado*.

Higher education

Higher education is provided by universities, *centros técnicos superiores* (polytechnical and technological institutions) and *centros de investigación y de capacitación* (research centres). There are both state universities and private universities. The *Consejo Nacional de Universidades* (CNU) is responsible for all higher education planning. The *Asociación Nicaraguense de Instituciones de Educación Superior* studies academic and administrative problems of higher education with a view to its integrated planning within the framework of the system of education; recognizes studies; and encourages the exchange of information between member institutions.

Overview

	<i>Primary</i>	<i>Basic secondary</i>	<i>Diversified secondary</i>	<i>Technical secondary</i>
<i>Type of school providing this education</i>	Primary school	<i>Educación media, Ciclo Básico</i>	<i>Educación media, Ciclo Diversificado</i>	Technical Secondary School
<i>Length of program in years</i>	6	3	2	3
<i>Age level</i>	6 to 12	12 to 15	15 to 17	15 to 18
<i>Certificate/diploma awarded</i>	<i>Diploma de Educación</i>	<i>Diploma de Curso Básico</i>	<i>Bachillerato en Humanidades</i>	<i>Tecnico Medio</i>

	<i>Primaria</i>		<i>or Ciencias</i>	
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Enrolment

Enrolment by gender in all levels of education through secondary is fairly equal. The numbers at the preschool level are virtually identical. In the primary schools, the student population is approximately 50.6 percent male, while in the secondary schools 46.7 percent of students are male. This slight disparity helps to explain the higher level of literacy among women (66.6 percent) than among men (64.6 percent).

1.3 Government education policy

Legislation

Title 7 of the 1987 constitution not only details the relative powers of government regarding education, but makes many statements regarding educational philosophy. Administratively the constitution establishes educational oversight and funding as the responsibility of the Ministry of Education, Culture, and Sports (MECD). The MECD falls within the executive segment of the government but operates under the laws created by the legislative *Asamblea Nacional*. One of the standing commissions within the assembly with particular responsibility for educational matters is the nine-member Commission on Education, Means of Social Communication, Culture, and Sports.

Ministry of Public Education, Culture and Sport

Responsibility for education nationwide falls to the *Ministerio de Educación pública, Cultura y Deporte*, MECD (Ministry of Public Education, Culture and Sport). The MECD, aside from administering the nation's schools and providing a standardized curriculum, directly trains principals and oversees the training of teachers in member institutions. In a movement away from the highly centralized systems before 1990, the MECD in 1993 introduced a reform that granted managerial and budgetary independence to local school-based councils, analogous to local U.S. school boards. The results of this move were mixed.

School autonomy project

Those schools located in wealthier areas with a cohesive sense of identity and greater community resources fared very well under the system, while less cohesive, less resourced schools in poorer areas did not find the change productive. By 1999, research suggested that the school autonomy project had not really effected as significant a change as the government had suggested. Instead, many schools that had not opted for the autonomy agreement were actually able to make more of their own decisions than those who had signed the autonomy agreement. This initiative has also been received differently by professionals, with principals typically enjoying the freedom the system offers and teachers feeling threatened under these guidelines.

Reform

In 1999, the MECD began a major reform initiative aimed primarily at improving the quality of secondary schools but touching on many areas of institutional practice. As a part of this reform, the ministry aims to overhaul its information system and its communications with the schools. University oversight is provided by the *Consejo Nacional de Universidades* (National Council of Universities) and the *Asociación Nicaraguense de Instituciones de Educación Superior* (Association of Institutions of Higher Education).

Funding

Funding for education has risen significantly over the 1980s and 1990s with more increases promised for the future. In the face of a significant budget deficit—\$162

million of a \$551 million budget in 1996—double-digit inflation, and unemployment of 16 percent, this continued expenditure has taken a great deal of political will.

1.4 Education providers

The largest education provider in Nicaragua is the government, with the largest percentage of enrolment being in public schools.

At pre-primary school level 17% of education is private. In primary education this percentage is 15, this is the highest rate of privatization in Central America seventh-highest in Latin America. Though World Bank loans were to be assigned to increase participation in public education, enrolment in private education is on the increase. In secondary education 28% of education is private. 1% of students in lower and 15% in upper secondary education study in technical vocational programs.

1.5 The quality of education

As to measuring the quality of learning, the assessment of the academic performance of Nicaraguan pupils carried out by the MECD in 2002 observes that Nicaraguan pupils in grades 3 and 6 have little command of most of the content assessed in the subjects of Spanish and mathematics. In grade 3 the situation is that 71% and 61% of pupils in Spanish and mathematics are at the basic level.²³ In grade 3, as in grade 6, most pupils are at the basic level, and in mathematics, the more difficult subject, 88% are at the basic level. The highest marks were scored in urban areas and in private schools.

Using the preceding results, Arcia, Porta and Laguna find that the main factors associated with educational achievement are: leadership of the principal, teacher motivation, the personal characteristics of pupils (personal motivation, low absenteeism), and a secure physical environment for schooling.

The results of the academic performance tests have been sent out to the participating schools, and academic guides have been prepared to remedy the weaknesses identified in the 2002 assessments. Likewise, training programmes have been promoted in educational management as a strategy for stimulating educational leadership in public school principals.

During 2006 the second application of national-level standard tests took place and Nicaragua participated in the international SERCE (Second Regional Comparative and Explanatory Study) testing organized by LLECE/UNESCO, which will provide key inputs for defining strategies of the present Government regarding educational quality.

1.6 Religion within education

A large part of the education system, in particular the private institutions that serve most upper- and middle-class students, is controlled by Roman Catholic bodies. In reference to the Pope's concern that Central American schools foster programs which are based on atheism, the Minister of Nicaragua commented, "We believe that this isn't the case in Nicaragua because our basic laws recognize freedom of conscience and of religion (Article 8). Furthermore, Article 22 of the Statute of Rights and Guarantees of Nicaraguan Citizens prohibits propaganda against peace and any support for national, racial or religious prejudice. In the October, 1980, official communiqué on religion of the FSLN's National Directorate, it stated that Christian patriots and revolutionaries are an integral part of the Sandinista Revolution and have been for many years. The communiqué reads: "For the FSLN, religious freedom is an inalienable right that the

revolutionary government fully guarantees. Furthermore, in the New Nicaragua no one can be discriminated against for publicly professing or expressing their religious beliefs." The right of religious communities to continue to impart Christian education in their schools has been explicitly guaranteed in more than 20 agreements that have been signed between the government and religious communities involved in education. In his conclusion, the Minister of Education stated that "we do not see the Sandinista vision of the new person as being opposed to the 'Christian vision' of persons described by Pope John Paul II as the inspiration to the activity of Catholic educators".

