Analytical Report based on the information of the years 2010/2011 of the Regional Series of Education Indicators on School Failure of the Central American Education and Culture Coordination CECC/SICA 2013

FINISHING SCHOOL IN CENTRAL AMERICA
The pending challenges

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We also had the permanent support and reading from Anna Lucia D’Emilio, Regional Counsel of the UNICEF in Education and Excluded Populations for Latin America and the Caribbean; of Maria Eugenia Paniagua, Secretary General of the CECC/SICA and of Jorge Rivera, Technical Coordinator of the Regional Education Project of this same organization, who with their work contribute to improving the educational conditions of the children and adolescents of the region.

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PRESENTATION

The almost universal coverage of access to school achieved by the Central American region, including Belize and the Dominican Republic, is a remarkable achievement of the education systems of the eight countries that make it up and shows the priority that the Presidents give to education in their agendas of sustainable human development.

The right to education for all the children and adolescents of the region does not only refer to their entry into school but also to their permanence, their learning and the conclusion of the educational levels. This is why the Ministers of Education of the member countries of the CECC/SICA acknowledge the transcendence of quality education and the need to prevent school failure and dropping-out. Facilitating the educational itineraries for the entire school population, especially the most unprotected one, is one of the most important and critical challenges of the education systems of the region.

The report “Finishing School in Central America: The pending challenges” is an x-ray of the educational situation and of the processes of school exclusion, based on the statistical information that the Ministries of Education themselves produce. As all x-rays, the report brings to light the dark sides that are not usually visible for those who manage the education systems and make the decisions. To learn to read and relate the different phenomena that education statistics record, implies an analysis with multiple views and awareness of the implications of school failure in the development of people and societies. As well, preventing school failure contributes to prevent the waste of significant financial resources. The CECC/SICA and UNICEF join their strengths, advancing towards the creation of institutional synergies, the first result of which is this report “Finishing School in Central America: The pending challenges.” Every document of this kind is based on the information available during a particular period of time and, therefore, is subject to changes inasmuch as the countries update their data or intensify their policies and programs for the improvement of quality of education. Thus, independently of the modifications that may occur in each country, this report shows the enormous potentials that the data routinely gathered enclose, when they are transformed into knowledge as producers and facilitators for decision-making in the design of educational policy.
The region has a powerful instrument, the Regional Series of Education Indicators (http://www.sica.int/cecc/indicadores Educativos.aspx), that the countries feed periodically and that allows performing analysis such as the one that today the CECC/SICA and UNICEF hand over to the education authorities, researchers, scholars, and teachers and to the public opinion in general.

To guarantee the right to education is a task of the State and a responsibility of the entire society. It is a mandate of the United Nations for UNICEF to follow-up on the materialization of the rights of the children and adolescents. It is also a mandate of the Council of Ministers of Education of the CECC/SICA, and for their General Secretariat, of contributing to the objectives of the Regional Education Agenda.

Both institutions hope to contribute with this report in the process of design of the national and regional public policies. Knowing that this is so compensates the efforts made.

María Eugenia Paniagua
Secretary General
CECC/SICA

Bernt Aasen
Regional Director
UNICEFTACRO
The Central American region has experienced, in the last decades, a significant growth of the education system, which is evidenced with the access to elementary education of the totality of children of school age. However, this does not resolve the education gaps, since there still are population segments that are not able to finish, at least, the mandatory studies, and this frustrates their life projects, their family hopes and the efforts of the countries.

The data shows that complete schooling achieved by the children weakens when reaching puberty, when the population stratification with regard to their educational achievements is consolidated: on the one hand, those who stay in the education system and will have employment and educational opportunities; on the other hand, those who will see these doors close upon them since they have been excluded from mandatory education and, also, are blamed for this. Thus, the education gap tends to reinforce the social gaps—virtuous circuits of education and wealth versus vicious circuits of scarce education and poverty—; strengthening in this way the inequalities that increase social tensions, violence and disintegration risks. Therefore, without total, timely, sustained schooling full of learning, the right to education is not effectively enforced.

