

CASE STUDY 1

GUATEMALA

The situation in Guatemala - Urban Marginal Area Case

Guatemala, December 2014

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1 Summary

This report is part of the Urban Marginal case study, which is one of the six cases that explain the differences between education contexts in Guatemala, in the framework of Inclusive Education.

The investigation helped describe the opinion of the stakeholders involved about a case in an Urban Marginal area, with respect to inclusion, barriers and opportunities, from three of the four inclusion dimensions proposed by UNESCO (access, acceptance and participation).

The Urban Marginal case was carried out in a public school of the National Education System, and it included the institutions that co-exist at a local level, in a municipality of the department of Guatemala. Said case was developed through a qualitative investigation, based on observations, interviews and focus groups.

Among the main findings was that one of the five inclusion perspectives presented at the local level was the right of all to an education, although this right assumes different forms depending on the type of population demanding it and the surrounding circumstances.

Poverty is one of the main barriers, as it is a condition linked to all of the dimensions of inclusion. It sets the ground for the situation of the individual and the family, and this has a direct impact on the learning development of the pupils.

Despite the existing contextual conditions, there is also evidence of opportunities in each dimension, such as the role of “institutional agents” undertaken by some stakeholders. This term is used because there are some stakeholders that undertake actions that go beyond their responsibilities in favour of the education of boys and girls.

Finally, a discussion that questions the results and presents questions that could help guide future investigations.

2 Introduction

This paper presents the results of the study of the Urban Marginal case, one of the six cases that explain the differences between educational contexts in Guatemala, in the context of the investigation for Inclusive Education in International Cooperation – refie-. The investigation allowed the identification of opinions by stakeholders involved about the perspectives, barriers, and opportunities for inclusion at the local level. In addition, it helped develop a brief contextualization of the surroundings and characteristics of the school-aged population.

The Urban Marginal case was carried out at a public school of the National Education System, including the institutions that co-exist at a local level. It was located in a municipality of the department of Guatemala. The following criteria were considered in the selection of this case: location: urban marginal; b) ethnic composition of the population: ladino population; c) socio-economic situation: the National Survey on Living Conditions ENCOVI 2011 of the National Statistics Institute, INE, reports that the extreme poverty level in the department of Guatemala is of 1.73%, non-extreme poverty of 29.62%, for a total poverty rate of 31.35% in comparison to 68.65% of non-poverty. It was not possible to confirm the existence of reports to compare poverty in urban and urban marginal areas. According to the United Nations Development Program, UNDP, in 2001 the human development index –HDI- for the country was of 0.580, while for the department of Guatemala it was of 0.697. There is no information within the HDI that reflects the situation of urban marginal areas; d) situation of education: the Municipal Education Advance Index –IAEM- for 2013 in the context of the Urban Marginal case was of 68.7%, while the national average for that same year was of 60.6%.

This investigation allowed the boys, girls, teachers, principal, fathers, mothers, psychologist hired by the City Hall, (stakeholders directly related to the school), leaders, NGO representatives working locally, education authorities and government (stakeholders indirectly related to the school) to provide information to understand the matter of inclusion. The investigation used four interviews, eight focus groups and eight class observations. The data reported by the Urban Marginal school were analyzed using the MAXQDA software. The methodology used to analyze the results allowed meetings to strengthen the level of trust and interpretation of data among researchers.

Furthermore, there were barriers and opportunities reported in the dimensions of access, acceptance and participation. In the context of the investigation, the dimensions have a direct link to the entry to, permanence in and transition within the education path.

3 Study of Urban Marginal Case

3.1 Description of school context

The school that hosted the Urban Marginal case is an urban mixed monolingual public school that operates in the morning, with approximately 19 years of experience. It is located in an urban-marginal area of one of the municipalities of the department of Guatemala. The department is located in the central region and the municipality is close to Guatemala City.

... our area is called marginal-urban area; we have made some studies with the teachers, and found out that there are a lot of single mothers, who act as mother and father.

... if I speak about the situation of marginal urban is because of the way people are, people are poor, these are people of scarce resources, who bought their land, but still live in galleys (improvised spaces to live), where it is still hard to have a proper construction, so the economic situation is quite precarious here, in this sector.

Principal of school in Urban Marginal case



According to the municipal authority, some families of the Urban Marginal school come from the municipality while others come from different places. Therefore, there are families with characteristics of the different peoples that conform Guatemala.

... in the case of the Urban Marginal case, for us this is an urban area, not really, I could say not really part of the municipality, but a settlement that has been here for about 28 years, we were receiving different families who were migrating, since as you know the municipalities that are around the capital (Guatemala City) on many occasions are dorm municipalities because the families come to settle but can only be found at night because they come and go from their work, on weekends. That is the case of the Urban Marginal school, which was one of the first ones to be settled like this, maybe 50% of the inhabitants are from San Jose Pinula, they bought land there, while 50% are people that have migrated from different points from the country I would say.

Municipal Authority of Urban Marginal Case

The school population of the Urban Marginal case come from different communities according to reports by stakeholders with a direct relation to the school.

... most come from the community, but others come from other places, they have to take a bus, we are talking about urbanizations and in some cases they have to come to school by bus.

Focus Group of teachers of the Urban Marginal Case

All the stakeholders also reported the consumption of drugs, alcoholic beverages, violence, gangs (groups of persons responsible for criminal acts) as latent issues in the municipality that at times affect the surrounding areas of the school. Although according to the principal these criminal activities have gone down around the school because this establishment belongs to the Safe Schools Program, which consists of implementing surrounding security to different education establishments by preventing

and dissuading criminal acts generated by some students and persons that are alien to the education centers according to the Sub-Direction General for Crime Prevention in 2014.