1.7 Teacher education

The nation's primary and preprimary teachers are trained in teacher-training programs administered by the secondary education division of the Ministry of Education in the nation's many pedagogical institutes. The best of these programs, and the strongest secondary school among all categories, is widely recognized as the Managua-based Escuela Pedagogico La Salle. The complete five-year course of study at La Salle and the other institutes is initiated after the completion of primary education and consists of a three-year program of general education followed by a two-year program of specialization. Upon completion of this program, students are awarded the *Diploma de Maestro de Educación Primaria* (diploma of mastery of primary education). Secondary schools receive their training in a four-year program of study at the Universidad Nacional Autónoma de Nicaragua (UNAM). Completion of this program is recognized by the conferring of the *Título de Profesor de Educación Media* along with the *Licenciatura* degree. Admission to the secondary training program requires the completion of the secondary-level *Bachillerato* or the earning of the primary education certification.

Teacher profession

The nation's 28,000 teachers are not highly paid but, compared with their Central American peers, fare well. In 1995 union officials complained of average teachers earning only 275 cordobas (US\$55) a month and noted that a family of seven is estimated to spend 200 cordobas on basic needs each month, leaving a teacher attempting to support a large family with limited disposable income. By 1999, this average salary had risen to 425 cordobas per month, compared with a salary of 400 for Salvadoran teachers and 358 for those in Panama. The post-Sandinista years have been considerably less friendly to organized labor than had the previous period. The teachers are represented by a union, ANDEN, which has sought not only an increase in wages, but job security for its members by creating a system of tenure in the schools. Although stating their dedication to preserving and expanding the gains made in education through the 1980s, ANDEN's activities and demands have largely focused on salary and working condition issues, rather than those of educational philosophy and curriculum.

1.8 Conclusions

Education is viewed as very important in Nicaragua, and thus the constitution states that access to education is free and equal for all Nicaraguans. Although the government has clear legislation on this, education is not yet accessible to all. The education system of Nicaragua is a standard system that moves from pre-primary education to primary education, secondary education and finally to higher education. Teacher education is also an integrated part of the education system, with primary school teachers enjoying education in secondary schools and secondary school teachers get their education at the university.

The Roman Catholic church plays a large part in private education sector and communities are free to impart Christian education in their schools. There is improvement needed in the quality of education because the basic level in Spanish and mathematics is still on the low side, especially in rural and public schools.

2. Primary education

2.1 School attendance

Pre-primary school attendance

Regarding preschool coverage, the official MECD statistics show an increase in coverage of this educational level, from a net enrolment ratio⁴ (NER) of 31.4% in 2000 to 41.8% in 2005. This increase has been due to significant expansion of the community preschool education centres that serve over half the total intake and are mainly located in rural areas affected by extreme poverty. More on this programme can be read under 'forms of primary education'.

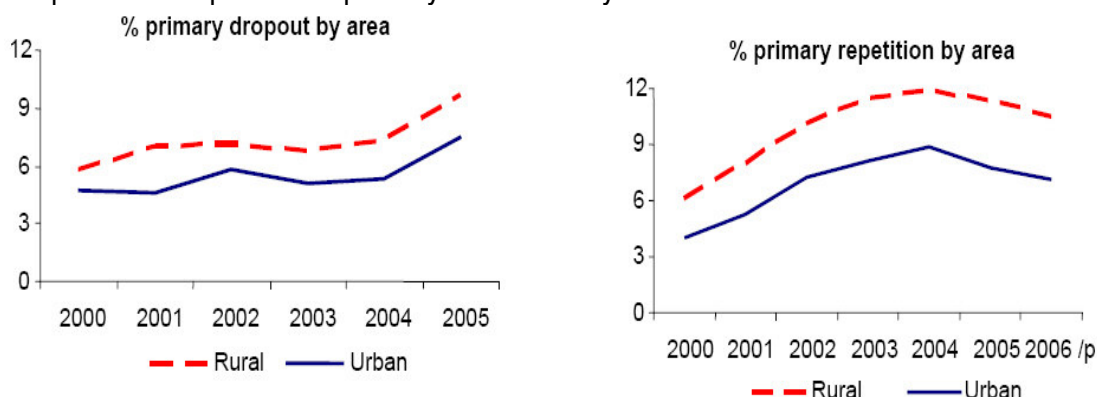
For 2006, the reported preschool NER amounted to 51.4, which can be explained by the fact that Ministerial Agreement No. 094-2005 laid down six years as the official age of admission to primary education, bringing about a change in the method of calculation of the educational coverage indicators and affecting comparability with previous years. It is to be noted, however, that one of the unexpected effects of the change was a lower proportion of six-year-old children enrolled in the education system, since there is more resistance in rural areas to sending children at an early age (in the countryside six-year-olds represent only a third of primary enrolment). Despite progress, Nicaragua still needs to increase the numbers of children in preschool education, particularly since it has been established that attending a preschool centre makes boys and girls much more likely to see their cognitive capacities increased and to remain in school, as against those not attending.

Primary school attendance

Progress in achieving universal primary education shows mixed results, depending on the source of information used to calculate the NER. Studies using population projections predating the 2005 census pointed to a significant decline in the NER, estimated for 2005 at 80.3%. Subsequent studies using the population data of the 2005 census put the NER at 91.9% for that year and at 94.4% in 2006, which has prompted much optimism in the MECD.

However, to achieve the universal completion of primary education it is necessary to guarantee that pupils not only enter primary school but also succeed in staying on there and progressing through that level of education. It is therefore worrying to see that, in the 2000-2006 period, primary repetition and dropout increased, mainly affecting male pupils and the rural areas, especially in the first grades of primary education.

