

FOOD FOR EDUCATION PROGRAM PHASE II

Comprehensive
Qualitative Study to
Identify Barriers to
Education

Carried out in the coverage área of the
FFE II program, Huehuetenango,
Guatemala

Executed by PCI with support from USDA

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Comprehensive Qualitative Study to Identify Barriers to Education: Carried out in the coverage area of the FFE II program, Huehuetenango, Guatemala

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1. List of Acronyms

CPF	Parents Council
CDR	Snack Committee
COCODE	Community Development Council
MINEDUC	Ministry of Education
DIDEDUC	Departmental Education Bureau
CTA	Administrative Technical Coordinator –of education at district level
CM	Municipal Council
MSPAS	Ministry of Health
USAID	United States Agency for International Development
USDA	Department of Agriculture of the United States
PCI	Project Concern International
FFE II	Food for Education II
GF	Focus Groups
MAGA	Ministry of Agriculture
MARN	Ministry of Environment and Natural Resources
INAB	National Forestry Institute
INTECAP	Technical Institute of Training and Productivity
ONAM	National Office for Women
RENAP	National Citizens Registry

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To the authorities of the Ministry of Education, through the work of the staff of the Departmental Education Bureau -DIDEDUC- and the Administrative Technical Coordinators -CTA-, for sharing their experiences and authorizing this study to benefit education in the department of Huehuetenango, Guatemala.

To the educational communities consisting of students, parents, community leaders, school directors and teachers of the 28 schools that were visited, for their willingness to provide information needed in this consultancy.

To the members of the Municipal Councils, the highest municipal decision making authorities, for their availability and information sharing.

To the PCI Guatemala staff and those of the FFE II program for having entrusted us with this kind of sensitive study. We also thank the supervisors and field technicians for their support which ensured that the field activities of the consultancy could be carried out successfully.

“It is through education that a child of farm workers can become the president of a great nation.” (Nelson Mandela)

3. Executive Summary

This qualitative study was aimed at identifying barriers to education in the coverage area of the FFE II program in the municipalities of Barillas, Santa Eulalia, San Pedro Soloma, Cuilco, San Gaspar Ixchil and San Pedro Necta, in the department of Huehuetenango, Guatemala. This is related to the fact that in the past few years, in spite of many efforts, little progress has been achieved with regard to school enrollment for boys and girls.

The objectives of the study centered on identifying barriers at the local level that affect increased school enrollment from the perspective of parents, students, school directors

and teachers and officials in the area. Additionally, recommendations are presented for strategic use by PCI during the remainder of the program.

The development of this study began with the planning stage, then field work, then consolidation of the information and finally preparation of the final report.

The study used a qualitative methodology based on the ethnographic research technique collecting the opinions of students, parents, and teachers who are the day to day participants in the reality of the study topic. Observations were also collected from the CTA and Departmental Education Bureau professional staff, Project Concern International -PCI- supervisors, and representatives of the Municipal Councils as key municipal decision makers. Thus, this study reflects the opinions of the subjects who are living out the reality of the situation, under the coverage of the Food for Education Phase II (FFE II) project.

The study was carried out with a sample of 10% of the population represented by 28 schools in the FFE II project, 14 in the Q'anjob'al area and 14 in the Mam area, chosen in conjunction with PCI representatives. Selection was random under PCI's supervision. The student sample is 5% of the total number enrolled in the schools that were visited and they were selected at random from fourth, fifth and sixth grades in coordination with the school directors. Boys and girls were interviewed as well as 10% (386) of the parents organized in Parent Councils -CPF-, Snack Committees -CDR- and parents without a specific role.

The estimated sample size for school teachers was 80% - according to official CTA records -, and we reached 79% given that in order for directors to be available, the rest of the teachers had to cover other regular tasks. A total of 143 of the 182 directors and teachers working in the sample schools participated in the focus groups. Additionally, one CTA per municipality, four PCI supervisors and six field staff as well as two Municipal Council members per municipality and six professionals from the Huehuetenango Departmental Education Bureau participated. Five of the six CTAs were interviewed due to other commitments that the sixth CTA needed to cover. Three of the four PCI supervisors were interviewed given that during those same dates other program activities were being carried out. The participation of the fourth supervisor was covered by a field technician.

The instruments used for data collection were validated with teachers, students and key informants from the Chanxac Rural Public School in San Gaspar Ixchil, which is also participating in the FFE II program. The instruments that were validated included: The

Focus group matrix used to collect the opinions of parents and teachers; a questionnaire that was used with students individually with the aid of translators; a semi-structured interview guide used with experts such as the CTA, DIDEDUC officials, PCI staff and members of the Municipal Councils.

The general program activities can be summarized as follows: attention to students, by means of provision of school breakfasts; school enrollment and attendance by means of community sensitization; improvement of the school environment by means of the construction and rehabilitation of kitchens, sanitation and water supply infrastructure; establishment of school gardens along with promotion of health and nutrition practices by applying knowledge about health, hygiene, nutrition and safe food preparation methods; and with regard to literacy, support in monitoring the Ministry of Education's National Reading Plan.

The results of the study are summarized below:

With regard to school coverage, that is, the percentage of school age children who enroll in school, the number varies between 80% and 90%, according to parents, teachers and educational authorities.

The following were some of the most common reasons why parents don't enroll their children in school:

The principal barrier is families' economic poverty. This is a complex issue that affects the integrated development of individuals and the family.

Poverty results in temporary migration to different farms throughout the country and in neighboring México. This occurs most frequently from January to March and from August to October, that is, during the first and last three month periods of the school year.

Poverty and migration are often accompanied by disintegration of the family, lack of discipline for children, illnesses, malnutrition, and child labor to contribute to the household's livelihood.

The low educational level of some parents causes them to see their children in terms of the labor they can perform. Large families with many children also make it difficult for each child to have an opportunity to go to school. Gender equity has improved but there is still a notable preference for educating sons.

Irresponsible fathers who take refuge in alcohol and children who lack their parents' support make it necessary for children to work in order to contribute to their family's survival.

Additionally many children have not been registered in the Civil Registry and thus they cannot obtain their legal papers in the National Citizen Registry -RENAP-.

Students also claim that the traditional methodologies used by some teachers make classes very boring.

Some teachers also frequently miss work which results in lost time and motivation on the part of students and parents.

Not all the schools are authorized to cover pre-primary education because the number of students at this level does not merit it according MINEDUC officials. By not assigning a teacher at this level, the State has neglected its responsibility to guarantee the right to education without discrimination for this minority, based on article 71 of the Guatemalan Constitution.

More teachers and classrooms are needed to cover the demand for education, especially in the urban area.

Education is not truly free because there are unauthorized fees that the school administration or parents' organizations require parents to pay for use of the school building. This is a legal matter that needs to be resolved.

School supplies are not delivered in a timely manner by MINEDUC and because of this parents have to buy them on their own but not everyone has the financial resources to do so. This creates indignation and a lack of trust in the education authorities.

The following ideas for integral solutions to the problem of poverty which limits school enrollment and attendance can be considered:

Implement training in productive activities during information meetings for parents, for example, preparation of Mayan artisan products and organic crops which by means of cooperatives could be exported. This would provide an additional source of income.

The construction and rehabilitation of kitchens, water and sanitation systems could be coordinated not only with the municipality but also with different government Ministries to

obtain support by means of the Educational Councils which have legal status to manage this kind of process.

Implement a star program that would encourage theoretical development, the permanent improvement of skills and abilities and especially would provide incentives for a positive attitudes towards problem solving in all spheres of life, family and community leading towards a more harmonious and loving environment.

Coordinate with universities in order to utilize research results in the classroom.

Promote alliances with the Ministry of Agriculture -MAGA-, and the Ministry of Environment and Natural Resources -MARN-, in order to ensure sustainability for the Food for Education Project. Among the actions to contemplate with the MAGA would be production of compost and seeds, techniques for organic farming and access to markets. With the MARN it would be useful to work on reforestation with support from industrialized countries which, based on international agreements are committed to restore the environment.

Provide training on responsible parenting with emphasis on the psychological, biological and social problems that result from early marriage. These include the impact on children and the perpetuation of the poverty cycle from generation to generation.

It is important to mention that the value of the Food for Education program is well recognized especially with regard to the punctual provision of food commodities from the first day of class onward. These foods provide high nutritional value as well as improving student attendance and school performance.

It was confirmed that the provision of school breakfasts by PCI, has contributed greatly to resolving the problem of hunger for the students in the schools in the FFE II coverage area.

The students like the taste of the breakfasts and they help them to overcome malnutrition which is one of the principal results of the poverty and extreme poverty in which they live.

The foods also improve education quality given that the students state that they are more able to learn when they have had a nutritional breakfast and the teachers confirm this appreciation.

Parents are organized in CPF, and mothers in CDR and they play an important role in the integrated development of the whole community. The PCI technicians and teachers train parents in hygiene and food preparation habits and they also participate in other activities promoted by PCI. They also support the National Literacy Plan of the Bureau for Educational Evaluation and Research of the MINEDUC.

The main findings are:

When students finish primary school they are able to speak Spanish better which facilitates communication with people and entities outside the municipality.

Their quality of life is higher because they learn hygiene habits, take on leadership in the community, have better job opportunities and continue their studies and other means of personal development.

4. Introduction

This final report of the consultancy describes the qualitative research to identify barriers to education in the FFE II coverage area. The study was carried out in three municipalities of the Q'anjob'al area (Barillas, Santa Eulalia and San Pedro Soloma), and three municipalities of the Mam area (Cuilco, San Gaspar Ixchil and San Pedro Necta). The first three municipalities are located in the northern sector and the others in the South West; all in the department of Huehuetenango, Guatemala.

Priority was given to the opinions of the members of the educational community, that is, the students, parents organized in CPF and CDR, directors and teachers, given that they are the ones who live the reality of the study topic on a daily basis. In order to triangulate the information, the study did not limit itself to the educational community, but also sought information from the authorities responsible for monitoring the FEE II project (the CTA and authorities of the DIDEDUC of the Ministry of Education), PCI supervisors and field technicians and municipal authorities represented by the Municipal Councils.

The study was organized as follows: first a work plan was prepared as requested by PCI, field interviewers were trained and instruments validated. The field work was carried out in the educational communities and offices of the authorities who were interviewed (subsequent to their being invited to the sessions). The support of interpreters was extremely valuable. Data consolidation was carried out at the community level, then by municipality, then by linguistic region and finally in general

terms, always with the goal of keeping the meaning given by the informants for the draft of the final report which was submitted to PCI for an initial review.

5. Project Background

According to information that was reviewed, the Food for Education Project, Phase I PCI/Guatemala, initiated in 2010 when the Department of Agriculture of the United States -USDA- provided funds for PCI to implement the FFE project in Guatemala.