... like today I want to tell you that we also have the support of the Vice-Ministry of the Interior, they are coming on weekends, they are providing support, they have come to the school, which they keep as a safe school, so with respect to that I think that yes, there might be a portion, a small percentage who does not rely on this or that feels that there might be some sort of problem, maybe social, but these are very few.

Principal Urban Marginal Case

The principal comments that there have been isolated cases of violence around the school, which coincides with reports from the students, fathers, mothers and teachers.

It happened over here, they were extorting a teacher, they left a piece of paper where it said they wanted 1,000 quetzals, and that they wanted naked pictures of the teacher, and that they wanted the money here, at school, at 5:00 a.m.

Focus Group Teachers Urban Marginal Case

There are teachers who feel the Urban Marginal environment to be a nice place to live, creating tensions with the perceptions of other stakeholders about the environment.

I like this place, I don't live here but I used to, I lived here for a long time and I like this quarter, it is pretty, they say it is dangerous in some parts, I haven't had a chance to come and meet any case, my family lives here and they haven't either, so I couldn't say for sure if it is dangerous and everything; unfortunately some things to happen here, the same thing happens at the town it happens in all villages, so I couldn't say, I don't think this is an area where you can't even go in.

Focus Group Teacher Urban Marginal Case

With respect to the school surroundings, the principal reports that there are 486 boys and 451 girls who attend school. Of these students 5% has some type of special education need with disability according to the director. The mother tongue of the majority of the students is Spanish. Class observations showed that the language used by the teachers and the students in class is Spanish. According to the principal, there are three male teachers and 24 female teachers. In addition, the principal reported that 1e teachers are Middle School Professors and one is an Attorney-at-Law and Notary Public, in addition to Primary School Teacher, which is why he is able to work at the school. In addition there is one teacher who works exclusively as principal (*the figure of school principal does not exist in Guatemala*). There are also parent and student organizations that collaborate with the administration of the school.

With respect to school infrastructure, there are a total of 18 classrooms with furniture to provide attention to this year's school population and eight provisional classrooms built with wood and sheet, with no lighting, ventilation and space. By observing the school environment it was possible to ascertain that the school has six bathrooms in poor condition for the students, two bathrooms for the teachers, sinks, an area that was adapted into a kitchen, principal's office, and multi-sport court and surrounding walls. The building has electric power, drinking water. Said infrastructure is also used by other education services such as attention to the Pre-School level population that is in an annex to the school, the afternoon school and a Basic Secondary Cycle institute by cooperative that operates in the afternoon.

With respect to the participation of the parents in the school context, stakeholders directly related to the school report that the students receive no support with the work that should be done at home. According to the teachers, the support provided is limited to ensuring that the students bring their homework and give minimum guidance depending on the possibilities of the fathers and mothers. They also state that not all of them go to school to find out about the progress in the learning of the students, according to the stakeholders. The main cause for the little participation of the parents in their children's learning process is the lack of time, since sometimes both parents work and other times the students live only with one of the parents, who also works. In the case of the Urban Marginal school all the stakeholders report cases of family disintegration.

...but on many occasions there is lack of support from the parents. They only come and leave them here, for example, on the first day of class, and they don't show up again until the end. They don't worry about their child's academic record, of whether they have a problem or something. Many parents are absent that way. Not all of them, but some.

Municipal Psychologist Urban Marginal Case

... I believe that at home the mother and the father are responsible for the children; unfortunately nowadays, as I have said, in this time we are living, each one takes his way, they leave in the morning, both go to work, and they return at five, six, eight p.m., and the children, what are they doing, they are asleep, they don't worry about them.

Focus Group Parents Urban Marginal Case

The fathers and mothers also mentioned that the fact that both parents work is a practice that is not frequent in the rural area, because according to reports from a parent in the rural area, the man is the one who has to go out and work, but the needs they have to face in the capital city forces both to work, leaving the smaller children under the care of the older ones.

Before women used to stay at home, they looked after the children, they cleaned, the father went to work. But not now, now it is different. Why? Because ... he left and came here, and it is not the same here. It is not the same here that it was there (rural area).

Focus Group Parents Urban Marginal Case

It is important to mention that some stakeholders report the participation of the fathers and mothers at the level of the education center, since some are part of the education council, contribute financially to activities scheduled by the education center, attend meetings. Although the majority thinks there is more participation from the mothers, sometimes due to family disintegration, as mentioned by the principal.

... there is a lot of family disintegration, we can see that. Because we see it from a practical point of view and we can assess it when we have activities where we call the father, a celebration for the fathers, and only the mother comes, so, what happened? I don't have my dad...sometimes when we call the mother, the mother doesn't come, just the father, so you start realizing that there is a lot of family disintegration.