Drop-out and repetition in primary education by area



To remedy this situation the MECD has undertaken an educational upgrading programme for the first and second grades of formal education. It nevertheless has to be acknowledged that, even though its implementation has been considered successful in an internal report by the primary education directorate, the programme does not seem to have had any effect on the efficiency indicators.

As a result of the high rates of school dropout and repetition, a considerably lower primary completion ratio than the school coverage recorded was observed in 2005. It was 65.6%, meaning that 66 out of every 100 pupils, with respect to the official population, complete their primary education (at 12 years). Girls and urban residents are those achieving the highest primary completion ratios.

Statistics on primary and pre-primary education

Year	2003	2004	2005	2006
Data				
Percentage of female students. Pre-primary	50	50	49	...
Percentage of female students. Primary	49	49	48	...
Pupils of the official school age. Pre-primary. Female	91,656	99,236	105,647	...
Pupils of the official school age. Pre-primary. Male	92,053	100,186	108,025	...
Pupils of the official school age. Pre-primary. Total	183,709	199,422	213,672	...
Pupils of the official school age. Primary. Female	356,021	360,604	358,627	...
Pupils of the official school age. Primary. Male	371,110	378,087	378,135	...
Pupils of the official school age. Primary. Total	727,131	738,691	736,762	...
Enrolment in pre-primary. Public. All programs. Total	154,670	167,899	180,131	...
Enrolment in pre-primary. Public and private. All programs. Female	91,656	99,236	105,647	...
Enrolment in pre-primary. Public and private. All programs. Total	183,709	199,422	213,672	...
Enrolment in primary. Public. All programs. Total	785,622	789,111	801,123	...
Enrolment in primary. Public and private. All programs. Female	451,859	457,675	457,578	...
Enrolment in primary. Public and private. All programs. Total	927,217	941,957	945,089	...
Enrolment in primary. Grade 1. Total	241,791	242,914	247,512	...
Enrolment in primary. Grade 2. Total	174,227	179,717	175,414	...
Enrolment in primary. Grade 3. Total	157,716	160,223	156,216	...
Enrolment in primary. Grade 4. Total	137,204	139,385	140,755	...
Enrolment in primary. Grade 5. Total	114,424	116,243	117,277	...
Gross enrolment ratio. Pre-primary. Female	33	37	40	...
Gross enrolment ratio. Pre-primary. Male	32	36	39	...
Gross enrolment ratio. Pre-primary. Total	33	36	39	...
Gross enrolment ratio. Primary. Female	108	110	110	...
Gross enrolment ratio. Primary. Male	110	112	113	...
Gross enrolment ratio. Primary. Total	109	111	112	...
Gender parity index for gross enrolment ratio. Pre-primary	1.04	1.03	1.02	...
Gender parity index for gross enrolment ratio. Primary	0.99	0.98	0.97	...
School life expectancy (years). Pre-primary. Female	1.3	1.5	1.6	...
School life expectancy (years). Pre-primary. Male	1.3	1.4	1.6	...

School life expectancy (years). Pre-primary. Total	1.3	1.4	1.6	...
School life expectancy (years). Primary to secondary. Female	10.0	10.1	10.2	...
School life expectancy (years). Primary to secondary. Male	9.7	9.8	10.0	...
School life expectancy (years). Primary to secondary. Total	9.8	9.9	10.1	...
Rate of primary school age children out of school. Female	8	7	6	...
Rate of primary school age children out of school. Male	9	7	7	...
Rate of primary school age children out of school. Total	8	7	7	...
Percentage of private enrolment. Pre-primary	16	16	16	...
Percentage of private enrolment. Primary	15	15	15	...
Teaching staff in pre-primary. Total	8,365	9,080	8,435	...
Teaching staff in primary. Total	26,899	26,899	28,163	...
Pupil-teacher ratio. Pre-primary	22	22	25	...
Pupil-teacher ratio. Primary	34	35	34	...

For the latest statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

2.2 School accessibility

Primary education is tuition-free, universal and compulsory to age 12. The law is not enforced effectively, and all children do not attend school during the years of compulsory education. Since Nicaragua is one of the poorest countries in Latin America, school participation for many families is limited by their inability to pay associated education costs.

Since 1993 Nicaraguan authorities have implemented school autonomy throughout the country. The concept of “autonomous schools” has meant that families are supposed to pay a “voluntary contribution” to the school. But in practice the contribution is not voluntary, and it prevents many children from enrolling. Each school is administered by a school council of 11 members, of whom 3 are teachers. Nicaragua has the third biggest gap between urban and rural education in the world. Efforts are being made to increase the participation of the 80,000 children estimated to be outside the school system. An integrated programme for school nutrition and the provision of school bags and scholarships have been instituted to make it possible for children to attend school. Completion rates are improving in primary education. An Education for Life programme combines studies and employment. Budget limitations have resulted in teachers being paid 73% of the basic national wage.

2.3 Forms of primary education

Pre-primary education

In the 1960s and 1970s, kindergarten education was provided basically in private centres, either in centres set up just for that level or in annexes to primary schools. As of 1979, the Department of Preschool Education was established and it was the

period when criteria were set for serving children under six years old, and the coverage was extended countrywide.

Pre-primary education starts at the age of 3 and is a four year programme.

Community pre-school model

Starting in 1995, two forms of schooling were devised, one formal and the other non-formal (preschool centres annexed to public and private schools). Experience of the non-formal approach gave rise to the community preschool model, as a viable alternative for offering school-age children educational service in a country with scant resources and with a child population growth outpacing its economic development. This approach provides an educational service in marginal urban areas and rural areas of the country. Its purpose is to extend coverage and improve the quality of service for boys and girls, with the active participation of parents and the community. It functions on loaned premises (churches, community centres, private homes, children's canteens, etc.), with the assistance of voluntary women educators of a minimum academic level of fourth grade primary. They may be mothers, students or teachers, and they are selected by the community. This arrangement is backed financially by institutions and bodies, both national and international, working for the benefit of children. According to MECD statistics, 94% of teachers working under this scheme in 2004 were people without formal qualifications.

The community participation approach is justified not only on account of its potential to extend service coverage or reduce its cost, but chiefly because it represents an educational concept which, by closely involving the family and the community, extends the child's educational environment and makes the community the principal educational agent.