This program was designed to last for three years with the following three objectives: 1) To improve school enrollment and classroom attendance, with special emphasis on girls, and by providing a nutritionally balanced breakfast; 2) To improve the health of students by means of activities which would complement the breakfast program in terms of health and nutrition supplements, education, deworming and micronutrients; and 3) To improve the learning environment by means of improving school infrastructure, for example, by improving kitchens and water and sanitation systems.

The Food for Education Project, Phase II PCI/Guatemala, covers a total of 37,741 students of which 19,592 are boys and 18,149 are girls, registered in 278 schools selected for their vulnerability to chronic child malnutrition and growth retardation, located in six municipalities of the department of Huehuetenango, Guatemala. The six municipalities were Barillas, Santa Eulalia, San Pedro Soloma, Cuilco, San Gaspar Ixchil and San Pedro Necta. The first three correspond to the Q'anjob'al area located in the northern part of the department of Huehuetenango, and the last three in the Mam area located in the southwestern part of Huehuetenango.

6. Research Methodology

A qualitative research methodology was used and was based on the ethnographic research technique which prioritizes primary sources and takes into account the opinions of the members of the educational community, that is, the students who are the main target of the educational process, parents, school directors and teachers, educational organizations, which included the CPF, the CDR, the COCODE; the local and departmental educational authorities, PCI supervisors and technicians and the Municipal Councils.

This methodology is qualitative and was focused on barriers to education, while keeping in mind the educational objectives of the Project in its second Phase. Given its flexibility, it was possible to incorporate cases which merited special attention.

The study began with preparation of the Work Plan as requested by PCI. This was followed by training the field interviewers and validation of the instruments. The field work was then carried out in the educational communities and the offices of the authorities to be interviewed. Project staff invited participants to the meetings and interpreters were used to minimize language barriers. Consolidation of the data was carried out at the community and then municipality level, followed by regional and general information in order to maintain the true sense of the data collected from the informants for the final report which was submitted to PCI for preliminary review.

The Sample

The sample consisted of 10% of the schools (equivalent to 28 schools) from the total covered by the Food for Education Project Phase II. Of these, 14 are located in the Q'anjob'al area and 14, in the Mam area. The sample sized was agreed upon with PCI representatives and selected at random under PCI supervision.

The student sample consisted of 5% of the students registered in the schools that were visited. Of these, 119 were boys and 119, girls, for a total of 238 students. The students were randomly selected from fourth, fifth and sixth grades with the presence of the school directors in the classrooms.

The sample of key informants, that is fathers and mothers, was estimated at 10% of the total, a number equal to or less than the number of students given that only one parent per child would be included. A total of 386 key informants were interviewed, 138 Males and 248 Females. This number is greater than the number of students and thus the sample is greater than the expected 10%. Members of the Parent Councils, Snack Committees and parents without a leadership role were represented.

The proposed sample size for directors and teachers was 80% of the teachers who work in the schools that were visited, but only 79% participated in the focus groups, that is, 28 directors (14 men and 14 women), and 115 teachers (51 men and 64 women) for a total of 143 of the 182 teachers who work in the sample schools. Given that the administration delegated necessary school management responsibilities to the teachers, it wasn't possible to achieve full coverage of the estimated sample but the difference was not significant.

Additionally one CTA, four PCI supervisors and six field technicians, and two Municipal Council representatives from each community were to be interviewed as well as six professionals from the Departmental Education Bureau of Huehuetenango. Only five of the six CTAs were interviewed given that the sixth was occupied in other activities. Only three of the four PCI supervisors were interviewed given that the fourth supervisor was busy with other project activities on the date of the interview, but a field technician took the place of the supervisor.

Instruments

The instruments used for data collection were validated with teachers, students and parents at the Public Rural Mixed School in Chanxac, municipality of San Gaspar Ixchil, department of Huehuetenango. This school is also in the FFE II coverage area. The validated instruments are described below:

Focus group matrix. This was used to discover the opinions of the key informants, that is, the parents organized in the CPF or CDR as well as parents without any specific role. The instrument was also used to collect information from the school staff (directors and teachers). The focus groups were conducted in a classroom or private office within the school building.

Semi-structured interview guide. This instrument was used to guide the face to face conversations with experts such as staff or members of the DIDEDUC, CTA, Municipal Councils and PCI. The visits were carried out personally and directly in the offices of the CTA, PCI FFE II, and Mayors' offices.

Questionnaire. These were designed for conversations with the students (boys and girls). These mixed open and closed questions in order to broaden the information with descriptions and qualitative explanations. The interviewers held the conversations outside of the classrooms to ensure privacy, and when necessary used an interpreter.

Field staff

The field team was trained by the consultant and assistants in the use of the instruments for data collection in order to standardize the practice. This process was monitored and evaluated at the end of each day of field work in order to give feedback to the process.

Data entry and preparation of the final report

The qualitative data that was collected was entered digitally, summarized and consolidated taking care to conserve the true sense of what the informants shared. This process was carried out first at the educational community level, then at the municipal level and finally at the ethnic region and general levels.

The final report of the comprehensive qualitative study to identify barriers to education, in the FFE II program area, was prepared based on the structure required by PCI, and the study results are presented in the following section of this report based on the instruments used and includes recommendations for each group according to the findings.

7. Study Results

Educational terms

School age population. This is the total number of boys and girls in the age range for receiving formal education in the Guatemalan school system. Initial education corresponds to children between 0 and 5 years of age, pre-primary education is from 6 to 7 years of age, primary education covers children from 7 years of age until they complete sixth grade (approximately 12 years of age). Middle school education covers adolescents who have completed primary school until they reach 18 years of age.

School coverage. This is the percentage of the school age population which is legally enrolled in the schools during the school year.

School enrollment. When children are registered formally in the school registry by the school administration and thus are incorporated into the school's formal education program. The State is obligated to provide and facilitate education for the population without any discrimination and does it by means of public schools. Parents are also obligated to send their children to school according to Article 74 of the Constitution of Guatemala.

Regular school attendance. This means that the student is present as frequently as possible in school during the schedule established for classes. The Evaluation Regulations establish that a student must be present at least 80% of the time in order to have the right to exams at the end of the school year.

Departmental Education Bureau. This is the office of the Ministry of Education which is responsible for planning, directing, coordinating and carrying out educational actions in the different departments of Guatemala. Governmental Accord No. 165-96 regulates the creation of the Departmental Education Bureaus.

Educational Community. This is composed of students, parents (students' mothers and fathers) and staff who work in the schools, such as directors, educators and administrative and operational staff; as well as the organizations which pursue educational purposes which are an important part of the educational community.

7.1 School enrollment and attendance

The reality of educational coverage in the study communities varies from one place to another. Parents, teachers and educational authorities agree that coverage ranges between 80% and 90%. This means that between 80 and 90 of every 100 school age boys and girls, are enrolled each school year. Nevertheless, of these children only half manage to finish sixth grade.

7.1.1 Barriers which cause parents to not enroll their children in school: causes and effects

Based on the opinions of the educational community, that is, parents (those in CPF, CDR, COCODE as well as parents without any leadership role), teachers (directors and teachers), authorities (from DDEDUC, CTA, Municipal Councils and PCI staff), and students (boys and girls), the following barriers to enrollment were noted along with their causes and effects.

Barriers	Causes	Effects
Migration of parents a) Temporarily to national and Mexican farms. b) Indefinitely to the US.	Scarcity of labor opportunities in the locality and neighboring communities. Insufficient economic resources to cover basic needs (food, clothing, housing, health and education).	Absence of father or mother in the home both physically and in terms of counsel, support and discipline. Boys and girls with behavior problems that affect their school performance. Boys and girls who migrate to the US endangering their lives in the process.

	Parents who abandon the home indefinitely.	Family disintegration. Children who abandon their studies. Insecure present and future uncertainty for these children.
Children who don't receive material and moral support in the educational process.	Some parents don't take responsibility for their children's education. The school supplies provided by the MINEDUC arrive months after the beginning of the school year.	Children who don't have the opportunity to receive pre-primary and primary education. Children's lack of interest for studying. Students who begin the school year without school supplies because their parents don't have the financial means to buy them. The supplies provided by MINEDUC are wasted or damaged.
Lack of protection for children's dignity and rights.	Sparse support from MINEDUC with educational materials and technological equipment for the schools: <ul style="list-style-type: none"> • Updated textbooks • Computer labs and access to the internet. • Teaching materials for the teachers Some parents don't attend the sessions held at their children's school. Teachers who don't update the content of the material they teach and the educational methodology	The educational process lacks relevance for the students. Students lack development of competitive skills. Student knowledge is limited to the local context without development of a more universal world view. Students who don't receive positive encouragement for their studies. Students who learn out-dated content with inadequate methodologies. Students who are orphans and don't have support for their studies.

	<p>they use.</p> <p>Parental absence due to death.</p>	
<p>Children with health and nutrition problems.</p>	<p>Poverty and extreme poverty.</p> <p>Inappropriate hygiene and eating habits.</p> <p>Parental ignorance.</p>	<p>Children get up late because they are weak.</p> <p>School absences due to illness.</p> <p>Lack of interest by parents in the education of their younger children.</p>
<p>Children whose birth has not been officially registered.</p>	<p>Parents without documents because they have not updated their data in the civil registry since the burning of these offices during the civil war.</p> <p>Registration in the official government office -RENAP- in these cases is tedious and expensive because notarized documents are among the many requirements.</p>	<p>These children cannot be officially enrolled in school because they lack birth certificates.</p> <p>These children cannot exercise their civil rights (including the right to education) because they are not registered in RENAP.</p>
<p>Lack of security for the children who have to walk long distances between their home and school.</p>	<p>Some children live more than an hour's walking distance from school and pass through unpopulated areas on their way.</p>	<p>Children who are beyond school age when they are enrolled in school and thus do not finish their primary education.</p> <p>Children who do not learn to read and write and thus end up illiterate.</p>
<p>School drop outs, that is, children who abandon their education.</p>	<p>Illiteracy or low education level of parents.</p> <p>Educational failure (children who must repeat their grade).</p>	<p>Children who have difficulties communicating in Spanish outside of their community.</p> <p>Children and youth who are easily ensnared in drug addictions or recruited into criminal behavior.</p>

Lack of good relations between teachers and parents	Lack of positive attitudes in some teachers and parents.	Children who aren't enrolled in school. Lack of emotional security for children.
Unauthorized fees for children's enrollment.	There are parent committees that charge extra fees of Q150 to Q200 for parents who are not from the community and thus did not participate in building the school. In some schools a fee of Q75 to Q85 is charged for the purchase of cleaning supplies. Payment of fees agreed upon by parents for the celebration of civic activities such as Mother's Day and Independence Day.	Parents who infringe on their children's right to be enrolled in an educational institution as stipulated by law. Violation of children's right to education without discrimination and the principal of free education. Absenteeism of students whose parents can't or don't want to pay the fees decided upon by the parent's assemblies for civic activities.
Insufficient classrooms or inadequate classroom conditions to attending the student population.	Lack of classrooms to cover student enrollment. Classrooms that are not adequate to provide a secure learning environment.	Schools that limit enrollment due to lack of classrooms. Insecurity for students who receive classes in inadequate classrooms.