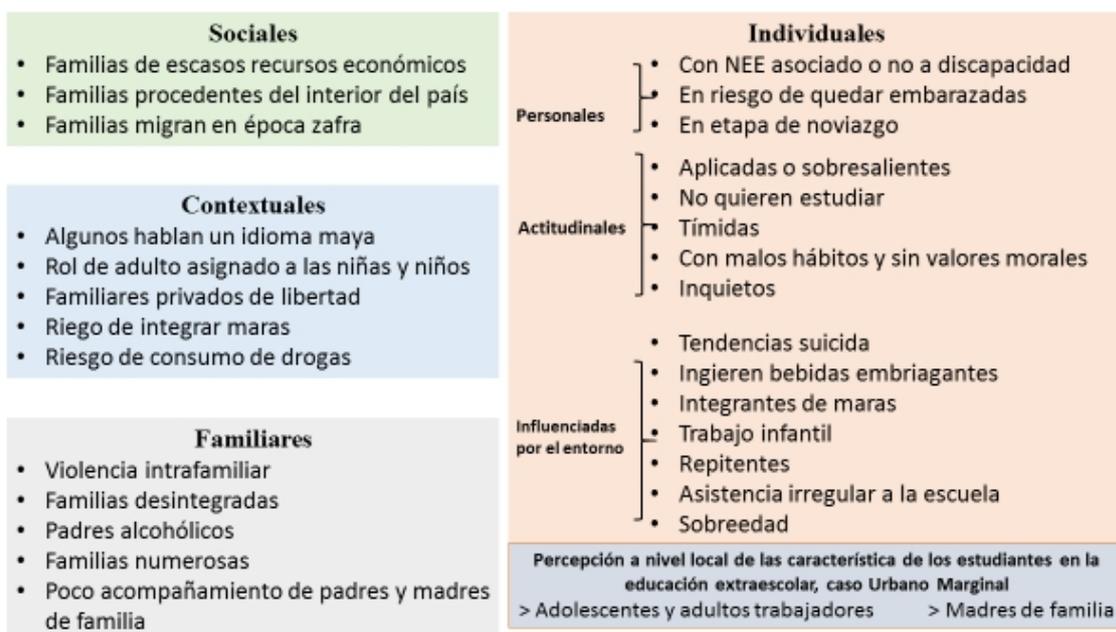
School Principal Urban Marginal Case

In summary, the description of the school context of the Urban Marginal case is that the teachers, students, parents and other stakeholders in the educational community carry out learning processes in a context of poverty, violence, family disintegration, situations that limit education tasks at the local level.

3.2 Local Perceptions of the Characteristics of the School Population

This relates to the descriptions made by stakeholders of the Urban Marginal case with respect to the school-aged population in and out of the Education System, which are reported as mentioned by the stakeholders. The information provided by the Urban Marginal stakeholders show that there are characteristics that can be classified as: a) individual, derived from the conditions inherent to the person, f) family, derived from conditions of the family context; c) contextual, derived from conditions of the local environment, and d) social, derived from the situation of the country. The characteristics of the population under certain circumstances could fall under more than one classification and could be interrelated.

Local Perceptions of the Characteristics of the Urban Marginal Case



Below each characteristic is addressed in relation to local perceptions.

3.2.1 Social Characteristics of the School Population

The lack of economic resources by the families of the students is a general characteristic according to stakeholders in the Urban Marginal case. This situation is not far from the national reality as the National Statistics Institute INE (2011) reported that total poverty in Guatemala's urban area was of 34.97%. There is no information available to compare the situation of poverty in urban marginal areas. Stakeholders reported that the economic characteristics of the family are linked to other characteristics such as poor nutrition, child work, which affects the school performance of the boys and girls.

There are parents who send their children sometimes without breakfast, because they don't have any, sometimes, it has happened to me, I don't know if the same has happened to you, not now thank God, a few years ago, that I would wake up and I didn't have one cent to give breakfast to my children. Puchica (colloquial expression of admiration), I would run, "Mom, I have no money." Thank God I have a great

mother who gave me money; she helped me when I needed it the most. But I didn't have enough money to send my children, so what I used to do was keep the children at home.

Focus group Mothers Urban Marginal Case

According to reports from the parents, teacher and municipal authorities, the lack of economic resources forces families to migrate looking for a job. In many cases people who migrate from the rural area end up living in urban marginal areas.

In the group I have been able to observe that I have children from different places, from Peten, I also have some girls from the capital city, so there are children from all over the country ... who as I repeat, have really no education, but they are educated, intelligent, happy, and quite active.

Focus Group Teachers Urban Marginal Case

... I am the mother of three and I studied up to the second grade of primary school. I come from a village in the municipality of Mataquescuintla [Jalapa]. And I am happy to be sharing this morning with you.

Focus Group Mothers Urban Marginal Case

... to give an example again related to coffee pick-up, children go to work with their parents, so that is the cause for school drop outs. See, some begin at mid-cycle while others leave ... depending on the season, so that has had an impact and ... most of the children work.

Education Authority Urban Marginal Case

3.2.2 Contextual Characteristics of the School Population.

According to the teachers, the principal, the parents and a local authority, the school receives children from different parts of the country, so there are demands from some students whose mother tongue is a Mayan language.

They all speak Spanish, I have some but there are very few, I have some that for example last week, I talked about this with the supervisor, asking what I could do with a boy who came after the inscriptions ... his mother tongue is from Coban so, however he does speak Spanish but I realized because his father came and the father would speak to him in his mother tongue, but they do speak Spanish. I have no children who are facing problems because they are not studying in their language.

Principal Urban Marginal Case

Another characteristic of the students reported by the teachers, parents and the students themselves is the role as adults attributed to the boys and girls, who related it to the poverty in which families live. In this sense, girls and boys need to work to contribute to the family's livelihood, or they are responsible for the house or for the care of their younger brothers while both parents work.

... I have other girl who is now working in the afternoons and she sometimes misses class, she comes one day and is absent the following day. The mother is now living with a man who is not her father. She is now with her grandmother and she is quite angry so, they girl has told me, since she has cousins and she looks after them, she can't come at times, because she helps them with their homework. So I think that absences impact learning, students don't understand the content, it is not the same thing to listen to the explanation of the teacher and to try to get up to date all alone.

Focus Group Teachers Urban Marginal Case

Some children don't come to study because their parents have no money and they work all day and they take them to work with them.