Primary education

Primary education as both the foundational level of studies and the level with the highest proportion of eligible students enrolled has traditionally been the most important focus of the Ministry of Education's work. Education is compulsory for ages 7 to 12. Primary school begins at age 7 and continues for 6 years. The first six years of compulsory education are handled by the nation's primary schools.

Completion

At the completion of this course of study, students are awarded a *Diploma de Educacion Primaria* (Diploma of Primary Education). Of the 160,000 students in the primary schools in 1999, some 87.01 percent completed the year's studies, a rate that rose slowly but consistently over the decade of the 1990s.

Curriculum

The objectives stated by the Ministry of Education for the primary curriculum are to develop fundamental skills in the areas of mathematics, reading, writing, science, and Christian moral values. Successful students are to be able to function in these skills at a level that will allow them to move into one of the courses of study available in the secondary schools.

2.4 Special needs education

The law prohibits discrimination against persons with physical and mental disabilities, but in practice such discrimination is widespread in education and in other state services. Government assistance to disabled persons is minimal, and there is no specific budget for disabilities. Children are integrated in normal schools using community-based rehabilitation and temporary care centers. Those with severe disabilities attend other schools. Over 800 teachers are trained to focus on children with disabilities.

2.5 Conclusions

Progress is being made in the school attendance of children in pre-primary schools, however there is still a lot of room for improvement here.

School attendance rates for primary education are a bit unclear, however the dropout and repetition rates are clear and it seems that drop-out rates are rising and repetition rates are declining. Over all this does not give a clear picture about how well primary education is doing in Nicaragua.

Primary education is dealing with budget problems. The education should be free, but in some cases families must pay a “voluntary contribution”. Do to budget limitations teachers are being paid only 73% of the basic national wage.

3. Secondary education

3.1 School attendance

Statistics on secondary education

Years	2003	2004	2005	2006
Data				
Percentage of female students. Total secondary. General programs	53	53	53	...
Percentage of female students. Total secondary. Technical/vocational programs	54	54	55	...
Percentage of female students. Total secondary. All programs	53	53	53	...
Pupils of the official school age. Secondary. Female	137,862	139,221	148,650	...
Pupils of the official school age. Secondary. Male	125,787	127,025	133,462	...
Pupils of the official school age. Secondary. Total	263,649	266,246	282,112	...
Enrolment in secondary. Grade 1. Total	121,624	120,869	120,586	...
Enrolment in secondary. Grade 2. Total	89,908	92,127	97,632	...
Enrolment in secondary. Grade 3. Total	71,606	73,912	79,749	...
Enrolment in secondary. Grade 4. Total	57,847	59,113	63,637	...
Enrolment in secondary. Grade 5. Total	49,516	48,326	53,687	...
Enrolment in secondary. Grade 6. Total	...	...	...	...
Enrolment in lower secondary. Public. All programs. Total	209,006	211,065	222,441	...
Enrolment in lower secondary. Public and private. All programs. Total	287,676	290,510	301,245	...
Enrolment in total secondary. Public. General programs. Total	275,450	278,855	298,247	...
Enrolment in total secondary. Public. Technical/vocational programs. Total	20,339	19,848	20,409	...
Enrolment in total secondary. Public. All programs. Total	295,789	298,703	318,656	...
Enrolment in total secondary. Public and private. General programs. Total	390,500	394,347	415,273	...
Enrolment in total secondary. Public and private. Technical/vocational programs. Total	21,843	22,058	22,580	...
Enrolment in total secondary. Public and private. All programs. Total	412,343	416,405	427,853	...
Gross enrolment ratio. Lower secondary. All programs. Female	75	75	77	...
Gross enrolment ratio. Lower secondary. All programs. Male	69	69	71	...
Gross enrolment ratio. Lower secondary. All programs. Total	72	72	74	...
Gross enrolment ratio. Upper secondary. All programs. Female	56	56	61	...
Gross enrolment ratio. Upper secondary. All programs. Male	44	45	48	...
Gross enrolment ratio. Upper secondary. All programs. Total	50	51	54	...

Gross enrolment ratio. Secondary. All programs. Female	68	68	71	...
Gross enrolment ratio. Secondary. All programs. Male	60	60	62	...
Gross enrolment ratio. Secondary. All programs. Total	64	64	66	...
Gender parity index for gross enrolment ratio. Lower secondary. All programs	1.08	1.08	1.07	...
Gender parity index for gross enrolment ratio. Upper secondary. All programs	1.26	1.26	1.28	...
Gender parity index for gross enrolment ratio. Secondary. All programs	1.13	1.13	1.13	...
Percentage of private enrolment. Lower secondary. General programs	28	27	26	...
Percentage of private enrolment. Upper secondary. General programs	34	34	33	...
Percentage of private enrolment. Upper secondary. Technical/vocational programs	8	8	9	...
Percentage of private enrolment. Secondary	28	28	27	...
Teaching staff in lower secondary. Total	8,697	8,782	8,668	...
Teaching staff in upper secondary. Total	4,021	4,061	4,312	...
Teaching staff in secondary. Total	12,718	12,843	12,980	...
Pupil-teacher ratio. Lower secondary	33	33	35	...
Pupil-teacher ratio. Upper secondary	31	31	32	...
Pupil-teacher ratio. Secondary	32	32	34	...

For the latest statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

3.2 School accessibility

School access to secondary education is similar to that of primary education. The education is supposed to be free, however school can charge other fees to support them financially and these fees can make it impossible for the poorer families to have their children attend secondary school.

3.3 Forms of secondary education

Secondary education begins at age 13 and lasts for five years, divided into three years of *ciclo básico* (basic cycle), with students typically aged 12 to 15 years, and two years of *ciclo diversificado* (diversified cycle) for students aged 15 to 17 years. Upon the completion of the liberal arts-oriented course of study in the diversified track, the student is recognized with the *Bachillerato* in Arts or Science, which is one of the prerequisites for access to higher education. The other option in the second portion of secondary education is a three-year course of study in one of the technical secondary schools. These students, aged 15 to 18, are awarded the title of *Técnico medio* after completion of their coursework. The stated objective of the secondary education system is to prepare students for successful entry into university study, although many students opt to enter the labor pool immediately upon completion. For those unable to attend traditional day schools, the MECD provides both evening and Saturday classes in various venues around the country.