Recommendations:

The Municipal Development Councils–COMUDE-, with support from the CTA, school directors and other educational organizations, should coordinate efforts in order to educate the COCODE about the role of entities responsible for the government's administrative decentralization at the community level, to encourage actions that respond to the community's felt needs, such as:

- Seek grants/support for Productive and Development projects such as: technical assistance with organic crops subsequent to feasibility studies based on soil characteristics and climate. Some of the crops mentioned were: coffee, cardamom, vegetables, plantain, passion fruit, apples, peaches and ornamental plants. Support could be requested from MAGA, the Technical Institute for Training and Productivity -INTECAP-, and universities.
- Develop family production projects such as raising laying hens, fish farming, honey production, etc. Support can be requested from MAGA, INTECAP, universities and other institutions.
- Production for export of craft and artisanal products typical to the Mayan culture of the region with support from INTECAP, universities and other institutions.
- Organization of agricultural cooperatives to promote community development and the opening of markets based on collaborative efforts.
- Seek external funding sources to carry out reforestation projects and other ecological activities. Support could be requested from INAB, MARN, universities and the Association of Agronomy, Forestry and Environmental Engineers.
- Develop community projects to meet the key needs of the population, such as water systems, road expansion and construction of sports installations.
- Coordinate projects that benefit the community seeking to incorporate all the community organizations in order to develop an integrated plan so that everyone is aware of each organization's activities thus optimizing resources and avoiding duplication of efforts.

It is suggested that the CTA, municipal authorities, school directors, teachers and educational organizations commit to promoting the organization of Educational Councils that would be legally established to develop and receive funding for school projects such as:

- Expansion and remodeling of school buildings (classrooms and offices) and their annexes (kitchens, warehouses, bathrooms, computer labs, sports installations, recreational facilities and school gardens, among others).

- Implementation of educational resources such as libraries, internet services, teaching materials, musical instruments, technology equipment, equipment for industrial arts, utensils for home economics.
- Require the MINEDUC to deliver school supplies punctually before the school year begins to prevent parents having to spend money unnecessarily and thus to increase school enrollment.
- Provide funding for the education of children living in extreme poverty by means of scholarships from MINEDUC, and sponsorship programs for poor students through the support of private individuals and charitable organizations at the national and international level.
- Seek donations from government institutions and private enterprise for sports equipment in order to hold school Olympics, tournaments and other school sports events.

It would be advisable for directors, teachers, educational authorities, municipal authorities, religious leaders and educational organizations to provide orientations to **parents** with regard to:

- The value of the family as the starting point for moral and spiritual values in society.
- Responsible parenting that values children and meets their needs for care, food, clothing, health, and moral and material support for their education.
- Models for child raising as a permanent educational process in the home
- Counseling techniques to guide children in problem solving in specific areas that affect their personal life and/or school performance.
- Importance of formal education in the development of society and individuals.
- Rights and obligations of the educational community in support of children's holistic development.

Require directors and teachers to coordinate with educational authorities, municipal officials, religious leaders and other organizations in order to give orientation to **students** about:

- The importance of education and the real value of knowledge in today's society.
- The need for physical, psychological and social maturity in order to get married and have healthy children with opportunities for productive development.
- A preventive analysis of the causes that propel children into addictions to alcohol and drugs as well as involvement in criminal activity and other social problems that affect their physical and mental health and safety.
- Leadership, team work and entrepreneurship for personal, family and community development.
- Organization of students through Student Government in order to learn democratic practices and develop projects that will benefit the student body, with support from teacher advisors.
- Systematic study of the development councils and other forms of student self-management, taking into account the right of children to express themselves.
- Execution of productive projects such as a school store, school gardens, creation of crafts that could be sold at the local and external levels.

It is critical that **teachers** update their skills on a continuing basis and that they continue with university studies in the education field in order to improve their day to day work as teachers, with emphasis on the following:

- Application of the National Base Curriculum taking into account the development of the four basic cornerstones of education: learn to know, learn to do, learn to live in community, learn to be.
- Do research in books and other documents by academically recognized authors in order to update the content of the material they are teaching.
- Utilize participatory, active, critical and innovative education methodologies in the classroom in order to promote team work and the construction of significant learning based on what is taught.

- Evaluate the students objectively and fairly using more participatory evaluation techniques and instruments according to the competencies proposed in the National Base Curriculum.

That the **MINEDUC** objectively evaluate school coverage and the barriers that keep parents from enrolling their children in school, in order to solve the problems that are detected, such as:

- Parents who don't have their Personal Identification Document and thus haven't been able to register their children's births in RENAP and for this reason cannot enroll them in school. For this process notarized documentation is needed.
- Unauthorized charges by some school administrations and parent committees. It is important to ensure that education is free so that all children can attend without discrimination. The CTAs and school administration and parents should seek legal support for this.
- Study of the rights and obligations of the educational community, which are supported in national laws and regulations and in international treaties and agreements. Emphasis should be given to the rights and obligations of children in order to avoid any application that would undermine these rights.

That PCI should coordinate efforts with the CPF, CDR, directors, teachers, CTA, and municipal authorities, in order to strengthen the educational community's participation in the following activities:

- Identify schools that could be promoted as models of sustainability within the FFE II PCI/Guatemala program; develop school fairs so that students, parents and teachers can share experiences and thus the staff of other schools would be motivated to develop similarly.
- Sensitize parents regarding the importance of education for development in today's society so that they encourage and support their children to finish primary school and continue further study.
- Increase school enrollment by using every means possible to inform parents - radio, strategic placement of vinyl signs announcing enrollment dates, home visits to

understand family issues and to propose solutions, have auxiliary mayors cite parents who do not enroll their children.

- Establish the possibility of supporting processes that contribute to the solution of the problems that limit school registration. Support technological support for farming by agronomists and notarization of documents for registrations at RENAP with support from lawyers and notaries.

7.1.2 Barriers that keep students from regular school attendance: Causes and effects

The educational community noted the following barriers to regular school attendance along with the causes and effects.

Barriers	Causes	Effects
Unexcused absences	When there are family events or gatherings, students miss school.	Children for whom education is not a priority.
Children who work to help support their family.	Extreme poverty which requires that children help their parents with work. Children who migrate temporarily.	Children who begin to work at an early age. Children who stop attending school early in the year (January and February) or at the end (September and October).
Parents with large families who do not enroll all of their school age children.	Parents haven't had sex education. The culture is minimally receptive to family planning.	Children age 12 and up who are embarrassed to go to school and eat the school breakfasts because they are looking for a partner to form their own family. The custom of children marrying or living together at early ages perpetuating the cycle of large families. Husbands tend to get their wives pregnant and then emigrate.

<p>Poor school performance</p>	<p>Social problems due to parental alcoholism.</p> <p>Rebelliousness in children because they aren't learning values at home.</p>	<p>Children who don't attend school regularly because of the lack of moral and economic support from their parents.</p> <p>Children who don't attend classes because they are playing without permission.</p> <p>Children who are aggressive with their classmates.</p>
<p>Irregular classes due to teacher absences.</p>	<p>Teachers are urgently summoned by the educational authorities without enough notice to be able to advise the parents that they will be absent.</p> <p>Lack of responsibility on the part of some teachers with regard to punctual attention to their work.</p>	<p>Children go to school but end up playing in the street because the school is closed.</p> <p>Lack of motivation for the students to continue their studies.</p>
<p>Classes are boring for the students.</p>	<p>Lack of on-going training of teachers.</p> <p>Use of traditional teaching methodology.</p>	<p>Teachers without updated skills.</p> <p>An educational process that does not ensure significant learning for the students.</p>
<p>Lack of teachers to cover area.</p>	<p>The MINEDUC has not complied with assigning positions and or contracts for the teachers that are needed to cover all the students.</p>	<p>Grades and sections with more students than what the teacher can teach effectively.</p> <p>Low educational quality.</p>

Recommendations:

It is recommended that teachers and the educational community promote the importance of school attendance in order to achieve academic quality as well as for the practice of values. Parent participation is important in order to ensure that they prioritize school attendance over less important activities such as family gatherings.

Areas of Productivity and Development could be included by teachers to prioritize practical skills for making crafts and other products which are marketable. The children can thus generate income to help support their families and at the same time continue their studies without having to migrate for agricultural work.

Students who temporarily migrate have the legal right to take their exams on an extraordinary basis due to migration so that they have the possibility of being promoted to the next grade. These regulations for exams should be studied with the support of the school director and CTA.

Promote conferences with participation of community leaders who have pursued professional studies to highlight the importance of maturing physically, psychologically, socially and spiritually before entering into marriage in order to break the cycle of early marriages and large families.

The MINEDUC should evaluate and find solutions for the following problems:

- Teacher absenteeism – make decisions using objective criteria to prevent loss of class time for students. Justified absences should be differentiated from other teacher absences in order to improve communication between parents and teachers and to correct the lack of teacher responsibility.
- Issuance of appointments and/or contracts for teachers in order to effectively meet the demand for educational services.
- Investigate the influence of alcoholic parents on rebellious and aggressive student behavior.

That teachers attempt to go beyond traditional, boring class management, by means of incorporating participatory, critical and creative teaching methodologies to motivate students for the construction of their own learning.

7.2 What is currently being done by the educational community to increase school enrollment and regular school attendance

Parents and teachers hold meetings in order to improve the educational process for students. In these meetings various topics such as school enrollment and regular

student attendance are discussed. When appropriate, the COCODE and PCI technicians and members of other organizations which carry out educational programs and projects also participate.

Teachers carry out a school census at the end of each school year in order to have a record of school age children and their corresponding grade level for the coming year. They also conduct home visits for students who have stopped attending school.

There are teachers who study an education related career at the university with the goal of broadening their knowledge, obtaining academic credit and facilitating their job by having more and better teaching tools. The teachers who are studying strengthen their competency in teaching methodologies, testing techniques and general culture.

The educational community participates in the Food for Education Phase II program in the following ways: parents who are organized in CPF transfer and store the products donated by PCI, mothers are organized in CDR to prepare the breakfasts, in coordination with the teachers the directors organize committees to facilitate communication among the various groups for those activities which are held on school premises. PCI also carries out trainings and in some cases provides donations to improve the school kitchens.

The Ministry of Education is promoting a program for “Student Sponsorship” in which the educational authorities and teachers motivate children who have low performance by providing some resources so that they will be able to pass their grade. They also promote the “Let’s Read Together” program in the area of communication and language, and “Let’s Count Together” for the area of math.

The municipal mayors’ offices are collaborating with construction of school offices and in the specific case of the Municipality of San Pedro Soloma they are directly helping with school kitchens with a budget of forty five thousand quetzals (Q45,000).