Focus Group Third Grade Students Urban Marginal Case

All the Stakeholders of the Urban Marginal case reported that there are students who have a relative in prison, because of different criminal acts. They also mention the existence of gangs at the local level, trade and consumption of drugs. For this reasons, they feel there are students at risk of joining the gangs (criminal groups) and taking drugs. Stakeholders indicate that one of the risks faced by the population is that the new generations will join these criminal groups and the level of criminality will continue to grow at the local level.

He's only got his mom, he has no father. The grandmother is in jail, so he stays all by himself at home. The mother works because his uncles and the others are in jail ...

Focus Group Parents Urban Marginal Case

I could say crime, and gangs. I think this makes our youth very vulnerable because, for example, there are families that have disintegrated, so the children are out on the streets looking for love, the love they don't receive at home. They are also at risk of joining one of these groups.

Municipal Psychologist Urban Marginal Case

A lot of problems because the place where I study now, on Monday they checked the class and one of the students, he was selling drugs to everyone at the institute. He was selling drugs so they checked us all. Even the police came to see what was happening ... (Teenager)

Focus Group Parents Urban Marginal Case

3.2.3 Family Characteristics of the School Population.

The stakeholders of the Urban Marginal case reported intra-familial violence as a family characteristic of the students. According to them, this is because of family disintegration and alcoholism. They also mentioned that said family characteristics had a direct impact on the performance of the students at school.

Separations, or death, for example, of one of the parents can also have an impact, if we add alcoholism, intra-familial violence to this, for example, which are also common. So this definitely affects their performance at school. They are deep inside of their heads, they might be in the classroom, physically present, but their minds are thinking "what is going to happen when I get home, are my parents going to fight, will they hit me?"...

Municipal Psychologist Urban Marginal Case

... it is quite complicated and even more when ... there are disintegrated families and the mother lives with someone else; it is very hard then because they don't have the support of the other person for the needs of their children, which is quite common.

Education Authority Urban Marginal Case

Another family characteristic of the students reported by all the stakeholders is that they belong to large families, situation that affects the first borns or older children, as reported by the parents.

And I also think, that older children in a family that has many children, because of the many things that they need, older children must work to help their parents and siblings.

Focus Group Parents Urban Marginal Case

Stakeholders directly related to the school reported that the students have little accompaniment from their families, their fathers, mothers, tutors, in the learning process. As reported by teachers in the school context, in some cases there are fewer accompaniments when family conditions are unfavourable.

Yes we can see the interest of the student, but sometimes they lack the support of their parents. They only come and drop them, for example, on the first day of class and they don't show up until the end. They are not concerned for their academic record, of whether they are facing problems or something. Many parents are absent in this sense. Not all of them, but some.

Municipal Psychologist Urban Marginal Case

3.2.4 Individual Characteristics of the School Population

All the stakeholders in the Urban Marginal case point out that the individual characteristics of the students can be directly or indirectly linked to other social, contextual and family characteristics; that is, the intersection of a person's attributes with other contextual conditions is recognized. Therefore, individual characteristics were grouped as: personal characteristics, attitude and characteristics influenced by the environment.

The natural characteristics are inherent to the human condition. Therefore, all the stakeholders reported the existence of children with SEN with or without disabilities.

I also have a child with learning problems, a deaf child and I child with a slight mental retard.

Focus Group Teachers Urban Marginal Case

Another natural characteristic reported by the parents and teachers is that there are girls in the school system that have boyfriends, which marks their entering into the teenage stage, although parents are concerned about this situation, because there is more risk of a pregnancy, which would limit their chances to continue studying.

... it is unrelated but yes, it happened to me, a girl two or three years ago, she was in fifth grade, fell in love with a man and we talked to the girl, the mother and everything, but she fell in love and he was a gang member, so he was in a gang and he was suddenly arrested and it was up to her to demand the famous tax, and she began taking drugs all because of that. The girl is currently in prison, and then the mother and her sister, and in that situation

Focus Group Teachers Urban Marginal Case

... teenage pregnancies, numbers are very high ... here at the school, I believe this year we have detected four students, one of them is not coming anymore. And the others are two in second grade of secondary school and the other one in first grade of secondary school. They are 13, 14 years old and they are starting with their sexual life at a very young stage.

Municipal Psychologist Urban Marginal Case

The individual characteristics attributed to the attitudes of the students according to the teachers, parents, students and the municipal psychologist are: favourable attitude, unfavourable attitude towards studies, shyness, restlessness, good or outstanding students, bad habits, nor moral values. These individual characteristics relate to their social, contextual and family characteristics, as reported by stakeholders without making a difference between boys and girls. Furthermore, the teachers report that at times they don't have the skills to provide the necessary attention to very diverse students.

How are my students? They are quite active, they have a lot of energy, they never tire, only the teacher gets tired. They talk a lot, if they don't have work, they talk enough to make you dizzy; they are smart, very smart, they ask a lot of questions. The group I have is a group of children who want to learn, so I am very happy because this is a very active group, a group that likes to work.

Focus Group Teachers Urban Marginal Case

All the stakeholders reported that students with individual characteristics affected by their surroundings, like a suicidal trend attributed to local surroundings, family situations and characteristics, as reported by the teachers.

With respect to what "X" said, she is a student and she told me once she wanted to kill herself, she wanted to commit suicide, because of her mother's problems ... she was telling me that she had put a bag over her head, because she couldn't take the fact that her father would get home and be aggressive, he would hit the mother, the father is " who knows what he's working on", he's even missing one eye, he had said they had taken one eye out because he was in trouble and she sometimes said she wanted to be like her father, she saw him with his gun and everything ...