Until a few decades ago, the gap could be seen very clearly since one part of the population did not have access to education at any time of their life. Today, the Central American States guarantee schooling on the elementary level, and are advancing towards the secondary one. This is why, exclusion occupies the stage-center since all the children enter the education system but few find the opportunities to conclude successfully. The current situation in the region forces us to do research on school exclusion, which is manifested, in its most serious state, in the abandonment (total exclusion) and in other expressions of school failure (as a potential or latent exclusion). This scenario requires a renewed framework of interpretation and analysis of the educational processes in the area; also, greater specificity must be reached in the quantification and characterization of the different processes.
that generate and sustain educational inequality, which appears for example, in the exclusion from timely access to preschool and elementary school; the high levels of course failure that difficult transit in time and form; school failure assumes different forms, at the beginning of secondary school, (those who are not able to access the level, who enter but drop-out and those who stay repeating the grade).

Within this framework, the CECC/SICA and the Regional UNICEF Office for Latin America and the Caribbean intend to join efforts to prepare an updated, in depth and relevant overview, an x-ray of educational exclusion in the Central America region. This document is the fruit of the joint work, which combines the analytical framework of the global initiative Out of School Children with the wealth of indicators available in the Regional Series of Education Indicators on School Failure. It is organized in the following way: in Chapter 1, the dimensions of education exclusion are characterized; in Chapter 2, the most exposed populations to these exclusion situations are identified. Lastly, in Chapter 3, an analysis of the prevalent exclusion situations that appear inside each country are presented, showing the inequalities hidden in the averages.

The five dimensions of exclusion

The analytical framework created by UNICEF and UIS UNESCO for the global initiative Out of School Children with the purpose of identifying the different situations which children and adolescents (forewith CHA) experience throughout the entire mandatory education summarizes the five dimensions of exclusion. This analysis shows the scenarios where the students are at risk of dropping-out of school and where it is possible to act in a timely or preventable manner; as well as the effective exclusions, that is, the situations where the CHA are found, indubitably, outside the education system.

Each dimension indicates a path of the education system. The first three refer to the population that does not attend school during the corresponding age; thus, dimension 1 refers to preschool, 2 to elementary school and 3 to basic secondary school. In a supplementary way, the other two dimensions refer to those who attend school but are at risk of dropping-out, both in the elementary level, which is dimension 4, as well as in secondary school, which is number 5. Table 1 quantifies these exclusion dimensions for the Central American countries and the Dominican Republic.
### Table 1
**POPULATION PERCENTAGE SUSCEPTIBLE OF BEING AFFECTED BY EXCLUSION**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Percentage</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Children of age for attending preschool education who are not in preschool or in elementary school</td>
<td>17%</td>
<td>204 thousand CHA</td>
</tr>
<tr>
<td>2</td>
<td>Children of age for attending elementary school who are not in elementary school or in basic secondary school</td>
<td>3%</td>
<td>219 thousand CHA</td>
</tr>
<tr>
<td>3</td>
<td>Young people of age for basic secondary school who are not in elementary school or in secondary school</td>
<td>24%</td>
<td>560 thousand CHA</td>
</tr>
<tr>
<td>4</td>
<td>Children who attend elementary school but who are at risk of dropping out: In moderate risk, 1,9 million CHA. In serious risk, 1,9 million CHA.</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Young people who attend basic secondary school but who are at risk of dropping out: In moderate risk, 672 thousand CHA. In serious risk, 823 thousand CHA.</td>
<td>55%</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CURRENT OR POTENTIAL EDUCATION EXCLUSION: 6,4 million CHA**

For the indicator calculation, the following countries and years are considered: Belize, Costa Rica, Nicaragua, Guatemala, Panama, the Dominican Republic, El Salvador (2010), Honduras (2011).