Secondary school reform program

Given the emphasis placed on primary education, the nation's secondary system has not developed to a comparable degree. A secondary school reform program, beginning in 1999 and funded by the Inter-American Development Bank, sought to address perceived weaknesses in this system, specifically targeting the goals of quality and equity. This program was aimed at four areas of emphasis: changes to the education structure and curriculum within the secondary schools, increased and varied uses of educational technology, development of a pilot preschool education program to be administered within the secondary schools, and an incentive program aimed at encouraging the demand for and supply of educational services.

Curriculum—Examinations, Diplomas

The secondary curriculum in place during the 1990s was a traditional one including study of mathematics, language arts, science, and religion. This curriculum is actually little changed from that used during the Sandinista regime, although overt political indoctrination has been removed from the schools. Beginning in 1999, the Ministry began a review of the existing secondary curriculum aimed at a complete revision. This revision will be effected with the assistance of people at all levels of the education system as well as non-education government representatives and representatives from private industry. The research guiding this revision includes the assessment of current and projected future needs regarding secondary enrollment and infrastructure, the social demands affecting the education system, a critique of existing administrative practices within the MECD, and inquiry into improved articulation between the various levels of education and between the education system and the workforce. At the completion of this research, the MECD proposes to review the current curriculum in light of the findings from the research and then to create a revised curriculum. Despite the pronouncements on the need for reform, it is not clear how committed the government is to significantly restructuring the nation's secondary schools.

Grading and language

Grading is performed on a 0 to 100 percent scale with 60 percent as the cutoff for passing. Although all instruction in government-funded schools is carried out in Spanish, four English-speaking schools operate in Managua: the American-Nicaraguan School, which is widely considered to provide the best education in English; the Lincoln Academy; the Notre Dame School; and the Nicaraguan Christian Academy. French, German, and other national schools also operate in the country, although their instruction is in Spanish.

3.4 Conclusions

The enrolment rate for secondary education was 66% in 2006, which is still quite low and is an indication that school access to secondary schools needs to be improved. The secondary school system is divided into two cycles, the first cycle is the basic cycle which lasts 3 years and following this cycle students can follow the two year diversified cycle which qualifies for higher education. Students can also choose to follow the three year technical cycle.

4. Higher education and university

4.1 School attendance

Statistics on tertiary education

Years	2003	2004	2005	2006
Data				
Percentage of female students. Tertiary ISCED 5A	52	...	...	...
Percentage of female students. Tertiary ISCED 5B	59	...	...	...
Percentage of female students. Total tertiary	52	...	...	...
Enrolment in 5A tertiary. Total	98,905	...	...	...
Enrolment in 5B tertiary. Total	4,672	...	...	...
Enrolment in total tertiary.	103,577	...	...	...
Gross enrolment ratio. ISCED 5 and 6. Female	19	...	...	...
Gross enrolment ratio. ISCED 5 and 6. Male	17	...	...	...
Gross enrolment ratio. ISCED 5 and 6. Total	18	...	...	...
Gender parity index for gross enrolment ratio. Tertiary	1.08	...	...	...
School life expectancy (years). Tertiary. Female	0.9	...	...	...
School life expectancy (years). Tertiary. Male	0.9	...	...	...
School life expectancy (years). Tertiary. Total	0.9	...	...	...
Teaching staff in total tertiary. Total	6,757	...	...	...

For the latest statistics visit:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=136&IF_Language=eng&BR_Topic=0

4.2 Forms of higher education

A total of 14 higher education institutions serve Nicaragua. The most popular course of study at these schools are international relations, business, and medicine. The *Consejo Nacional de Universidades*, a body with representatives from all member institutions provides oversight and governance to all higher education facilities, while the *Asociación Nicaraguense de Instituciones de Educación Superior* coordinates higher education services and planning in both the areas of academics and administration. This latter organization also helps to facilitate communication and academic freedom between and within member institutions.

Stages

University study typically follows the following sequence. The first level of study culminates in the awarding of the *Licenciatura*, normally attained after four or five years of study, depending on the subject, and indicating a basic professional qualification. The shortest course of study is a two-year program in accounting and

the longest is the six-year sequence for medicine, although the degree granted in that field is Doctor. The second stage of studies in the university leads to the *Maestría* (Masters) degree. This degree follows a two-year course of study and the presentation and defense of a thesis. Grading typically is done on a scale of 0 to 100 percent with 70 percent as the lowest passing grade. Instruction in all of these institutions is carried out in Spanish with the exception of the English-based University of Mobile, Latin American Campus.

Public & Private Institutions

Nicaragua's higher education is provided by four categories of institutions. The most prominent among these is the *Universidad Pública* (Public University) including the Universidad Americana. The Universidad Católica de Nicaragua (UNICA) and Universidad Centroamericana, a Jesuit university founded in 1960, represents the second category, the *Universidad Privada* (Private University). The remaining categories are the *Centro Técnico Superior* (Higher Technical Center) and the *Centro de Investigación y de Capacitación* (Research Center).

Admission

Admission to university-level studies requires the student to have earned the *Bachillerato* credential from their secondary school. In addition, students are required to sit for the *Prueba de Ingreso* (entrance exam). Non-Nicaraguan students should hold an equivalent secondary credential as well as be proficient in Spanish. The government provides for the autonomy of the universities and other higher education facilities. The management of the universities is constitutionally delegated not only to the administration of the institution, but to the "professors, students, and workers," although their relative participation in management is not defined by law. Many students pay nothing for their education with all expenses covered through government aid. The maximum fee at the public institutions is 150 cordoba (US\$40) per semester while the average at the private universities is about US\$1,000 per year.

Autonomy and accountability

In 1990, Nicaragua's National Assembly approved law 89, which in the opinion of many critics guarantees an unusual degree of autonomy and a lack of accountability. In accordance with this law, neither public nor private universities are regulated by any ministry or other governmental unit. The law divides higher education into "universities" and "higher technical centers." The government subsidizes these institutions directly through the legally mandated 6 percent of the national budget dedicated to higher education. It also founded the National University Council, as a coordinating and consulting entity. The council's only authority with regard to the new private institutions is to authorize their operations. Subsequently, these institutions enjoy total autonomy.