Focus Group Teachers Urban Marginal Case

They also mention that the context contributes to a characterization of the students as drunks, gang members, as reported by stakeholders with a direct relation to the school.

I want to tell you that I don't know what happened to the boy ... but I had a boy last year and this year we enrolled him again, it was an alcoholic boy ... we went to the parents to find out what was happening, and they were also alcoholics, so the child is taking that same role ...

Principal Urban Marginal Case

Other individual characteristics reported by stakeholders as directly linked to the possibilities of the students to attend school are: child work, over age, irregular attendance to class, repittances. Said characteristics are directly linked to the academic performance of the students as reported by the stakeholders.

Last year I had a boy that worked, but this boy would wake up at one in the morning and come from work at seven in the morning. His uncle would take him to milk the cattle, but the smell was impregnated in his clothes ... they would bother him, but he wouldn't let them. They would call him milk (nickname) and he would answer, "but I have money and you don't", he would show three 20 quetzal bills, so selling milk he became good with numbers and mathematics, he was quite good ...

Focus Group Teachers Urban Marginal Case

... there are children working at bakeries, we have seen them they tell us that they work at the bakery, or at repair shops, there are other children who have this work that is very common here, they fetch golf balls ... usual age for this is 10 years old

Principal Urban Marginal Case

3.2.5 Characteristics of the School Aged Population Outside the Education System

The stakeholders did not report information on the school-aged population outside the education system, although some stakeholders did make reference to the characteristics of the populations served by the programs of the Extra School Education Sub-System. The municipal authority and the municipal psychologist report that the characteristics of this population are: working teenagers and adults, mothers working at the house.

Look, some of the ones I know try to keep studying during the weekends, or a high school degree for adults, if it relates to a career or something. Others definitely stop studying. This limits their possibilities to have a better quality of life.

Municipal Psychologist Urban Marginal Case

[How is the population that goes to the Municipal Training and Human Training Centers CEMUCAF?] ... The majority are housewives who have the morning or the afternoon to leave their children with their

lunch, those who study in the afternoon, while those with only small children take advantage of the fact that they are at school, so they come in the morning, and also peasants.

Municipal Authority Urban Marginal Case

In summary, according to the stakeholders, each characteristic has a direct impact on the performance of the students in school. It also shows that the teachers receive in their classroom very diverse groups of students because of their individual, social, cultural and life context. Furthermore, stakeholders reported that mothers dedicated to house chores and working teenagers and adults served by the Extra-School Education Sub-System.

Below is a summary of the perspectives of the stakeholders in the Urban Marginal case on inclusive education. These concepts and definitions were inferred from the statements made by the stakeholders on the ideas offered with respect to education opportunities for boys and girls at the local level.

3.3 Perspectives of Local Stakeholders on Inclusive Education

Stakeholders from the Urban Marginal case link education opportunities of boys and girls with 1) education as a right for all, but not equal for all; 2) Expectations about education; 3) The roles that involve education and their compliance; 4) Inclusive education for those outside of the system; 5) the classroom, a place with homogeneous methodology for diverse students.

3.3.1 Education as a right for all, but not equal for all

All the stakeholders of the Urban Marginal case report that education is a right, although they also mentioned certain caveats to this right, when talking about less favoured segments of the population such as pregnant girls, students with SEN, over age, immigrants, students who are over-aged and repeating.

In the case of pregnant girls, the municipal psychologist and the parents report that their right to an education depends on the opinion of the school principal and of the parents based on the opinion of society.

... well I tried to get in touch with this student. And well, yes, I spoke to her. Afterwards she got to the clinic and in the afternoon, well I encouraged her to go to study, to try and study the first two bimesters and then keep going at a distance ... So in this sense, there is no discrimination towards a girl in that condition ... The other two, well, they are studying, I don't know until when will the principal allow them to remain here, but they are given a chance, it's not like: "oh, she's pregnant, she can't continue", but they are given a chance.

Municipal Psychologist Urban Marginal Case

With respect to SEN with or without disability, the right to an education is met as long as the teacher is ready to accept this condition. In addition, there is a lack of infrastructure and technical accompaniment or support to the teachers, as reported by stakeholders directly linked to the school.

"Well, I believe one of the limitations relates to access, not all the schools have a ramp to help the students get in. Two, there is need for psychological guidance ... to support the children. And three, these are also schools, we try to ensure that the teachers looking after the children have a calling, because these children need it, so as I was explaining, they need time, dedication, patience, love, care, because I feel these are key elements in helping them get a good training ...

Education Authority Urban Marginal Case

... a classroom here has no less than 35 students, this year we had less, because we generally have 45 students or more, and they would still send students with special education needs ... we would ask the principal. And he would say, why, professor? These are orders, we can't deny teaching a boy, we would do it but in reality, we don't have the means, or the training to come and teach a boy like that, as a teacher was saying, we do some research because you can't just stay still, however, we feel powerless when we see that we can't help this child as we should, if we were trained to do it. So I don't know why the Education Ministry now wants, I agree you can't come and say this is a special child, but you can't say this is a normal child when you know he isn't

Focus Group Teachers Urban Marginal Case

Stakeholders directly linked to the school report the existence of over-aged students. The students are aggressive with the younger students in their same grade. In addition, the right to an education for over-aged students is questioned by the parents, because they feel they need a different attention. They also feel they are a bad influence for the smaller children. Although some parents say that everyone has a right to an education and that these students can't be left out of the Education System.

"... the Education Ministry will take care, the principals said, "No". So they, what can I say, would respect it. The Education Ministry says that children from first (to sixth) grade, from seven to twelve years. But there are no more older children (over-aged). But if the Education Ministry gives that instruction, the school must respect it. Because if the Education Ministry says, no more children, the school says, yes of course, so no ... But that was her opinion to send them to a proper place where they can study ...