**Source:** their own processing based on data from the Regional Series of Education Indicators on School Failure CECC/SICA.
These estimates show the great regional challenge to achieve total and timely inclusion of the school-age population; on the one hand, it is necessary to guarantee the conditions so that 1 out of every 3 children enters in a timely manner preschool and remains in school up to basic secondary school. On the other hand, we face the challenge of protecting the timely transit from elementary school to basic secondary school for the more than 5 million CHA who have experienced school failure situations, especially for the 2.7 million who attend and lag two or more years behind.

The methodological approach of the five dimensions allows a dynamic view of the exclusion processes, and is combined with the school itinerary approach applied for the development of the Regional Series of Education Indicators on School Failure of the CECC/SICA. This joint analysis makes it possible to identify different school itineraries for the students1 in which the real or potential educational exclusion of the students is consolidated.

Figure 1 shows the dimensions of the exclusion that affect the CHA by simple age, and identifies where the main problems are concentrated. Each one of the color zones expresses an exclusion dimension and the white area refers to the population that goes through schooling in a timely manner and without failure. The numbered arrows illustrate some later comments.

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1 School itineraries: this term is used in the document with two meanings (regulated and effective). The regulated school itinerary refers to the theoretical route established by the regulations framework for mandatory levels, depending on the ages for entry and for coursing each grade and level. The effective school itineraries are the routes followed by the students of the region, with regard to their access and progression in the schools where they enroll in the different educational levels, until completing it or be excluded without reaching this achievement.
For the calculation of the indicator the following countries and years were considered: Belize, Costa Rica, Nicaragua, Guatemala, Panama, Dominican Republic, El Salvador (2010), Honduras (2011).

Source: our own processing based on data from the Regional Series of Education Indicators on School Failure CECC/SICA

When analyzing each one of the areas of Figure 1, the following aspects of importance for the region stand out:

1. The educational system achieves universality in the coverage between 8 and 11 years-old.
2. In the earlier ages, a population group is excluded from access to preschool.
3. Schooling increases between 6 and 7 year-olds, an indication of the access processes to mandatory education. There are a significant number of students of age to attend elementary school who are enrolled in preschool.
4. Beginning at 12 years-old, dropping-out appears, more and more intense as one moves towards the 17 year-olds. 1 out of every 3 CHA does not attend school.
5. Beginning at 6 years-old, a significant level of lagging behind is generated, which intensifies, constantly, as the course age increases.
6. From the group of 10 year-old students, half of them attend with one or two years lagging-behind, which becomes abandonment beginning at 12 years-old.
The quantitative approach of the five dimensions is expressed in the exclusion profiles and, for each one of them, their size and their incidence is estimated for the total population; the different school itineraries of those who suffer each form of exclusion are characterized, and the main disparities that the population groups, who are more exposed to exclusion in its different forms, suffer.

Dimension 1 is made up of boys and girls of age to initiate preschool education, who do not attend preschool education or elementary school; it is the population excluded from attending (at least) one year of preschool in a timely manner, that is, in theoretical age. In the countries of the region, 1 out of 6 children in the regulatory age for attending the last grade of preschool are not attending school. The population of the rural areas is more exposed to not entering preschool, possibly due to the lack of offer for that level.

With regard to the CHA who belong to the indigenous population, it results significant to highlight the scarce availability of data; these are registered, in a systematized way, only in some countries, and even with certain restrictions that limit the analytical possibilities of the information. This population is very much affected by the exclusion from access to preschool since 1 out of every 3 children of age to attend the last year of preschool is found outside of the school.

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2 The concept of exclusion profiles refers to the exhaustive analysis of the dimensions of school exclusion (real or potential) that correspond to the different tracts of mandatory education, in order to quantify, characterize and locate the population affected. The profiles are mutually excluding categories and they focus on tracts by age or by educational levels, depending on whether it is about real or potential exclusion.

3 In Honduras, the option for the identification of the intercultural bilingual education model is not included, so that it is only possible to identify the indigenous school population up to ninth grade of basic education. In the case of Panama, due to restrictions in the way to digitalize the data, there is no information of indigenous students by age; therefore, these data are not used in the study. Guatemala is the only country that has complete information about the indigenous population.
The statistical analysis shows that those who are outside the school at this age, in their greater majority, enter the educational system at some time. In this regard, one of the main findings of the study has been the identification of various ways of access to preschool and elementary school, which do not correspond to what has been legislated, since approximately 70% of the population accesses preschool and elementary school in a timely manner, that is, at the age anticipated by the standards. The rest enters by different ways, which configures a situation of inequality. Six possible ways of entering preschool and elementary school have been identified, four of which imply a form of exclusion, which is shown in table 2.