Phase II of the Food for Education Program carries out various activities which are having a positive impact so that parents enroll their children in school. These activities include:

- School breakfasts with commodities provided by the USDA through PCI.
- School gardens with participation by students, teachers and, in some cases, parents, under guidance by PCI agronomists.

- Municipal school fairs that promote the participation of the educational community with allegorical marches, recycling activities and promotion of PCI activities.
- Trainings on health and nutrition practices for teachers, parents and especially the mothers who prepare the school breakfasts.
- Construction and rehabilitation of school kitchens as well as sanitation systems that include water systems and donations of water tanks, scales and pots and other kitchen utensils.

Recommendations

Vary the school breakfast menu using local products. Some areas have plantains, bananas, apples, peaches and other fruits.

That teachers provide tutoring with specific students who are struggling with their studies in order to help them pass to the next grade and thus keep them motivated to continue in school.

Coordinate with universities that operate in the department of Huehuetenango in order to study and find solutions to educational problems as well as to take advantage of educational materials that have been prepared, for example, selective reading modules with the corresponding evaluation materials.

7.3 What the educational community should do to increase school enrollment

The members of the educational community can strengthen parent councils by means of ongoing training incorporating productive training content which could be made available in the short term to improve families' economic situation.

PCI can offer trainings on health and nutrition practices more broadly for all parents, instead of just focusing on the mothers who prepare the school breakfasts. In the classroom, health and nutrition practices can be reinforced with the involvement of dedicated teachers who seek to improve educational quality.

With backing from the parent organizations, directors should solicit the appointment of the teachers that are lacking in their schools. The statistics about the total school age

population in their communities will back up their request along with the commitment of the educational community to make good use of these human resources.

Directors and CTAs can coordinate with universities for the development of teaching, farming, animal husbandry, legal, social and economic practices in the educational communities in order to create awareness of the national reality and contribute to socializing this knowledge to benefit the educational community.

The COCODE, the Educational Council and the CPF can coordinate efforts to request programs for productive activities and school and community development. This can be facilitated through contacts with INTECAP, MAGA, MARN, MINEDUC and of course, PCI, among others. With this help they might experience other forms of production such as fish farming, bee keeping, chicken farms, production of other poultry and mushroom farming.

Promoting values in the entire community. One member of the CPF stated that currently, "Adults no longer make the effort to take off their hats in meetings, the older ones don't do it and the youth wear their caps backwards." It is also important that the educational community show greater appreciation for the work of the teachers in the preparation of the community's children.

It would be important to study the system of the development councils in school to promote self-management and sustainable development in order to move beyond the paternalistic culture that has affected development at the local level.

7.4 Benefits for students who attend primary school

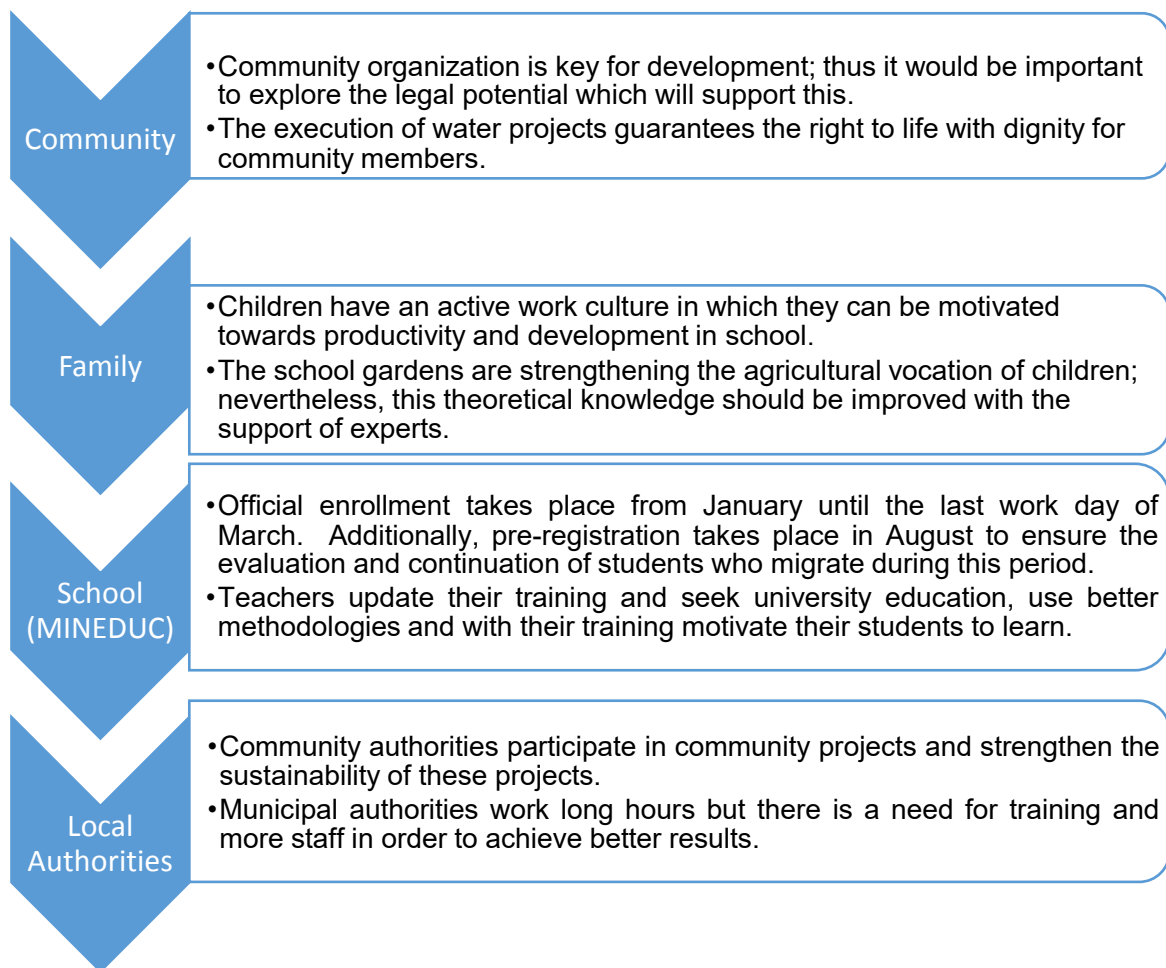
There are many benefits for children who attend primary school especially since the education of its citizens is a nation's greatest wealth. Some of these benefits include:

- They have hygiene knowledge and habits that allow them to achieve a healthier quality of life.
- They have better job opportunities with higher salaries since they will not depend solely on agriculture.
- They are able to work more collaboratively based on the knowledge they have learned, the abilities they have gained, and the leadership that was developed

through their academic formation. Thus they have the possibility of taking on leadership positions in the community and beyond.

- Greater possibility of meeting entrepreneurial challenges due to development of logical thinking skills, critical thinking and creative abilities through the study of real problems and their solutions.
- They have opportunities to leave the community to share and learn new things guided by their teachers who coordinate the activities. This develops character and fluid communication in Spanish which is broadly used throughout the country.

7.5 Factors that facilitate school enrollment by degrees of participation:



7.6 Systematization of the information collected from focus groups and interviews

7.6.1 Common observations from the educational community (CPF, CDR, COCODE, directors, teachers, CTA, DIDEDUC authorities, Municipal Councils and PCI staff):

The reality of school coverage in the municipalities that the PCI program covers:

In 2008 the government implemented social programs with economic incentives for parents who enrolled all their children in school. Thus, in 2009 school enrollment increased significantly for pre-primary, primary and middle school. In 2012, the government changed and these programs were discontinued and enrollment dropped once again.

Currently, school coverage in the program area is estimated at between 80% and 90%. Additionally, less than 50% of the children who were enrolled in first grade finish sixth grade.

Barriers that keep parents from enrolling their children in school:

Parents' economic poverty which leads to:

- Temporary migration to farms in other areas of the country and México, as well as indefinite migration to the United States.
- Migration brings other problems such as family disintegration and unruly behavior among the children.
- Parents take their children with them to work in the farms in Guatemala or México. This occurs between January and March and from August to November.
- Illness and malnutrition. There are some cases where children get up very late.
- The children need to help support the family, or take care of their younger siblings and/or work with their parents.

The low educational level of some parents which results in:

- Children being seen as labor resources.
- Lack of family planning. Children also get married or enter into relationships in their teens and this perpetuates the problem.
- Cases in which boys' education is prioritized over that of girls who stay at home to take care of household chores.

Irresponsible parenting which results in:

- Alcoholism or other parental addictions.
- Lack of material and moral support for children with regard to completing their school work.
- Children without legal documents because their parents don't have their documents. They have not made the effort to resolve their own situation in RENAP and birth registry in these case is complicated and expensive.
- Lack of motivation on the part of parents and children.

Students who live far from school and have to walk through isolated areas early in the morning when it is still dark.

Some students stated that their classes are boring and they don't learn useful things for life. Because of this, their parents put them to work.

The teaching methodology that many teachers use is traditional, rote education based on the use of school texts and without any attractive educational materials.

On occasions teachers are absent and do not advise their students of this in advance either because the educational authorities summon them without warning or due to personal issues. When students show up and there is no teacher, they lose the day, run risks and it generates frustration on the part of their parents.

In some schools where there are few students, there is no pre-primary program because there are no teachers assigned by MINEDUC.

At the beginning of the school year some schools charge an extra fee for various expenses (materials and cleaning supplies, among others) that ranges from Q75 to Q85.

Some primary schools lack classrooms and teachers assigned by the MINEDUC to cover the population that needs the services and thus the current teachers have exceptionally large classes or have to cover more than one grade which affects educational quality.

School buildings that don't have the space for the existing school population thus limiting the number of students that can be enrolled in public schools.

According to MINEDUC the minimum age for pre-primary enrollment is six years and six months of age which is verified by the MINEDUC's computerized system when the

child's birth certificate number is entered. Thus children cannot be registered until they have reached this age.

MINEDUC delivers school supplies to children several months after the initiation of the school year and thus parents have to buy them and may not have the money to do so.

Parents, students and teachers are indignant that MINEDUC does not provide the school supplies on time. Children do not conserve these supplies in good conditions for the next year and the teachers are forbidden to store them at the school for the next school year.

Effects from the fact that parents do not enroll their children in school:

- They don't learn to speak Spanish and are limited in their communication capacity outside the municipality.
- Work opportunities are limited for those who do not have an education. Salaries were low so some children prefer to dedicate themselves to agriculture and others to business.
- Ongoing underdevelopment of families with no plans for the future and they continue to live as day laborers.
- Teen marriages before children are physically, mentally or socially mature.
- They are easy prey for alcoholism or drug addiction.
- They are more easily recruited to gangs and delinquency.
- They ignore the law and commit crimes.