Focus Group Parents Urban Marginal Case

... we all deserve a second chance and it is not the children's fault that their parents did not send them to school on time. Or that the children go and say, or parents tell them: "Don't talk to him because he is old or he will put things in your head". There are children that are older but have a good education".

Focus Group Parents Urban Marginal Case

Parents mention the link between repetitions and over age and indicate that students with over-age need to be taught separately from students with the correct age.

... It is necessary to do an inspection because really if they are ten years old and they are in first grade, I believe, there should be a specific classroom for older children who are repeating ...

**Focus Group Fathers, Mothers
Urban Marginal Case**

All the stakeholders mentioned that the children of immigrants have a right to an education although according to the teachers and the students, there are stakeholders who feel that children of Mayan origin are different. In addition, stakeholders report that people look down and feel sorry for these boys and girls.

I felt a bit sorry, because he looks Mayan (Mayan origin student), but I am 30 years old and I really believe they all have problems

Focus Group Teachers Urban Marginal Case

So in the group I have seen that I have several children from different places, I have some from Peten, I have some girls who come from the capital city ... so they haven't been here at school, so I have been able to see that, as I repeat, apparently they are not well educated, but they are educated, intelligent, happy, and also active.

Focus Group Teachers Urban Marginal Case

All the stakeholders who are directly related to the school said that there is a tension between the rights of children to an education when these children have a direct or indirect relation with members of gangs. This tension is because these criminal groups are threatening the population of the school and putting at risk their physical integrity, as shown by the following quotes.

Here at school there is a girl who is studying. She has brothers who are in the gangs, even her mother, when she enrolled the girl, she went to the teacher, and she says she was really angry. The mother came and told the teacher...she said, if you do anything to my daughter, the school won't be enough to drag you around

Focus Group Parents Urban Marginal Case

3.3.2 Education Expectations and their Relation with Inclusion Perspectives

Another perspective of inclusion at the local level is based on the expectations of stakeholders with respect to education. In this sense, stakeholders report that education should lead to labor insertion, obtention of economic resources, opportunities for individual development and collective development.

Most fathers, mothers and students stated that education must allow work insertion to obtain economic resources, although this expectation generates tension because stakeholders indicate that there is not enough offer of jobs in the country. They also point out that the Education System does not facilitate work insertion after the Diversified Secondary Studies level.

Unfortunately, look, the Education Ministry and the Government said that a person who reads and writes is a developed person, but I don't think that learning to read and write means you are developed because in the first place, if you didn't go to University, you can't get a good job, good employment, because those are the careers that exist in Guatemala

Focus Group Parents Urban Marginal Case

Studying, they say, is the only machete (knife) for poor people, to be able to fend for yourself in this life, because without studies, the truth is that in Guatemala, without studies you are not worth anything, you can't earn (obtain an income), you don't earn the same as if you had university studies, even those with middle school education find it hard to find a job, let's say someone who finished sixth grade, fourth grade of primary school. What kind of work can you get? If not as garbage man, and I am not discriminating this work, because it is also an employment, but we want what is best for our children, we want what is best.

Focus Group Parents Urban Marginal Case

Local stakeholders also noted that education should allow the individual and collective development for insertion and social mobility. In this sense, the aspiration of the parents with respect to the education of their children is that they want them to be academic. The following quotes show the expectations that stakeholders have about individual and collective development.

Well for me, it would be ... in 20 years my son would be a lawyer, a doctor, a mechanic, whatever; it would be a privilege for me, that's the only thing.

Focus Group Fathers, Mothers Urban Marginal Case

In this sense what we are looking for is for this municipality to become an agricultural municipality in the long term, because it has the vocation, to become an agro-industrial municipality, if we could see it also has that potential, it has very good places to be that way and a municipality that can very well host tourism centers, in fact we already have some, that are growing financially, independently from

government or non-government support, so what we have that, what we need is to promote it in some way so that they become an economic focus of attraction.

Municipal Authority Urban Marginal Case

Another expectation is inferred from what municipal authorities report with respect to education, which allows girls to take better decisions about their reproductive life, because they have access to information and more instructions.

... we know these things; for example, if a girl doesn't know how to read and write, she will probably become a single mother of many, that is what statistics say, or she is going to have six children, three of them born dead, that is what the Health Ministry says, if she can't read or write. But a girl who is already a woman and who learned how to read and write and can follow instructions, she has an example, only six children and she can follow instructions.

Municipal Authority Urban Marginal Case

3.3.3 The Roles that Involve Education and Compliance

All the stakeholders recognize that they have a role to play with respect to education and to help the system respond to the local education needs that each needs to meet. In this sense, municipal authorities mention that they are fulfilling their obligation to invest in infrastructure, hire teachers, purchase materials for education centers. Teachers mention they do their work well, and parents recognize that they need to support the students.

Really education is linked to infrastructure, so we have that and that is what we think and how we feel, we construct thinking of the people, that is what we feel, that is what we do, constructions but thinking ... and we have been criticized at times.

Municipal Authority Urban Marginal Case

On the other hand, parents, teachers, municipal authorities question the role of the Education Ministry as guiding body of education, as reported by the teachers.

It might not be because of the teacher, it is not to help the teacher, not because the boy to develop all his capacities, because maybe we, as teachers, have limitations, we need to receive training and see how to help the child get ahead, if the Education Ministry doesn't do it, we have to find a way to do magic, and see how, because I won't stay doing nothing, because the Education Ministry doesn't give me, I need to find a way to help the child, but if, I don't know if you are related to this, or you can deliver this message

Focus Group Teachers Urban Marginal Case

On the other hand, as shown by the evidence, there doesn't seem to be a coordinated inter-institutional work between local stakeholders with respect to the learning process for boys and girls.