Table 2

<table>
<thead>
<tr>
<th>Ways of entry</th>
<th>Situation it represents</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely entry into preschool</td>
<td>Entry stipulated in the regulations</td>
<td>Students who attend preschool and elementary school at a timely age.</td>
</tr>
<tr>
<td>Precocious entry</td>
<td>Non adequate entry with a low risk level</td>
<td>Students who enter elementary school with an earlier than the corresponding one.</td>
</tr>
<tr>
<td>Preschool repetition</td>
<td>Exclusion from timely access to elementary school and early repetition of grade</td>
<td>Students who enter in a timely manner into preschool, but who go through a repetition experience of the level.</td>
</tr>
<tr>
<td>Timely entry into preschool</td>
<td>Exclusion from access to preschool</td>
<td>Students who enter first grade of elementary school at a timely age without having coursed preschool.</td>
</tr>
<tr>
<td>Entry with inadequate enrollment</td>
<td>Exclusion from timely access to elementary school due to inadequate enrollment</td>
<td>Students who enter the education system at the age for initiating elementary school but who are enrolled in preschool.</td>
</tr>
<tr>
<td>Pure tardy entry</td>
<td>Exclusion from timely access to preschool and elementary school</td>
<td>Students who enter the education system at an older age to the one that corresponds to the beginning of elementary school.</td>
</tr>
</tbody>
</table>
Dimension 2 of exclusion refers to the population of age to attend the elementary level, but who is not enrolled or in elementary level of in secondary level. Following, three markedly different situations are stated:

a) Exclusion from *timely access* to the level: those who are not in the elementary level and will enter tardy.

b) *Total or absolute* exclusion from the level: those children who are not in school and, should the current trends keep up, will not enter the level.

c) Exclusion from the *conclusion* of the level: that refers to those that initiate the elementary level and drop out before concluding it.

Exclusion from timely access to the elementary level is the situation with largest scope in the Central America region that explains why there are more than 219 thousand children who, despite being of age, are not in elementary or basic secondary school. The other two situations have reduced presence in the area.

If one takes into account the students who enter the elementary level tardily, the study highlights two markedly different situations: those who enter tardily as a first contact with the education system (pure tardy entry), and those who do so because they lag behind in attending preschool. This last case is the only one that refers to the population who is enrolled in the education system; in this regard, out of every 10 children affected in dimension 2, 4 lag behind in attending preschool. The modification and adjustment to the standards in practices linked with entry to preschool and elementary school would substantially reduce this exclusion dimension/profile.

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4 It is important to consider that exclusion from the conclusion of elementary level is not proper of dimension 2. Dimensions 1, 2 and 3 are defined by age tract, and do not necessarily manifest correspondence with the level which they attend: considering the levels of lagging behind present in the region, many students are concluding elementary school when they are of age to be in basic secondary school. If these students drop out before concluding the elementary level, they belong in dimension 3 of exclusion.
For this, we must advance in the knowledge of school and population dynamics that are linked with these inequitable ways of entry, researched in the specific context in which they occur with greater intensity. When building the profile proper to this dimension, one finds disparities by zone, for example, pure tardy entry is more frequent in the urban context and with greater presence in the feminine population. On the other hand, although tardy entry entailing lagging behind from preschool is similar in both zones, it is more frequent in boys than in girls.

Dimension 3 of exclusion considers the population of age to be in basic secondary but who do not attend school. The greater part of these adolescents went to the education system, and dropped-out or was excluded at some moment of its school journey, without having yet arrived to the basic secondary level. The total of youngsters who are found in this dimension have gone through various ways of access and progress, and experiences and ways of linking up with the education system.