Causes (barriers) that keep students from regular school attendance:

- Children who migrate temporarily in January and February and/or from August to October for coffee and cardamom harvest. They usually notify the school of the need for this absence.
- Illness of students or of their younger siblings in their care.
- Children who help their parents in farming or household chores.
- Students who live far from school and have to walk more than an hour each way.
- Some children don't feel like coming to class or just choose not to attend class.
- When there are family parties and celebrations the students miss that day of school.
- When parents have to travel urgently the children either go with them or stay home to take care of the house, their younger siblings and domestic animals.
- A culture that causes them to need pressure to comply with their obligations.
- Bad relationships between teachers and parents.
- Use of traditional teaching methods based on obedience and repetition.

Effects from the lack of regular school attendance:

- Low grades and loss of motivation to make progress.
- They lose continuity in their classes and distract their class mates.
- Students don't learn and fail the grade.
- They have to repeat the grade, sometimes more than once.
- They abandon their studies due to a sense of failure.
- Aggressiveness, they may be bullied or bully others.
- A negative psychological impact on the student.

Actions carried out by the educational community to increase school enrollment:

School directors and teachers:

- Conduct a census of school age children at the end of the school year. They are supported by auxiliary mayors who represent the municipal mayor in the communities.
- They take advantage of parent meetings to inform them about the dates for school enrollment.
- They occasionally make home visits to the parents of children who are not enrolled in school.
- In the meetings they highlight the importance of education (these meetings are infrequent and have the backing of the CPF and PCI).

Parents who are organized in CPF, with the support of the COCODE:

- Report on activities that are carried out.
- Transfer the commodities provided by PCI.
- Store the food in adequate locations depending on the circumstances.
- Coordinate operation of the Food for Education program.

Mothers who are organized in CDR:

- Receive training from PCI on hygiene and nutritional habits.
- Prepare the school breakfasts on a rotating schedule.
- Practice good hygiene and nutrition habits when preparing the breakfasts.

The CTA promote enrollment at all levels.

PCI, in coordination with the school directors, CPF, CDR and COCODE:

- Delivers the commodities for the school breakfasts.
- Coordinates enrollment campaigns by means of publicity spots and vinyl banners.

To the degree possible, the Municipal Councils support in:

- The construction of classrooms and other physical environments for the school in some communities.
- Facilitate delivery of the commodities to the schools.

Actions that the educational community carries out to increase regular school attendance:

Parents who are organized in CPF and CR with the support of the COCODE and PCI staff:

- Share messages describing the value of education for children's development.
- Other parents accompany teachers on their home visits to families whose children are not attending school.
- They call parents if students miss school.
- They observe to see if parents have improved practices related to gender equity.

The directors and teachers:

- Deliver grades to parents at the end of each of the four grading periods.
- They talk about the benefits of education in meetings with parents in the classroom with their students.
- They conduct home visits to families whose children do not regularly attend school; this is infrequent.

PCI, by means of its supervisors, field technicians and educators:

- Delivers the products used to prepare school breakfasts.
- Trains mothers in hygiene practices.
- Advises on the school garden projects.
- Gives orientations about the importance of school attendance.
- Motivates school attendance by means of the school breakfast program and with the school fairs held at the municipal level.
- Coordinates projects to improve the school kitchens via donations of water storage, kitchen utensils, etc.

The DIEDUC authorities:

- Carry out the "Sponsorship" program to support the academic development of first grade students who are not doing well, with the goal of giving them feedback on their classes and avoiding drop outs. This program was begun in 2014 with the direct participation of the educational authorities, and hopes to reduce grade repetition from 40% to 30%.

- Since 2013 promotes the active participation of second and third grade teachers in the “Let’s Count Together” programs by providing mathematics tools; and the “Let’s Read Together” program to promote reading comprehension. Training is being given to each municipality’s liaison to promote reading habits.

Actions that the educational community should carry out to increase school enrollment:

Besides the activities that the parents and mothers in the CPF and CR are already carrying out:

- Strengthen their organization by participating in trainings and promoting them for all parents.
- Ask PCI for more technological support for crops with support from agronomists.
- Use family gardens for household consumption, to provide products to enrich the school breakfasts, and, if possible, sell any excess from the harvest.

Besides what they are already doing, teachers can:

- Promote mass enrollment campaigns with support from PCI and the CPF. Increase home visits to parents who have not enrolled their children in school.
- Publish, by various means, the dates and schedules for school enrollment.
- Eliminate all obligatory and voluntary fees based on the legal requirement that education be free.
- Request that MINEDUC assign the teachers that are lacking to fully cover the student population.
- Participate in trainings offered by the educational authorities.
- Inform parents about improvements to the school building and other school achievements.
- Support the CPF, CR, COCODE and other community organizations in the logistics required for school and community projects.

Besides what it is already doing MINEDUC should:

- Deliver school supplies in the first week of January in order to avoid unnecessary expenses for parents.
- Assign new teachers to the schools where they are needed based on enrollment statistics.
- Provide scholarships to the neediest students.
- Build school buildings where there aren’t any and expand the ones that are too small to cover the demand for educational services.

Boys and girls should cooperate by:

- Taking school announcements home.
- Advise when they won't be at school and comply with their student obligations.

Besides what it already does, PCI should:

- Promote their activities more.
- Vary the menu with local products supplied by parents.
- If possible, get technical assistance from agronomists for parents who want to improve their crops.
- If possible, facilitate notarization support for parents who have legal difficulties for registering their children's births in RENAP.

Actions that should be carried out by the educational community to increase regular school attendance by students:

Besides what they already do, parents should:

- The CDR should make every effort to always prepare healthy foods.
- Demand that their children's education be totally free.
- Request a computer lab and virtual library for their schools.
- Recycle notebooks from previous years.
- Provide orientation for their children on the advantages of not getting caught up in vices and addictions.
- Value teachers more, similar to what happens in more developed countries.

Besides what they already do, teachers should:

- Request scholarships for the neediest students.
- Carry out home visits to identify the reasons why specific students are not attending school.
- Orient parents with regard to the formation of their children in a functional family.
- Get tutoring for students with school performance problems.
- Fully comply with their work schedule.

Besides what they already do, MINEDUC authorities should:

- Professionalize and provide honorable salaries for teachers according to what is stipulated by law.
- Provide follow up to programs that encourage regular school attendance.
- Stimulate students with regard to attendance, punctuality and educational quality by means of medals, diplomas and scholarships.

Activities carried out by the Food for Education Project Phase II and its impact in improving enrollment and school attendance:

- School breakfasts. These are an incentive for parents to enroll their children in school. They highlight that this saves the family money equivalent to the cost of a healthy meal and the children are happy. The afternoon school sessions have school lunches.
- School gardens. Vegetables are being grown and this motivates more parents and children to come to school.
- Municipal school fairs. These include demonstrations of recipes and foods, and expositions of vegetables and crafts such as aprons, skirts and toys made from recycled materials. They also host reading contests and cultural presentations.
- Enrollment campaign. This is carried out in the first three months of the year. A rapid census is made in January and pre-registration for the next year is held in September and October.
- Trainings are held for the CDR aimed at food preparation and hygiene. The mothers now use hair nets and aprons. They also talked about Women Empowered which are savings and loan cooperatives.
- Construction of kitchens, bathrooms, stoves and installations for access to potable water in order to support preparation of healthy breakfasts.
- Donations of toilets, *pilas*, water deposits, cement slabs, kitchen utensils and scales. These make the kitchens more hygienic.

Other activities that the Food for Education Project Phase II could do to improve school enrollment and attendance include:

To improve school enrollment:

- Vary the breakfast menu adding cereals, pasta, meat, fruit and bread.
- Cover topics such as “How to help children not be anxious the first time they come to school”
- Promote the idea that primary education is good preparation for being able to work and to continue one’s education.
- Encourage enrollment by collaborating with the school administration in the organization of sports events, provision of balls and prizes, promotion of cultural activities and art contests.
- Promote production of typical fabrics and crafts to generate income and ensure sustainability for the food program.
- Train parents on production and appropriate use of organic fertilizer and technical assistance from agronomists for organic farming.
- Support logistics for construction of school kitchens where necessary.

- Support logistics for clean water projects where needed.
- Coordinate the execution of projects with other Ministries such as MAGA and the MARN.

To improve regular school attendance:

- Support teachers in teaching hygiene and dietary practices to students.
- Identify productive schools where the food program can be sustainable and showcase them in the school fairs so that others can replicate what they are doing.
- Use audio visual resources in activities, meetings and trainings.
- Visits by educational authorities are important because they resolve doubts about the logistics of school projects.
- Experiment with mushroom production.

Possibilities for making the Food for Education Project sustainable:

Parents who are organized in CPF and CDR should begin to strengthen their abilities in terms of:

- Management for the economic development of families.
- Continued provision of firewood for cooking school breakfasts.
- Developing family gardens based on the experience with school gardens.
- Providing vegetables from the family gardens, and fruit and chickens from the household to vary the school breakfast menu.

Directors and teachers organized in commissions:

- To develop the school gardens with techniques learned by students and teachers.
- To teach the students the theoretical and practical aspects of the benefits of school breakfasts to improve learning.

The students organized in school government can work on projects such as:

- School store.
- Fish farming.

The Municipal mayors:

- Should ensure that all the communities have access to clean water which is vital.
- Support educational projects with the constitutionally stipulated 10%.

PCI, by means of field supervisors and technicians:

- Promote the creation and operation of agricultural cooperatives.

- Encourage apprenticeships for students in the areas of productivity and development.

Problems or concerns that parents have had that affect enrollment of their children in school:

Lack of money to cover expenses such as:

- Voluntary contributions for Mother's Day and Independence Day celebrations.
- Unauthorized fees required by the COCODES or other community organizations in order to have the right to use the school building.
- Unauthorized fees charged by teachers for a variety of expenses.
- Payment for birth certificate from RENAP. The cost has gone up from Q2 to Q16.
- Purchase of school supplies given that those provided by MINEDUC are not delivered until well into the school year.

Schools that are not authorized to provide pre-primary education.

Schools that have limited capacity due to the lack of teachers and classrooms.

There are children who have not reached the minimum age as established by the MINEDUC but want to start school and their parents judge that they are mature enough to do so.

Doubts about the validity of the study certificates extended by distance learning institutions.

Lack of knowledge on the part of some directors for the paperwork involved in certifying schooling that took place in another country.

Children who don't have a birth certificate issued by RENAP in order to be enrolled in the computerized MINEDUC system.

Support from the MINEDUC for school snack and/or breakfast:

The MINEDUC has funds designated for school snacks and these are managed by the school director and finance commission. Audits are carried out to ensure correct use of the funds.

Means of involving the Municipality in the School Feeding program to increase enrollment and attendance:

The Municipal Councils have not contemplated investing some of their constitutionally mandated funds into education projects; nevertheless, these funds are legally meant to be used for education, health and infrastructure projects.

The Municipal Councils give priority to physical infrastructure projects rather than education and health programs for the inhabitants of the municipality. They consider that education should be dealt with by the MINEDUC.