In spite of efforts to make improvements, during the last few years, the subsidized universities have largely remained extremely bureaucratic, with weak planning capacity and outdated didactic methodologies and curriculum contents. The admissions process shows that the secondary school graduates are very unskilled. The majority of applicants attain minimum scores in Spanish and mathematics. Another concern is that few university professors hold doctoral degrees. Most universities function at the periphery of the international scientific community, unable to produce and adapt the knowledge needed to confront the most urgent economic and social problems of the country.

New and old universities

As throughout Latin America, Nicaragua has been affected by significant expansion of higher education, which has increased the diversity of interests and aspirations of admitted students. Given the failure of Nicaragua's public universities to expand and diversify, dynamic changes in the higher education system have occurred through the

large and growing number of new private universities. While these new private institutions tend to be devoted to teaching or training as their main activity, there is much heterogeneity among them. Some have existed for 10 years or more whereas others are quite young. Teaching, facilities, and infrastructure quality also differs greatly. Enrollment rates range from just 100 to over 4,000. Some institutions have branches in different parts of the country, and many are family owned. Level of tuition fees also differs greatly.

The old private universities have played an equally important role as have the public universities. Both are top choices for able students and are able to offer scholarships financed with funds from the 6 percent government subsidy. Some new private institutions, despite their small size, have made progress that will likely allow them to assume an important place within the higher education system. Many have introduced new modalities for satisfying enrollment demands. Thus, night classes are common, as are classes on weekends. In such ways, the new privates expand access for a population otherwise marginalized. However, the quality of the teaching methods, learning content and programs, remain questionable.

Two years ago, all old privates and publics but only some of new privates carried out a voluntary institutional self-evaluation process, focusing on strengths and weaknesses followed by an external peer review and the drafting of a plan of action. As a result, the majority of the participating institutions are interested in setting up an independent national accreditation system. Several new private universities have already sought accreditation through private regional accreditation agencies. However, most of them are concerned about their ability to meet international accreditation standards and the consequences that may result from failure. While Nicaragua's higher education institutions, especially the new private institutions, are still far from reaching international standards, recent advances hold promise for bringing the country closer to the Latin American region overall.

Nicaragua's new private universities reflect some trends elsewhere in Central America, Latin America more broadly, and even globally. These developments include rapid growth, accommodation where demand exceeds public supply, small institutional size, interinstitutional variation, questionable quality, private finance, and profiles and prospects much in flux.

4.3 Conclusions

The most recent statistics available where from 2003, as can be seen in the table the GER in 2006 is 18%. To get access to higher education students must first finish secondary school and then they must take an entrance exam.

Higher education in Nicaragua is divided into public and private universities, higher technical centres and research centres.

The higher education system is growing and therefore is going through changes with new private universities being established.

5. Informal education and literacy

5.1 Non-formal education

Vocational and technical education beyond that offered in the technical secondary schools is provided by Centros técnicos superiores, which fall under the jurisdiction of the higher education system. Studies in these facilities last for two or three years, leading to the degree of Técnico superior. Those holding this certification are admitted into university-level studies in related fields of study. Like the Centros técnicos, the nation's Polytechnical University, and the Institutos Politécnicos and Tecnológicos offer two- and three-year courses of study leading to the granting of technical professional qualifications.

5.1.1 The Basic Popular Education

A post-literacy campaign was initiated immediately after the literacy campaign (see 5.2.1 The Nicaraguan National Literacy Campaign) and evolved into several programmes for adult education. Francisco Lacayo presented a first concept draft in June 1980, scheduling three phases:

A support phase (Sostenimiento), aimed at training Popular Teachers (Maestros Populares) deriving from local structures of the literacy-campaign. This phase was planned to be finished at the end of 1980.

A consolidation phase (Consolidación y Aprestamiento), later called Continuation (Seguimiento), to look after the neo-literates; and,

A phase of the actual basic education programme (Educación Basica), which was turned into the Popular Basic Education Programme (Educación Popular Basica), as well as of other non-formal programmes.

This outline was later on altered to meet both ongoing experiences and the rapid change of its political context.

In the field, the literacy teaching units were renamed and transformed to Popular Education Collectives (Colectivos de Educación Popular - CEP).

Instructors

When organising the follow-up programmes to the *crusada* it soon proved impossible to continuously rely on teachers and student volunteers. This problem was addressed by training neo-literates. These newly recruited Maestros Populares (Popular Teachers) formed the backbone of the EPB, in line with Popular Co-ordinators (Coordinadores Populares) and Popular Promoters (Promotores Populares), which were responsible both for the identification and the training of suitable teachers and for the relations with municipality administrations. This unconventional answer to the need meant a huge challenge to the programme and caused ongoing problems in the quality of teaching.

Implementation and Reassessment

In March 1981, 143.816 persons signed up with the EPB's first term, including 46.517 participants of the ongoing Literacy campaigns course. EPB was started with four subjects:

Lifestyle. This programme included modules on personal hygiene, with modules prepared for students and instructors;

Mathematics. We present here a module for developing basic skills;

Natural sciences; and,

Social sciences. A central module in this topic is about independence from Spain

Due to the need, the ongoing Literacy campaigns course was integrated as a regular Introduction Level (Nivel Introductorio) in the second term. Participation reached its peak in 1983.

When compared to the *cruzada*, the Popular Basic Education programme needed permanent reassessment and thus became the main Nicaraguan experience with the concept of Popular Education. The new type of a neo-literate teacher with all his needs for training was one of the main reasons behind this need. Others were the decline of public willingness to participate, which occurred when attendants and instructors faced increasing personal risk and economic hardship, caused by the need to work, *Contra* attacks, and financial costs of the Nicaraguan-US warfare. Thus, the old *cruzada* structures rapidly disintegrated.

Additionally, the first attempts were directed to maintain the pace of the campaign. The educational content, the quantity and the qualification of the teachers rendered this impossible and the original schedules needed constant adaptation. The Talleres continued to be crucial as a means for ongoing qualification (*Desarrollo del Programa de los Talleres Semanales*).