In the Central America region there are 560 thousand adolescents of age to be in basic secondary school who do not attend school. For them, dropping out begins somewhere around 12 years-old, since out of every 100 students who attend, 7 do not enroll the next year. Since age increases, dropping-out intensifies; thus, between 14 and 15 years-old, 117 thousand students are excluded totally from the school system. Therefore, as age progresses, the number of students enrolled is reduced.

The dropping-out of these students may occur in the last grades of the elementary level, in the first years of the secondary level or in the transition from elementary to secondary. In this regard, it is pertinent to stop at this last
itinerary, mainly because it relates to the lack of offer of secondary level or to the accessibility inadequacies of the offer.

The Effective Entry Rate to Secondary Education indicator, included in the Regional Series of Education Indicators on School Failure, focuses attention on the transition between elementary and basic secondary education. In the case of the Central America region, of the total number of students in regular conditions of enrollment in the first year of the secondary level, 15.6% does not do it. This magnitude represents the restrictions of effective access to secondary education, with an enormous disparity between rural and urban zones.

This dropping-out between elementary and secondary school is an almost exclusive phenomenon of the rural areas, since 1 out of every 3 (33.7%) students from rural areas who fulfill the conditions to enroll in the first year of secondary school do not do it. This percentage represents approximately 203 thousand CHA who finish elementary school and do not enter secondary school. Additionally, it was detected that at least 22 thousand adolescents from the region finish the elementary level in the rural schools and transfer to urban areas to enroll in secondary school.

On the other hand, this bottle-neck between the end of elementary school and the beginning of secondary school is more intensely manifested in the feminine population (16.5% of women who fulfill the conditions to enroll in secondary school do not do so, against 14.7% of boys).

With regard to the CHA from indigenous villages, based on the information available, one can state the critical character of this transition, since out of every 100 indigenous adolescents who fulfill the conditions to initiate secondary school, only 62 effectively enroll. Women are particularly exposed to not initiating secondary school or dropping-out in the first years; thus, one identifies the presence of 216 boys for every 100 girls in the indigenous school 15 year-old population.
Dimensions 4 and 5 refer to potential exclusion, that is, to the population that is in school but at risk of dropping-out. Here, school lagging behind is used as an indicator of the situation of exclusion risk, since those who attend lagging behind by a year are considered at moderate risk of exclusion, whilst those who are lagging behind by two or more years are categorized as at serious risk of exclusion.5

It is recognized, in the analysis of dimension 4, out of every 4 students who attend the elementary level there are 2 who are in risk of exclusion (proportion that represents 3.8 million CHA). From these, 1 attends lagging behind by two or more years

Once in first grade of elementary school, 4 out of every 10 students attend but lagging behind. This condition is built and deepened throughout the level in two processes: due to tardy entry into elementary school (students coming from dimension 2), and due to those who do not pass the grade and re-enroll the next year. School failure in elementary level is so intense that the number of students registered in theoretical age is reduced from 950 thousand, in first grade, to 550 thousand, in sixth grade.

One of the significant findings of the statistical analysis is the estimate that 1 out of every 3 students who course a grade again are not registered as repeaters. This alerts us to a sub-estimate of the representativity of the indicator of grade repetition to characterize the situations of school failure.

The methodological framework of the global initiative Out of School Children proposes the use of the indicator of school lagging as a criterion for the recognition of the school population in risk of exclusion. In order to go further on the use of this indicator, please consult: “Finishing school: a right to grow, a duty to share; Regional Report for LAC on the UNICEF-UNESCO initiative,” August 2012.

The analysis of disparities allowed us to identify that the masculine students have a greater probability of being in a situation of exclusion risk due to the fact that they manifest lower promotion levels than the girls, since in first grade of elementary school, 24.7% of the boys is not able to pass, against 21.3% of the girls.

Inequalities between rural and urban zones are seen, since the beginning of the level, the percentage of students that is not able to pass first grade is, in the rural areas, almost double the one in the urban areas (28.2% against 14.7%). Only 4 out of every 10 students of the rural zones finish elementary school at the age that corresponds.