Life benefits obtained by children who go to primary school:

- They improve quality of life as they progress in their overall development.
- Their job expectations change as they are no longer totally dependent on agriculture.
- They read more and perfect their learning of Spanish which allows them to operate with confidence outside of their community.
- They are more collaborative at home and in the community, more productive for their families and for the community.
- They are healthier because they are getting the school breakfasts.

The members of the educational community offered appreciation as follows:

We are grateful to PCI for managing the commodities for the school breakfasts; to the mothers organized in the CDR, for preparing the breakfasts; to the parents organized in the CPF for ensuring the transfer and storage of the products for the school breakfasts.

Some positive aspects include the fact that they have natural foods produced in the community such as plantains and bananas. The school breakfasts help the family economy. In some communities they feel the need for coverage of middle school as happens in the village of Centinela Grande in Barillas.

Some negative aspects include the fact that values are not commonly practiced in the communities. For example, this is the case with one CPF whose president went to the USA without prior notice and without turning over the organization's stamp; where the vice president acknowledged that he didn't even offer the courtesy of taking off his hat in meetings and he also noticed that another of his colleagues was wearing a cap backwards during the meeting.

It would be interesting to have the possibility of cooperative projects that would enable the community to generate funds to have on hand when needs arise. The Women

Empowered Project is such an enterprise. Children's academic performance has increased due to the food received through the PCI program.

7.6.1 Opinions from the Parent Councils, Food Preparation Committees, Parents and COCODE:

Barriers that keep parents from enrolling their children:

- Families don't have clean water, toilet facilities and other services such as electricity.
- The parents' limited income does not allow them to cover education expenses for all their children.
- A lack of knowledge and state support needed to start the integrated development of the individual and the family.

Effects when parents do not enroll their children in school:

- When these children become parents they also refuse to send their children to school.
- When they reach adulthood the children feel sadness and frustration because they don't know how to read.

Causes (barriers) that keep students from attending school regularly:

- Teachers whose attendance in the classroom is irregular because of a lack of responsibility or because they are not dedicated.
- Children who are not motivated to attend school.

Effects when students do not attend school regularly:

- The students don't learn and fail the grade.

Actions that the educational community should carry out to increase student enrollment:

Teachers should:

- Continue their university studies in careers related to education.
- Comply with all the requirements of their job.
- Follow up on school projects such as construction of classrooms, kitchens, sports facilities and activities.

7.6.2 Opinions expressed by school employees (directors and teachers):

Barriers that keep parents from enrolling their children in school:

- Some community organizations charge from Q150 to Q200 to families who come from other communities and thus did not participate in the past in the construction of the school building. This is a limiting factor for the education of these children who ultimately are not enrolled. This problem is most common in the communities that are on the Mexican border.
- Limited enrollment due to lack of classrooms or teachers. This occurs in the afternoon program of the Urban School in Santa Eulalia among others.
- Parents from public schools who pay the contract teachers' salaries because MINEDUC does not do so. This was observed most frequently in the municipality of Santa Eulalia.

Effects from parents not enrolling their children in school:

- Some children imitate their parents and decide to migrate illegally to the United States.
- In general they do not have goals for integrated development.
- Child exploitation (child labor or sexual exploitation).

Causes (barriers) that keep children from regular school attendance:

- Parents who send their children one or two times a week to sell products.
- Parents who don't review their children's homework.

Effects when students do not attend school regularly

- Aggressiveness – they may be bullied or bully others.
- It has a negative psychological impact on the student.

To increase school enrollment the educational community should carry out the following actions:

- Provide schools with high quality, up to date textbooks.
- Train teachers in the application of the authorized National Base Curriculum, in teaching methodologies that motivate students to learn and in testing techniques and instruments that reflect the competencies proposed for their students.

7.6.3 Opinions expressed by authorities (DIDECUC, CTA, Municipal Councils and PCI Staff)

Barriers that keep parents from enrolling their children in school:

- Older children take care of the younger ones or start to work from an early age in order to help support the family.
- Parents take their children to work on farms in México and “when they return in March or April they can’t reach the 75% attendance requirement”.
- Some communities have problems and oppose enrollment.

Effects when students do not attend class regularly:

- Children don’t mature before starting their own family.
- The community’s underdevelopment continues.
- They continue working in agricultures with the same methods and techniques.

Causes (barriers) that keep students from attending school regularly:

- Parents who think that school is a waste of time for their children.
- The fact that merchants in many cases are more prosperous than professionals.

Effects when students do not attend school regularly:

- It has a negative psychological impact on the students.
- Parents take advantage of the situation and take their child out of school.

7.6.4 Opinions expressed by students

One hundred nineteen boys and the same number of girls were interviewed for a total of 238 students from fourth, fifth and sixth grades. Of these, 114 were from the Q’anjob’al language group, 61, Mam, 56, Spanish and seven, Chuj.

Of these students, 71% live with both parents, 19%, only with one parent, 5%, with both grandparents, 3%, with only one of their grandparents, 1%, with aunts or uncles, 0.5%, with their sister and 0.5, with a stepfather. The students interviewed had an average of 1.15 school aged siblings, of which 95% go to school and the 5% that don’t go to primary school help at home, are older and thus embarrassed to go to elementary school, aren’t old enough, are in the United States or just don’t want to.

The parents and/or guardians work in agriculture (they grow corn, harvest coffee or cardamom), masonry, carpentry, commerce, metallic structures, teachers, nurses and in domestic jobs (cook, wash clothes, clean houses).

In the interviews 74% of the boys and girls stated that they help in household chores and 26% do not do so. The boys help their fathers and fetch firewood, the girls help in household tasks. Boys and girls care for younger siblings and take care of the house when their parents travel. The time occupied in household tasks on a daily basis varies from two to three hours and they consider it normal and necessary.

Of the fathers, 79% migrate at some time during the year to farms in other areas of Guatemala or in Mexico and/or indefinitely to the US while only 16% of mothers do. Nearly all students (95%) indicated that they don't go to school all the time and that they miss class because they have to do errands for their parents, or due to illness, or because of family problems or because they haven't done their homework.

For the majority of students the walk to school doesn't take more than 30 minutes but in some cases students live more than an hour away.

Some 79% of students have breakfast at home and then again at school. The remaining 21% only have breakfast at school for a variety of reasons.

The children indicated that the school breakfast helps them to be strong and healthy and it helps their brains to work better. Nevertheless, some said they get bored with eating beans and rice all the time.

Nearly all of them (99%) stated that the PCI Phase II program helps increase enrollment and attendance because they give good food, the breakfast makes them smarter and they have a better life,

Ninety six per cent of boys and girls indicated that the breakfasts motivated their parents to enroll their children in school.

Additionally, 59% of the children said they know of school age boys and girls who aren't enrolled for reasons that include: they don't want to go to school, they don't want to study because they feel they are too big, their father doesn't want them to, because they don't have a birth certificate or because they have failed a grade.

In the majority of schools the breakfast is served between 10:00 and 11:00 a.m. while in the afternoon program they serve lunch.

Among the dreams these children have for what to do after finishing sixth grade, they say they would like to become teachers (one girl wants to teach math like her father does), lawyers, notaries, doctors, pediatricians, nurses, accountants, secretaries, police, and professional soccer players.

7.6.5 Local Barriers in which the program might have impact:

The Food for Education Phase II project has a positive impact for improving school enrollment and attendance for primary school students. According to the students, the school breakfasts are healthy and help them in their studies and are an incentive to solve the enrollment and attendance problems.

Some of the most common barriers to parents enrolling their children are:

The main barrier is poverty. It is a complex problem which affects the holistic development of the individual and the family.

Poverty results in temporary migration to farms around the country and in México. This occurs most frequently between January and March and from August to October, that is, in the first and last three months of the school year.

Poverty and migration lead to disintegration of the family, poor behavior on the part of the children, illness, malnutrition, and child labor in order to contribute to the family economy.

The low educational level of some parents causes them to see children as extra labor and there is a tendency towards large families which make it difficult for all the children to have the opportunity to go to school. Gender equity has improved but there is still a bias towards boys' education over girls.

Irresponsible paternity through alcoholism or lack of parental support causes children to have to work to help support the family.

There are also children whose birth has still not been registered and thus they cannot be legally registered at RENAP.

The traditional methodology that some teachers use causes students to say that classes are boring.

Some teachers have frequent absences which wastes students' time and causes students and parents to lose motivation for school.

Not every school is authorized to cover pre-primary education because the number of students at this level is too low according to the MINEDUC authorities.

More teachers and classrooms are needed to cover the demand for education, especially in the urban area.

Education is not free because there are unauthorized fees that parents must pay to school administrators or parent organizations for use of the school facilities. This is a legal issue that needs to be resolved.

School supplies are not delivered on time by the MINEDUC and for this reason parents have to buy them but not all have the funds to be able to do so. This generates indignation in parents and lack of trust in their educational authorities.

Community Level

Barrier	Recommendation
Lack of education focus for the school age population	Improve enrollment by means of: <ul style="list-style-type: none"> -Enrollment campaigns with announcements on the radio and school fairs -Home visits to create awareness -Summonses from the Municipal Mayor
Lack of clean water in the school for good health and nutrition practices	Water project or piping <ul style="list-style-type: none"> -Acquisition of a water source -Project formulation -Project execution -Sustainability of the project
Lack of sustainable schools in the Food for Education Program	-Selection of schools that are potentially sustainable for the Food for Education Project. <ul style="list-style-type: none"> -Community gardens project -Training for CPF and CDR about community organization with participation of beneficiary children.
Poverty and extreme poverty in the community	Organic Agricultural and Fruit Production Organic crops based on the location of the community: <ul style="list-style-type: none"> -In warm climates, groups could produce organic coffee and cardamom. -In cold climates apples, peaches and potatoes could be grown with organic techniques. -Other crops could be vegetables, flowers and ornamental plants. -Fish and laying hens as well as other animals could also be produced. Reforestation and environmental project Funding could be sought from the international community by means of INAB and the MARN. Production of crafts and typical clothes Mayan crafts as well as typical clothes could be produced for an income generating development project.

	Organization of Cooperatives can be useful.
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Family Level

Barrier	Recommendation
<p>-Poverty and extreme poverty of families This results in lack of food security and access to education. It is characterized by a lack of motivation by parents to enroll their children in school and children find it hard to pay attention. It results in low grades, absenteeism, failing the grade and abandoning school. Poverty is not merely material but emotional as well.</p>	<p>Carry out enrollment campaigns with activities that motivate parents and children:</p> <ul style="list-style-type: none"> -For parents, provide training on elaboration of products that can be marketed such as shampoo, crafts and organic crops. -For children, hold sports and cultural activities as well as elaboration of crafts. -Promote the importance of regular school attendance in order to achieve educational excellence, that is, academic quality plus the practice of values. -Show motivational movies -Share school achievements.