Evaluation

Both the *cruzada* and EPB introduced new key features to the Nicaraguan educational system, effectively challenging its former hierarchies. With regard to the literacy campaign, the main changes derived from its ideological content, massive political mobilisation and integration of participating citizens, and the fact that it led to a new student-teacher relationship. This was especially true when it came to the participating youth who experienced a major impact on their socialisation and personal development process. Both the new figure of the *Maestro Popular* in EPB and the participation of students in adult teaching effectively democratised the role of teachers in Nicaragua. Another new element was the link of theory and practice through strengthening connections between the urban instructors and mainly rural course attendants. Introduction of new learning contents that were rooted in the learners' daily life experiences supported this link.

Major achievements were stimulation of local participation, the raise of self-esteem and the enhancement of the participants' access to further qualification. But the crucial point was the achievement of sustainable results. The short duration of the *cruzada* did not allow an integration of all experiences and structures into the EPB. Revolutionary enthusiasm, triggered by the struggle with internal (e.g. regarding teachers' training) and external problems, had sparked a quick programme development. However, it lacked sustainable effects in the long run. The same applies for the sustainability of the EPB. The Sandinists were continuously struggling for adaptation and continuity of their adult education project, both reacting to the populations' expectations and encouraging them. But they faced an increasingly hostile environment that made climate and infrastructure for ongoing learning hard to maintain. Especially due to the *Contra* warfare, political priorities in the 1970s-80s were gradually forced to change:

"The progress of the educational system was inextricably linked to the fate of the revolution. Over time, the 1979 government of National Reconstruction shifted its priorities from education and production, to defense, and finally, to national survival". Arnove, R.F.: Education as Contested Terrain in Nicaragua. In: Comparative Education Review. Vol. 39 No. 1 1995, p. 30).

To some extent the reasons for setback were home made, too. The MED was blamed for its centralised formalism and ongoing incoherence between its departments with regard to the design of the *cruzada* manuals and EPB programmes. A notorious lack of monitoring was noted, diminishing possibilities to learn from experiences already made. The overall speed of development thus seems to have both favoured and imposed short-term decision making.

Grades from the formal education sector were still considered more valuable among the population. Although it was of poor quality and little practical relevance, the formal sector kept competing with the EPB. A vicious circle emerged: due to their own unfamiliarity and insecurity with new methods and content, teachers slipped back into traditional roles and ways of teaching. Thus, quite often the learners could not feel a qualitative change in adult education. In addition to that, the MED reacted accordingly and - at least partially - regarded the EPB as an equivalent to primary school education. This led to an increasing formalisation of the curriculum and, as a result, to a decrease of participants especially in rural areas. Many neo-literates dropped back into illiteracy.

5.2 Literacy

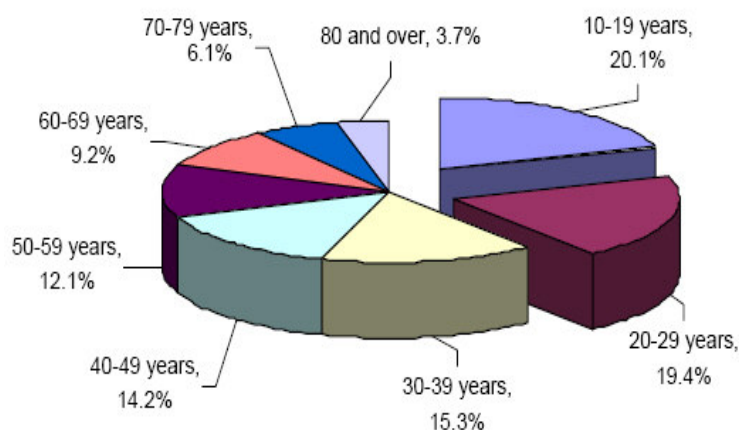
Using the 2001 Household Survey, the World Bank estimated that 18.7% of the Nicaraguan population aged 10 years and above was illiterate (equivalent to 715,272 individuals), the rural area of the country being particularly affected and even more so that of the two Atlantic Regions.

Given this situation, the MECD has made efforts to extend the coverage of the adult education programme, maintaining an average enrolment of nearly 75,000 from 1997 to 2006. In addition, in 2005 and 2006 a literacy programme was promoted as part of a voluntary social scheme to be carried out by pupils in the fourth and fifth years of secondary before completion of their course. The present administration is thinking of doing away with this and replacing it with an aggressive literacy programme supported by the Cuban Government and aimed at declaring Nicaragua an "illiteracy-free territory" in three years.

Despite those measures, the findings of the 2005 National Population and Housing Census indicate that for 2005 the illiteracy rate of the Nicaraguan population aged 10 years and above was 20.6%, equivalent to 772,025 individuals. A possible explanation of the increase in adult illiteracy is that in recent years nearly 800,000 boys and girls aged 3 to 18 years have been outside the education system, generating a vicious circle of illiteracy borne out by the fact that about 40% of present illiteracy corresponds to the 10-29 age range, matching the institutional action scope of the MECD in the past two decades.

Distribution of illiteracy by age group, 10 years and over (2005)

Nicaragua. Distribution of Illiteracy by age rank



5.2.1 The Nicaraguan National Literacy Campaign

The Frente Sandinista de Liberación Nacional (FSLN) spearheaded the popular movement, which finally overthrew the regime. Since the people had perceived the educational situation as an oppressive tool used against it to maintain the Somoza system, an immediate response by the FSLN was needed to maintain its legitimacy and to make use of the revolutionary momentum.

The Nicaraguan Literacy Campaign Crusade was co-ordinated by Padre Fernando Cardenal. Its primary targets consisted of institution building, the implementation of a national census on illiteracy, manual development, and piloting projects. The crusade was implemented between March 3 and August 23, 1980. It aimed not only at the eradication of illiteracy, but also at initialising a national process of consciousness development, especially in the remote rural areas, thus to enforce national unity and a participative type of revolutionary citizen:

"The programme's principal goals were (a) to eradicate illiteracy; (b) to encourage an integration and understanding between Nicaraguans of different classes and backgrounds; (c) to increase political awareness; (d) to nurture attitudes and skills related to creativity, production, co-operation, discipline and analytical thinking; (e) to support national cohesion and consensus; and (f) to strengthen the channels for economic and political participation" (From Cardenal, F./Miller, V.: Nicaragua: literacy and revolution. In: UNESCO: Prospects. Vol. XII, No. 2 1982. P. 205).