3.3.4 The classroom, a place with homogeneous methodology for diverse students

Teachers report that in the classroom there are students with diverse characteristics; furthermore, they mention that at times they don't know how to proceed to provide attention to the boys and girls.

Class observations showed that the teachers use only one method for the development of the classes, regardless of the existing diversity. There are very few occasions that in the classroom different activities are organized to encourage the learning process and modify the curriculum to respond to the diversity of the classroom.

... I have 30 children and I really think they have problems, family violence, don't pay attention, they don't eat, they only eat once a day, they live alone, some are children of prostitutes, the majority, only two or three have their father and mother, there are parents who ... I am sorry but I have a terrible group, there are a lot of problems, some are children of gang members, of those who extort, so I wonder, what to do ... so I have to explain to him over and over again ...

Focus Group Teachers Urban Marginal Case

3.3.5 Inclusive education for those outside the system

Municipal authorities, as well as the Municipal Psychologist, report that it is necessary to take into consideration the education of the population that is not covered by the Formal Education System, such as education for adults, the only group mentioned as population outside of the school.

The challenges are huge, because here we, well, with CONALFA, right? We have given support, because we want a municipality free of illiteracy, we really want to have a developed municipality.

Municipal Authority Urban Marginal Case

In summary, the stakeholders of the Urban Marginal case feel that inclusion is a topic that should take them to individual and collective development; furthermore, they mention it is a task for all the stakeholders involved in education and that these efforts need to favor over-aged populations and also those outside the education system, regardless of their age.

4 Access Dimension

According to this investigation, the access dimension relates to the information linked to the group of conditions that facilitate or obstruct entry to, permanence in and transition of the population in the Education System.

4.1 Access Barriers

The context of their lives and their characteristics generate barriers to education, as mentioned in the chapter that describes the population and the characteristics of their living conditions.

All the stakeholders of the Urban Marginal case mentioned that access is determined by factors like: 1) Poverty and its relation/expressions in the life of the school population; 2) Characteristics of the personal and family context of the population; 3) Barriers related to education infrastructure and the risks present in the surrounding physical space; 4) Education expectations culturally differentiated for men and women; 5) Pregnancies of girls and teenagers; 6) Difficulties from the beginning and the continuity of the education path; 7) Timely and sustainable management of support programs; 8) Institutional measure that impact access and permanence. Below each one of the barriers reported by the stakeholders is described.

4.1.1 Poverty and its relation/expressions in the lives of the school population

Stakeholders in the urban marginal case reported barriers linked to the conditions of their lives, which impact access to and permanence in school. The classification of these barriers is shown in the following chart.

Chart No. 1

Barriers that can be attributed to life conditions

Barriers	Statements made by the Stakeholders	Stakeholders who share the same ideas
<ul style="list-style-type: none"> ➤ Lack of economic resources in the family. 	<p>... I know a woman who is alone (single mother), she has five children, of those five children three are young and the others are older and I asked, lady, and your children are not studying? Why didn't you enrol them? "I don't have money, she said", what do you mean, to eat or to study? "to eat thank God I have, to study I don't", she said. "So if I send them to study, I can't feed them", she said. "That is why it is best for them to stay at home and not send them to study", but the main reason is that I don't have money to send them to school ...</p> <p style="text-align: center;">Focus Group Mothers Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Municipal Psychologist ➤ Parents ➤ Boys and girls ➤ Teachers ➤ Principal ➤ Municipal Education Authorities
<ul style="list-style-type: none"> ➤ Poverty and Child Work 	<p>I believe it is harder for men to study because they send them to work and that is not alright ...</p> <p style="text-align: center;">Focus Group Sixth Grade Girl Urban Marginal Case</p> <p>... they are of scarce resources as well and the boy needs to work ... sometimes, they drop out from school to go to work ... so ... those are the elements that contribute to the fact that they leave their studies, to go to work and help their families.</p> <p style="text-align: center;">Focus Group Mothers Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Girls and boys ➤ Parents ➤ Education Authorities
<ul style="list-style-type: none"> ➤ Migration of families looking for work 	<p>So when coffee is being harvested, children go to work with their parents, so that is when children drop out (they return the following school year). No. Some start early in the year and others drop-out, depending on the season, so that has affected them ...</p> <p style="text-align: center;">Education Authority Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Education Authority
<ul style="list-style-type: none"> ➤ Unemployment of parents 	<p>I think there is another barrier ... sometimes we are left without a job, there is no work and we need to send the children to school, but in order to send the children there (school), you need money or at least you need to pay for transportation, and there is none at times.</p> <p style="text-align: center;">Focus Group Fathers Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Fathers and mothers ➤ Boys and Girls ➤ Teachers ➤ Principal ➤ Education and Municipal Authorities
<ul style="list-style-type: none"> ➤ Teenagers assuming the responsibilities of adults 	<p>Only very few drop out. But yes, most continue studying, they might study up to third grade of secondary school and many stay there, because of the need to find a job and contributed to the family. Some do get the opportunity to continue with diversified studies and university.</p> <p style="text-align: center;">Municipal Authority Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Education Authority
<ul style="list-style-type: none"> ➤ Coming from a large family 	<p>I believe that ... the older kids in those families, that is large families ... because of the many needs in a large family, they are forced to work and support their parents with their younger siblings.</p> <p style="text-align: right;">Mothers</p>	<ul style="list-style-type: none"> ➤ Mothers and fathers ➤ Municipal and education authorities ➤ Boys and girls

According to stakeholder reports, poverty is a condition linked directly to the living conditions of the students and it has a direct impact on their education results. This is the case of boys, girls and teenagers who need to work to contribute to the family's livelihood assuming roles that are not theirs, increasing the possibilities of not having access to school.