School Level: (MINEDUC)

Barrier	Recommendation
<p>Lack of incentives to motivate students to attend classes regularly.</p>	<ul style="list-style-type: none"> -Strengthening of the curricular sub-area Productivity and development of the social sciences area. -Scholarship Programs by the Ministry of Education. -Sponsorship Projects for low income children, with support from charitable individuals and organizations, nationally or internationally. <p>Organization of School Government Some highlights in this process would be:</p> <ul style="list-style-type: none"> -Exercise of democratic government practices at the school level with participation of the entire student body. -Exercise of children's and teens rights in the

<p>Lack of critical thinking and creativity in the teaching/ learning process.</p>	<p>educational sphere, for example, the right to petition that minors have.</p> <p>School store Organization in which students can participate on a voluntary basis under teacher advisors. The goals of the store include income generation to carry out projects to benefit students, for example: purchase of balls, uniforms, sports equipment, tools, technology equipment, etc.</p> <p>-Use a critical, creative, team based methodology in the teaching/learning process. For example: case studies, experimentation and problem solving methods.</p>
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Local Authorities Level (Municipalities and others)

Barrier	Recommendation
<p>Incapacity for management of community projects derived from paternalism.</p>	<p>Training on the attributions of the COCODE, based on what is stipulated in the Law of Community Development Councils.</p> <p>The COCODE is empowered by law to manage the decentralization of the government's administrative decision making which makes it possible to achieve a variety of community projects.</p>
<p>Lack of participation by auxiliary mayors in community projects.</p>	<p>The auxiliary mayors, as representatives of the municipal mayor's office in the community, should serve as the liaison for the requests that are presented to the Municipal Council.</p> <p>That the auxiliary mayors participate in the activities that are carried out by the other local organizations (COCODE, CPF, CDR) and report on their activities as elements of the integrated community organization.</p>
<p>Lack of support by municipal authorities for the execution of school projects.</p>	<p>Analysis of the field of action of the municipality in project management.</p> <p>They are constitutionally responsible for investing up to 90% of the state's assignment in education and health projects as well as infrastructure and public</p>

	<p>services.</p> <p>Administrative logistics of the CTA in the solicitation of scholarships and sponsorships for students.</p> <p>Impact of the work of the supervisors and field technicians in consolidation of the Food for Education project.</p>
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Some Findings

Highlights from the findings include:

- The altruistic participation of mothers for the preparation of school breakfasts/lunches was highly valued by teachers and parents in the Food for Education Phase II program.
- Many projects are being carried out in the communities and these require time for information meetings. When this happens, parents have to leave their productive activities and thus teachers suggested that these activities be coupled with training for other non-agriculture kinds of productive activities.
- In San Gaspar Ixchil two communities have school buildings but do not have a budget for teachers.
- In the Urban afternoon school of Santa Eulalia, the kitchen is right next to the toilet facilities which are used by a population of approximately 500 students and this creates contamination during food preparation.
- Young parents show greater interest in their children's education.
- Some communities have youth between 15 and 20 years of age who have not completed sixth grade and have shared their desire to be able to finish their studies.

- Children have rights as well as obligations which are stipulated in the Law for Protection of Children and Youth and in the norms for discipline and peaceful living within a culture of peace.
- In the school of Jolom Ku, San Pedro Soloma, the kitchen project has been authorized by the municipality but has not been executed. For this reason, the warehouse continues to be located in the administration offices.
- Several schools do not have a water system. This is the case in Chilipal, Cuilco, and thus school gardens do not work here.
- The educational community is profoundly grateful for the USDA's support through the Food for Education Phase II program.

8. General Conclusions

The greatest barrier to education that keeps parents from enrolling their children is their poverty which is evident in the uncertainty of having food every day and the lack of motivation on the part of parents as well as students due to illness, malnutrition, illiteracy, and limitations for learning the national language, much less a foreign language.

Most migration to farms in Mexico occurs in January, February and March at the beginning of the school year and in September, October and November, at the end of the year. Children have the right to have their school testing done on an extraordinary basis in cases of seasonal migration.

The school breakfasts provided by PCI are a significant incentive for students to be enrolled and attend school. Additionally, financial incentives were also effective when they were implemented as part of social programs during some governments. That is, however, a factor that varies every four years.

Every Guatemalan has the right to education but unfortunately education in the public schools is not totally free given that it is common for them to charge a fee for school operations. Additionally there are communities that charge an additional fee for the use of the school building.

Some parents carry out family celebrations and require their children to be present and skip classes on those days.

Some communities lack water, latrines and kitchens which limits the population's rights to a dignified and healthy life.

Teachers claimed that provision of technical assistance for farming along with appropriate soil studies would guarantee greater productivity and would provide a source of labor as well as motivation for children to study. Technical assistance for agriculture could extend to organic farming to increase opportunities for work, would protect the environment and would lead to more education.

Teachers who update their knowledge and have university education, use better teaching methodologies and with their knowledge they encourage students to learn.

The MINEDUC delivers school supplies months after the beginning of the school year which means that parents have to buy supplies in order for their children to begin their studies.

In order to cover educational services for all potential students, it is urgent that the MINEDUC assign the necessary teachers and build the schools that are needed based on a serious feasibility study.

*“If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.” **Bernard Shaw***

9. General Recommendations

Given that specific recommendations for overcoming barriers were included within the study results section of the report, this section highlights general recommendations.

To improve enrollment and school attendance it would be convenient if information meetings could include training on productive activities that would bring about individual and community development. These could include, for example, Mayan crafts, organic farming and creation of cooperatives to be able to market products internationally. This would provide work and new income to help families move beyond the poverty that typifies the majority of communities in the study. Educational development should be preceded by family and community financial development.

The construction and rehabilitation of kitchens and water and sanitation systems can be coordinated not only with the municipality at the local level but could also be an issue that the school directors could raise the Ministry of Education, and the Ministry of Communication, Infrastructure and Housing. Additionally, external support could be sought for projects that the Educational Councils (civil parent organizations that have legal standing for these types of initiatives).

With regard to health and nutrition practices it would be advisable to continue with trainings and strengthen them with implementation of a star program that would encourage the development of a process of theoretical formation, the permanent development of skills and abilities and above all, would provide incentives for exercising a positive and diligent attitude in the face of the real life problems families and communities are facing. This should promote a peaceful and harmonious environment with love for each other.

With regard to the National Reading Plan, coordination could be sought with universities in order to utilize in the classroom the results of studies and theses which contain selected reading modules with their respective exams which would help to overcome the lack of this kind of well selected materials.

It is advisable that alliances be arranged with the MAGA, and MARN in order to make the Food for Education project sustainable. Among the actions to consider with the MAGA would be the production of compost and seeds, technical assistance for organic farming and opening of markets. With the MARN, reforestation could be pursued with donor support from industrialized countries that need carbon credits.

Provide training on responsible parenting with emphasis on the psychological, biological and social problems which result from early marriage. Emphasis should be given to the effects on children and how this contributes to the perpetuation of the cycle of poverty from generation to generation.

"We cannot expect different results if we continue doing the same things". **Albert Einstein.**

10. Annexes

Case Studies

Photographs

Instruments

Case Studies

In the rural public school of Chiblac Palmira, municipality of Barillas, nine year old Mariola Simon Gaspar who has no hands or feet wears a pair of “Cros” sandals tied to the ends of her legs with plastic string because they are in bad shape.

This disability does not keep Mariola from carrying out her normal activities. On the ends of her arms she has two small fingers that she skillfully uses to write and eat. She can manipulate a fork, spoon, plate and glass and she also plays ball. The teachers and her classmates treat her as an equal. Her torn pants and blouse reflect her poverty.

The director of the school commented that this little girl is very intelligent and is expected to pass her grade. He thinks that it will be difficult for her to continue in school the following year because her parents are very poor. If there were institutions that could support her that would be a wonderful gift especially since her goal is to become a teacher.





There is another similar case of a student in El Sabino, of the municipality of Cuilco. He has eight blind siblings and would like to become a teacher but the family doesn't have the funds needed for him to continue studying and make this dream come true.

Photographs



Students in the village of Yulatizú, municipality of Barillas, receiving their school breakfast. Wednesday, September 17, 2014.



Students in Nubilá, municipality of Barillas. Note that due to the lack of economic resources, the children do not wear shoes.



Laying hens project at the parochial school in the municipal seat of Santa Eulalia.



Snack Committee giving out school breakfasts to students in the village of Gemá, municipality of San Pedro Soloma.



San Felipe Yulichal, municipality of San Pedro Soloma: mothers, the COCODE, members of the Parents Council, and the Director, Rosa Julieta Matías Antonio, who spoke about the deworming campaign held two months previously. The interpreter, Andrés Virgilio López, was also present. Friday, September 19, 2014.



School garden at the school in the village of Los Rosales, Santa Rosa, municipality of Cuilco.



Children harvesting radishes at the school in La Laguna, municipality of San Pedro Necta. Wednesday, 24 September 2014



Water storage tank for the school in the village of La Laguna, municipality of San Pedro Necta. Received as a donation and with community collaboration.



School in Sabino, municipality of Cuilco: Improved kitchen. Since there is no stove, foods are prepared over a fire on the ground.



Interview with Ericka, a sixth grade student in the village of El Sabino, Cuilco. She is missing her left arm and has some problems in one of her legs which limits her mobility but her adaptation is positive.



School in Yulvá, municipality of Cuilco: Mothers begin preparation of the school breakfast at 6:45 a.m. They used 16 pounds of beans and 14 pounds of rice. Thursday, September 25, 2014.



Oven for baking and making bread with CSB. Water source that is not adequate for human consumption, but it is used for preparation of the breakfasts at the school in the village of Los Alisos, municipality of San Pedro Necta.



Presentation of the skirts, dresses, aprons and crafts that were exhibited at the school fair. School in the village of Los Rosales, Santa Rosa, municipality of Cuilco. Thursday, September 25, 2014.



Interview with Osmar Contreras, PCI supervisor for the municipalities of San Pedro Soloma and San Pedro Necta. Saturday, September 27, 2014.