The Alfabetizadores - Instructors

It was mainly two social groups that send their members to the countryside as literacy instructors: secondary education and university students, and regular teachers.

Among the 20 popular organisations forming the United Popular Movement (Movimiento Pueblo Unido - MPU) there were not less than 10 youth and students organisations. Accordingly, students played a central role in implementing the campaign, especially when serving in the field as part of the EPA (Ejército Popular de Alfabetización - Citizens' Literacy Army) which was organised by the Sandinist Young People's Associations. Their tasks were not only to work with their hosts and to teach literacy skills, but from the beginning included elements of basic education.

Motivation derived both from the possibility to prove themselves "real Sandinistas", and from a certain amount of social pressure to do so. Mobilising urban students proved unexpectedly difficult, due to a partially weak politicisation and, in the case of future female instructors, the hesitance of parents to agree to sending their children to the countryside.

The second largest contingent of countryside literacy instructors came from among the ranks of regular teachers, although only about 50% of them took part in the campaign. This group suffered somewhat from lack of motivation, resulting from their familiarity with classroom teaching and from their authority being questioned in the post-revolutionary environment.

The first 80 instructors were trained in and gained experience from pilot projects before serving as multipliers.

Taking part in the campaign was not without risk. Several instructors were killed by accidents in the field, and nine were murdered by counter-revolutionaries.

Administrative Structures

The projects' national impetus was emphasised by the establishment of the National Literacy Commission (Comisión Nacional de Alfabetización), headed by the Minister of Education, Carlos Tünnermann. The executive consisted of the National Bureau for Co-ordination (Coordinación Nacional) which was led by Padre Fernando

Cardenal.

In the field, EPA was modelled on the FSLN structures during the revolution forming geographical fronts, brigades and, on the ground, groups which consisted of about 30 brigadists each, plus technical and methodological support.

Overall campaign costs of \$20,000,000 were covered solely by private and international donations.

Methods and Material

The planners took care not to extend the five months of campaigning to the main harvesting periods. Lessons were held beside the regular working hours of the illiterates. Additionally, the Alfabetizadores took part in their hosts' work. Achieving a better understanding among village dwellers and urbanites through common work and learning was considered an integral part of the campaign.

The short-termed training of the instructors made their educational upgrading a necessity. The tutor's manual included didactic recommendations and a methodological background. In the field, the workshops held on a regular bases each Saturday (Talleres Sabatinos Sandinistas - TSS) proved to be essential.

Inspired by the works of Paulo Freire, previous Cuban and other experiences, an own methodological blend was used grounded on dialogue, generative words, and working on syllables. Lessons began with looking at and discussing the lecture's photograph:

"From this initial discussion, participants moved to a second stage, a synthesis in which a phrase was derived from the fundamental elements of the theme. Thus, for example, in the first lesson's theme, related to Augusto Cesar Sandino, the phrase provided was 'Sandino, leader of the revolution'. This phrase, in addition to being related to the essential points of the theme, also contained the necessary linguistic components for learning to read and write. The words la revolución, for example, contained the complete set of vowels that were the foundation for all further study" (From: Cardenal, F./Miller, V.: Nicaragua: literacy and revolution. In: UNESCO: Prospects. Vol. XII, No. 2 1982. P. 210).

These stages were followed by reading and writing exercises. Indeed, there was still a strong political content:

"The introductory Spanish-language reader (Carlitos) for example, taught the letters b, g, and j by depicting, respectively, a military boot (bota), a militia cap (gorra), and the army (ejército)". (From Arnove, R.F.: Education as Contested Terrain in Nicaragua. In: Comparative Education Review. Vol. 39 No. 1 1995, p. 33).

Results and Evaluation

95.582 Alfabetizadores taught 406.056 persons. Within five months illiteracy rate dropped from 50.35% to 12.96%, excluding dropouts and so-called "no-alphabetisables". From October to March 1981 additional campaigns were held at the Atlantic coast to alphabetise another 12.664 persons in local Miskitu, Sumo and Creole languages.

Most young Alfabetizadores came to a profound knowledge of peasant life throughout Nicaragua. Most described their term as an essential and personality changing experience after which many decided to become teachers by profession.

Mass participation, the linkage of learning with the revolutionary socio-political context and the focus on popular interests based on everyday experiences were some key elements of the campaign that had ongoing effect on society. Another noticeable feature was the amount of flexibility expressed in campaign organising (e.g. training teachers in workshops, which was a completely new experience to Nicaraguan education), stemming from it's perception as a permanent challenge. Critics focus mainly on three points: First, the campaign was heavily loaded with ideological content. The campaign was considered a major instrument for consolidation and advance of the revolution, being mainly effective through the linking

of work and learning, and through mass mobilisation. Leaders like Cardenal considered it "a primarily political project with social implications". After an enthusiastic beginning this hindered a successful ongoing mobilisation of all social groups. Parts of the private sector became increasingly reluctant to support sandinist ideological content. Even more, although the rural and urban participants of the campaign indeed learned a lot from each other, these new experiences were not enough transformed into new learning content, but teachers tended more towards explaining revolution to their course attendants.

Second, the same manuals were used all over the nation. Thus, the use of local everyday problems of illiterates as a point of departure for the education process remained in the background.

Third, spill over on learning infrastructure was low, given that few institutions for further qualification were available to rural neo-literates. Fourth, the lack of professionals and financial resources in the Ministry of Education prevented the successful transfer of gained methodological experiences to the formal education sector.

5.3 Conclusions

Do to the Nicaraguan National Literacy Campaign the illiteracy rates dropped from 50.35% to 12.96%. The campaign was a success and turned a lot of the instructors to the teaching profession. The literacy campaign led to a post-literacy campaign that set out to set up basic education for adults, regrettably quite often the learners could not feel a qualitative change in adult education.

Illiteracy rates have further improved, the numbers can be seen in the table under '5.2 Literacy'.

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