On the other hand, the students from indigenous villages, registered in elementary level, are found in a situation of extreme risk of dropping-out from school, since in the second grade of elementary school, 2 out of every 3 indigenous students attend lagging behind with two or more years.

Dimension 5 refers to the adolescents who are in basic secondary school but are in risk of dropping-out. In this case, the distinction between moderate risk (lagging behind by one year) and critical risk (lagging behind by two or more years) is also included.

In the Central America region, the number of students who follow the secondary level during the period under study is of approximately 2.8 million, of which 1.5 million are found at moderate or serious risk. This last group includes 823 thousand students who attend lagging behind by two or more years.

The specific particularity of this tract of schooling is that the lagging accumulation nurtures discouragement among the youngsters and
detachment from the school proposals from the adult world that trigger situations of total exclusion, which is reflected in the differences in size in the grades, given that for every 100 enrolled in first grade of basic secondary school there are 75 in the third grade.

The combination of school failure and dropping-out, phenomena that are manifested with particular intensity at the beginning of secondary school, cause this difference in enrolled students, since only 1 out of every 3 students who initiate secondary school is able to finish successfully the first two years of the level. It is less probable that the boys achieve success in the first years of secondary school, with regard to girls.

When analyzing the processes that constitute school failure, the statistical analysis allows one to recognize a particular risk situation: the use of the rate of students who desist quantifies those who drop-out of the education system after experiencing a situation of “non promotion.” In the Central America region, 60% of the students who failed a grade desist from continuing, and drop-out of the education system.

The diversity of exclusion situations

This study explores the heterogeneity of situations within the Central American context, based on an analysis exercise of the joint exclusion of territorial subdivisions defined inside each country. The territorial approach of educational inequalities is an indispensable exercise for the public management of school systems. The administration of technical, physical and financial government resources for education requires making decisions permanently to direct the efforts to where exclusion situations are located with greater intensity. This exercise constitutes a plausible model to be reproduced or extended in each country with greater disaggregation and detail levels, up to the municipality level or even the educational center level.

When considering each one of the five dimensions of exclusion in the geographical units studied (defined as “jurisdictions”6), and when comparing their intensity with regard to the average of the region, six typified exclusion

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6 For the specific purposes of this work, jurisdiction is defined as the first unit of geographical division inside each country. This unit possesses different nomenclatures (department, province, canton, etc.) and its common characteristic is being the geopolitical subdivision unit of greatest size within the geographical limits of a country. The eight countries that articulate the SICA are integrated by 128 jurisdictions, officially informed by each country.
paths are systematized, mutually excluding. Each jurisdiction is identified with regard to the prevalent or most probable typified path in its general exclusion data, which are distributed heterogeneously, because the educational opportunities are unequal inside each country; in this way, it is possible to visualize the priority attention centers in each jurisdiction.

The following map shows the distribution in the different geographical units studied:

For the calculation of the indicator the following countries and years were considered: Dominican Republic (2007-2008), Belize, Costa Rica, Nicaragua, Guatemala, Panama, El Salvador (2009-2010), Honduras (2010-2011).

Source: our own processing based on data from the Regional Series of Education Indicators on School Failure CECC/SICA

The typified exclusion paths are defined in this document as a set of analytical categories that characterized the territorial distribution of different modalities of school exclusion in mandatory education. They are built through a statistical exercise that compares between themselves territorial units of the same level, with regard to the overall “average” behavior, focused on access, permanence and progression of mandatory education. Each group is identified with a typified path that expresses the most recurrent manifestations of exclusion that occur in those territories.
In map 1, according to the aggregated data by jurisdiction, their assignment to each one of the typified exclusion paths is identified, according to the reference color code. One may observe some countries that, at least on the disaggregation level that was studied, show the predominance of a particular type of path. The presence of typified path 4 stands out in Guatemala, and typified path 3 in Costa Rica. In other cases, the situation is markedly heterogeneous, such as Nicaragua or the Dominican Republic, according to the paths of the jurisdictions that make them up. A definition of each one of the typified paths built is submitted below as reference for the analysis:

Path 1: medium exclusion levels at entry, of progression in elementary and secondary school and low effective exclusion levels in basic secondary school.
Path 2: high exclusion levels at entry, medium progression levels in both levels and low effective exclusion levels in secondary level.
Path 3: high exclusion levels at entry, low progression levels in secondary school and effective exclusion of medium intensity in basic secondary school.
Path 4: low exclusion levels at entry, low progression levels in elementary and secondary schools and effective exclusion of medium intensity in basic secondary school.
Path 5: medium exclusion levels at entry, high levels of failure in elementary and secondary schools and high levels of effective exclusion in basic secondary school.
Path 6: high levels of school failure and exclusion in all the tracts.

This group of jurisdictions is characterized for having ideal entry levels to elementary school, similar to the general average of the region. At the same time, the attendance of the students of theoretical age, both at the elementary level as well as the secondary one achieves a better value than the regional averages, which is translated into the fact that the rates of students lagging behind are medium, and the drop-out levels are kept under the regional total. As a consequence of the low intensity of the exclusion processes and risks, the presence of all the exclusion dimensions acquires a smaller size than the regional one, which does not imply that the exclusion situations may still be present.
The education systems of these jurisdictions show profound difficulties when making possible the timely entry to preschool. But once in the education system, the students maintain medium levels of progression and high permanence. That is, an important group of learners is able to advance in their schooling in a timely manner until the end of the secondary level, in a larger proportion to that of the regional total. This situation translates into a high intensity of the presence of dimensions 1 and 2 of exclusion in these school itineraries, accompanied by a manifestation of medium-low intensity of the remaining dimensions.

In this group of jurisdictions, a great number of students do not enter in a timely manner the education system. This causes a process of lagging accumulation in the first years of the elementary school that keeps up during the entire school itinerary of the students. However, medium levels of permanence are observed in relation with the regional total. Many adolescents attend the final levels of basic secondary school in spite of having accumulated years of lagging behind. The presence of these processes results in that the intensity of dimension 1 of exclusion (and dimension 2, considering the tardy entry) acquires a larger size than that of the region.
These jurisdictions are characterized by a great number of students who enroll in a timely manner in preschool and in elementary school. With regard to the promotion of elementary school, the values of these jurisdictions are similar to those of the region, a fact that translates into the behavior of lagging behind and dropping-out, that maintain similar levels to that of the Central American total. On the other hand, secondary school is marked by high rates of failure and medium levels of dropping-out. This second process is particularly intense in the change of level, the values of which descend much lower that the regional ones. When these processes occur, the intensity of the presence of dimensions 3 and 5 of exclusion acquire a larger size compared to that of the region.

In these jurisdictions, many students are excluded from access to preschool. Although the great majority initiates first grade in a timely manner in these jurisdictions, the promotion levels are low and, therefore, a significant group of students accumulates lagging years in their transit through elementary school. The transition to secondary school is marked by high failure and dropping-out. As a consequence of these processes, the intensity of the presence of dimensions 3, 4 and 5 of exclusion acquires a larger size compare to that of the region.
These jurisdictions show exclusion levels higher than those of the region in all the dimensions. In this group, many students do not access preschool in a timely manner. In elementary school, a quantity of failure is shown that is translated into school lagging. At the same time, a large number of learners do not access secondary school, and those who do, go through big failure and drop-out situations in the first years. This circumstance translates into a high intensity of the presence of the five exclusion dimensions.

As a final reflection of this summary, the fact stands out that the indicators available show that this jurisdictional heterogeneity within the group of countries is reproduced when increasing the disaggregation up to municipality, canton, and settlement or even between schools. That is, further that what the reader from any country observes that a path is not visualized in this jurisdictional map, this does not imply that those exclusion modalities are not present in the territory. The efforts made during the last decades are generating a better starting point, but we still have to carry out intense actions in order to overcome the deeper inequalities. The information may be an effective resource to design, execute and monitor those actions in favor of an effective right to education.