Key Informants for the Study

Parent Councils, Snack Committees and parents without a specific role In the Northern Strata (Q'anjob'al)									
No.	Municipality	CPF		CDR		PF		TOTAL	
		H	M	H	M	H	M	H	M
1	Barillas	12	5	1	10	16	17	29	32
2	Santa Eulalia	4	5	0	9	2	24	6	38
3	San Pedro Soloma	9	8	0	10	13	78	22	96
	TOTAL	25	18	1	29	31	119	57	166

Parent Councils, Snack Committees and parents without a specific role In the South Strata (Mam)									
No.	Municipality	CPF		CDR		PF		TOTAL	
		H	M	H	M	H	M	H	M
1	Cuilco	17	9	2	13	40	17	59	39
2	San Pedro Necta	7	4	0	7	13	29	20	40
3	San Gaspar Ixchil	2	0	0	1	0	2	2	3
	TOTAL	26	13	2	21	53	48	81	82

Total of Parent Councils, Snack Committees and parents without a specific role In the North and South Strata									
No.	Municipality	CPF		CDR		PF		TOTAL	
		H	M	H	M	H	M	H	M
1	Barillas	12	5	1	10	16	17	29	32
2	Santa Eulalia	4	5	0	9	2	24	6	38
3	San Pedro Soloma	9	8	0	10	13	78	22	96
4	Cuilco	17	9	2	13	40	17	59	39
5	San Pedro Necta	7	4	0	7	13	29	20	40
6	San Gaspar Ixchil	2	0	0	1	0	2	2	3
	TOTAL	51	31	3	50	84	167	138	248

Public Employees of the Schools Consulted in the Study

Directors and teachers of the North Strata (Q'anjob'al)							
No.	Municipality	Director		Teachers		TOTAL	
		H	M	H	M	H	M
1	Barillas	4	2	9	9	13	11
2	Santa Eulalia	2	3	17	10	19	13
3	San Pedro Soloma	0	3	1	11	1	14
	TOTAL	6	8	27	30	33	38

Directors and teachers of the South Strata (Mam)							
No.	Municipality	Director		Teachers		TOTAL	
		H	M	H	M	H	M
1	Cuilco	5	4	13	22	18	26
2	San Pedro Necta	3	1	8	12	11	13
3	San Gaspar Ixchil	0	1	3	0	3	1
	TOTAL	8	6	24	34	32	40

Total of directors and teachers in the sample							
No.	Municipality	Director		Teachers		TOTAL	
		H	M	H	M	H	M
1	Barillas	4	2	9	9	13	11
2	Santa Eulalia	2	3	17	10	19	13
3	San Pedro Soloma	0	3	1	11	1	14
4	Cuilco	5	4	13	22	18	26
5	San Pedro Necta	3	1	8	12	11	13
6	San Gaspar Ixchil	0	1	3	0	3	1
	TOTAL	14	14	51	64	65	78

Municipal authorities consulted in the Study

Technical Administrative Coordinators (CTA) and Municipal Councils (CM)					
No.	Municipality	CTAs		CM	
		H	M	H	M
1	Barillas	1	0	0	0
2	Santa Eulalia	1	0	2	0
3	San Pedro Soloma	1	0	3	0
4	Cuilco	1	0	1	1
5	San Pedro Necta	0	1	3	0
6	San Gaspar Ixchil	1	0	3	0
	TOTAL	5	1	12	1

INSTRUMENTS

Food for Education Project, Phase II PCI/Guatemala

Students (Boys and girls): We request your collaboration in answering questions for this opinion survey which will be useful for a study PCI/Guatemala is conducting to learn why boys and girls do not enroll in school and why those who do enroll, do not attend regularly.

Instructions: The interviewer will ask you various questions with one or more answers. Please respond with your honest opinion.

Student Data

Male _____ Female _____

Age _____ Ethnic group _____ Grade level: _____

With whom do you live? _____

1. How many siblings do you have between 6 and 12 years of age?

Male _____ ages _____

Female _____ ages _____

2. How many of your siblings go to school?

a) Males _____ b) Females _____

If not all of them attend school, what are the reasons? _____

3. What do your parents or guardians do?

a) Do you help them? Yes _____ No _____

b) What do you do to help? _____

c) How many hours do you do this per day? _____

4. Do your parents or guardians migrate for work?

a) Your father: Yes _____ No _____

b) Your mother: Yes _____ No _____

c) Guardian: Yes _____ No _____

If they migrate, do they take you with them? Where do they go? In what months of the year?

5. Do you attend school every day?

a) Yes _____ b) No _____

If you don't attend every day, what are the reasons for your absences? _____

6. How far from school do you live?

a) In kilometers or meters _____

b) In hours or minutes _____

Is the distance a problem for you to be able to attend school every day? _____

7. What do you dream of doing when you finish sixth grade?

a) What do you want to be? _____

b) Why? _____

8. Do you eat breakfast at home before going to school?
 a) Yes _____ b) No _____
 Do you do so every school day? Why? _____
9. Do you eat breakfast at school?
 Yes _____ No _____
 Do you do so every school day? Why? _____
10. Does the PCI Food for Education Project increase school enrollment?
 Yes _____ No _____
 Why? _____
11. Does the Food for Education Project Phase II increase school attendance?
 Yes _____ No _____
 Why? _____
12. Do the school breakfasts motivate ...
 a) your parents to enroll you and your siblings in school? Yes _____ No _____
 b) you to attend school Yes _____ No _____
 Why? _____
13. Considering that the School Fairs include parades, food demonstrations and items made from recycled materials, do the Fairs help improve attendance?
 a) Yes _____ b) No _____
 Why? _____
14. Are there school gardens at your school?
 a) Yes _____ No _____
 b) If there are gardens at your school, who participates in them? _____
15. How does the school let parents know about enrollment?

16. What has been done to increase student enrollment in school?
 a) By PCI _____
 b) By teachers _____
 c) By parents _____
 d) By others _____
17. What has been done to increase school attendance?
 a) By PCI _____
 b) By teachers _____
 c) By parents _____
 d) By others _____
18. Do you know of any children who are not enrolled in school?
 a) Yes _____ b) No _____
 Why? _____

19. How could your parents or guardians collaborate with the school?

- a) To increase school enrollment _____
- b) To increase student attendance _____

20. How could your teachers collaborate with the school?

- a) To increase school enrollment _____
- b) To increase student attendance _____

Food for Education Project, Phase II PCI/Guatemala

Key informants: (Parents Council (3-4), Snack Committee (2-3), Parents (3 or more), COCODE (1 or more)): Taking into account that you are the ones who experience the educational reality of the community, your opinions, conclusions, recommendations and proposals will be very useful for understanding causes and thus improving school enrollment and attendance within the scope of the Food for Education Phase II Project of PCI/Guatemala.

Instructions: The questions are open so that you can freely and confidently share your observations, conclusions and recommendations as well as offering proposals for improving school enrollment and attendance.

Discussion questions for the Key Informant Focus Group:

1. Describe the school coverage situation in your community. (Indicators, tendencies)
2. What are the main causes (barriers) that keep parents from enrolling their children in school?
3. What are the main effects when parents don't enroll their children in school?
4. What are the main causes (barriers) that keep students from regular school attendance?
5. What are the main effects when students do not attend school regularly?
6. What is the educational community doing currently to increase school enrollment?
(Director, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
7. What is the educational community doing currently to increase regular school attendance?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
8. What should the educational community do to increase enrollment?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
9. What should the educational community do to increase regular school attendance?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
10. What activities do you know of that the Food for Education Project Phase II carries out and what is its impact on improving school enrollment and attendance?
(School breakfasts, building projects, municipal school fairs, enrollment campaigns, school gardens, others)
11. What other activities could the Food for Education Project Phase II do?
 - a) To improve enrollment
 - b) To improve attendance
12. What could be done so that the Food for Education Project would be sustainable?
(Who, what, how?)

13. What problems or difficulties have you or parents had for enrolling their children in school?
14. What are the benefits for your children's lives of attending the community's primary school?
15. Anything else you'd like to add?

Matrix for Focus Group with Key Informants
(Parent Councils, Snack Committees, Fathers and Mothers, COCODE)

Summary of the main ideas and key aspects	Notable Phrases

Food for Education Project, Phase II PCI/Guatemala

Public Employees (School Directors and teachers): Considering that because of your work, you are well aware of the educational reality of the community, your opinions, conclusions, recommendations and proposals will be very useful for this study on Barriers to Education for the Food for Education Phase II Project of PCI/Guatemala.

Instructions: The questions are open so that you can freely and confidently share your opinions, conclusions and recommendations as well as offering proposals for improving school enrollment and attendance.

Discussion questions for focus groups with directors and teachers

6. Describe the school coverage situation in your community. (Indicators, tendencies)
7. What are the main causes (barriers) that keep parents from enrolling their children in school?
8. What are the main effects when parents don't enroll their children in school?
9. What are the main causes (barriers) that keep students from regular school attendance?
10. What are the main effects when students do not attend school regularly?
6. What is the educational community doing currently to increase school enrollment?
(Director, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
7. What is the educational community doing currently to increase regular school attendance?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
8. What should the educational community do to increase enrollment?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
9. What should the educational community do to increase regular school attendance?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
10. What activities do you know of that the Food for Education Project Phase II carries out and what is its impact on improving school enrollment and attendance?
(School breakfasts, building projects, municipal school fairs, enrollment campaigns, school gardens, others)
11. What other activities could the Food for Education Project Phase II do?
 - c) To improve enrollment
 - d) To improve attendance
12. What could be done so that the Food for Education Project would be sustainable?
(Who, what, how?)
13. What problems or difficulties have you or parents had for enrolling their children in school?

14. What are the benefits for children's lives of attending the community's primary school?

15. Anything else you'd like to add?
?

Matrix for Focal Group with Public Employees
(Directors and teachers)

Summary of the main ideas and key aspects	Notable Phrases

Food for Education Project, Phase II PCI/Guatemala

Experts (Authorities of the DDE and CTA of the MINEDUC, Municipal Council and PCI staff):

Taking into account the technical and operational perspective of PCI staff, the administrative experience of the CTA, and the support of the municipal authorities; your opinions, conclusions, recommendations and proposals will be very useful for this study on Barriers to Education for the Food for Education Phase II Project of PCI/Guatemala.

Instructions: The questions are open so that you can freely and confidently share your opinions, conclusions and recommendations as well as offering proposals for improving school enrollment and attendance.

Guide for semi-structured interviews with experts

11. Describe the school coverage situation in your community. (Indicators, tendencies)
12. What are the main causes (barriers) that keep parents from enrolling their children in school?
13. What are the main effects when parents don't enroll their children in school?
14. What are the main causes (barriers) that keep students from regular school attendance?
15. What are the main effects when students do not attend school regularly?
6. What is the educational community doing currently to increase school enrollment?
(Director, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
7. What is the educational community doing currently to increase regular school attendance?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
8. What should the educational community do to increase enrollment?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
9. What should the educational community do to increase regular school attendance?
(Teachers, parents, Parent Council, Snack Committee, COCODE, PCI/Guatemala, Authorities in general)
10. What activities do you know of that the Food for Education Project Phase II carries out and what is its impact on improving school enrollment and attendance?
(School breakfasts, building projects, municipal school fairs, enrollment campaigns, school gardens, others)
11. What other activities could the Food for Education Project Phase II do?
 - e) To improve enrollment
 - f) To improve attendance
12. What could be done so that the Food for Education Project would be sustainable?
(Who, what, how?)

13. What problems or difficulties have you or parents had for enrolling their children in school?
14. Is the support that the MINEDUC provides for the school snack sufficient to provide a breakfast that will motivate school enrollment and attendance?
15. How can the Municipality be involved in the Food for Education program to increase enrollment and school attendance?
16. What are the benefits for your children's lives of attending the community's primary school?
17. Anything else you'd like to add?

Matrix for Opinions from Interviews with Experts
(CTA, Municipal Councils and PCI Staff)

Summary of the main ideas and key aspects	Notable Phrases