4.1.2 Characteristics of the personal and family environment of the population

All the local stakeholders reported that the environment in which the families of the Urban Marginal case live is a context full of difficulties linked to violence, insecurity, which hinders the possibilities of children to attend school. In the Urban Marginal case threats extortions and the presence of gangs (groups of youngsters who commit criminal acts) were reported, as shown in the following chart.

Chart No. 2

Personal and Family Environment in Urban Marginal Case

Barriers	Statements made by the Stakeholders	Stakeholders who share the same ideas
➤ Risk of getting involved with gangs	<p><i>... the girl was in fifth grade when she fell in love with a man and we talked to her, to her mom and everything, but she fell in love and she was a gangster, so suddenly he went to prison and they (mother and daughter) began collecting the famous tax (extortion) and she began taking drugs, then her mother, then her sister ...</i></p> <p>Focus Group Teachers Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Parents ➤ Boys and Girls ➤ Teachers ➤ Principal ➤ Education and Municipal Authorities
➤ Insegurita	<p><i>... we also had last year the case of a student, well known I remember, he was in the school team and he had to leave because of the insecurity. Because his family had received threats, they had to leave town ...</i></p> <p>Principal Urban Marginal Case</p> <p><i>For example look, there are a lot of things here, because here the children are at school and then suddenly they stop sending them, the parents have the money to do it, but these persons are threatening them, they stop sending them and the security provided by the police, right now they kill you and two hours later the police comes to find out what happened and they arrive with their sirens, to help the thieves leave, there is no security.</i></p> <p>Focus Group Fathers Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Parents ➤ Boys and Girls ➤ Teachers ➤ Principal ➤ Education and Municipal Authorities
➤ Disintegrated Families	<p><i>It is a bit complicated, quite complicated, even more so when ... there are families that have disintegrated and the mother is living with someone else, so it is very hard because then she does not have the support of the other person to help the children. And that is quite common.</i></p> <p>Education Authority Urban Marginal Case</p>	<ul style="list-style-type: none"> ➤ Education Authority ➤ Parents ➤ Boys and Girls ➤ Teachers ➤ Principal

In summary violence and insecurity in the family environment of the boys and girls has an impact on access to and permanence in school, and increases the possibilities of these children being part of gangs and acting against the laws of the country.

4.1.3 Barriers of Education Infrastructure and Risks Present in the Surrounding Physical Space

According to stakeholders, there are no minimum conditions to favor inclusive education for population with SEN with or without disabilities, as reported in the context section.

... Look in part, them being somewhere else, is related to their needs ... not all the schools have a ramp to get in, not all offer the necessary conditions to provide the assistance they need and deserve.

Education Authority Urban Marginal Case

In addition to the difficulties related to the school buildings, there are others reported by stakeholders directly linked to the school, which relates to access roads, distance between the homes of the students and the school. This aspect represents a barrier for persons with SEN with or without disability, and for large families or families who live far away from the schools.

Look there was even a family, about six children from the same family enrolled, none of them had ever gone to school, it was a bit difficult because of the distance.

Education Authority Urban Marginal Case

It is bad, bad ... In the first place we need a street ... because during the winter, these enormous pot holes form and sometimes you are walking fast and many people have taken a fall. Also the children get hurt and for example, in here, instead of rubble, we should have everything paved (N: my boy is covered in mud because they pushed him) and during the summer, well not only during the summer, the dust which causes allergies, coughing, the flu.

Focus Group Fathers Urban Marginal Case

4.1.4 Culturally differentiated education expectations for men and women

Stakeholders who are directly linked to the school population reported that there are different expectations for men and for women with respect to education. Girls and young women find it hard to study because some pre-established beliefs or ideas among different social actors, with respect to the role of women in the society, which limits their ability to study. As reported by a teenager who participated in the Focus Group for Mothers:

For example in my case ... I did not study for five years because my parents, in the first place my oldest sister, she is 27 years old and got married. So my mother told me when I was 12: "You are not going to study because you need to look after your three brothers." So it was really hard for me ... she never said: "You are not going to study." When I took the decision of going to school, she said: "Why, you are too old." I enrolled in an institution for adults. She said: "Why are you going to study, you are already of age so you can't." I am still studying because I work, but I find a way ...

Focus Group Mothers Urban Marginal Case

4.1.5 Pregnancies among girls and teenagers

The teachers, the principal and the municipal psychologist reported cases of teenage pregnancies and related this condition with the ability to continue going to school, because it depends on the decision of the school authorities, whether they allow these girls to remain in the establishment. Also there is the position of the parents, since as reported a pregnancy is a cause for shame in the family.

Well I tried getting in touch with this student. And well, I talked to her. She came to me at the clinic and that afternoon I encouraged her to come to study, at least try to get the first two bimesters and then continue studying at distance. Because that is how we worked last year with a student from second

grade of the basic cycle, she came only until April and then we would send her homework and she would return it. So, in this sense, there isn't much discrimination against a student in this condition. And the other two well, they are studying here, I don't know until when will the principal allow them to be here, but she is giving them a chance, it's not like: "ok, she is pregnant, she can't continue", they are given the chance.

Municipal Psychologist Urban Marginal Case

4.1.6 Difficulties at the beginning and during the school trajectory

Urban Marginal stakeholders link access with permanence during the education trajectory. In this sense, they mention lack of motivation, lack of capacity by the education system to provide attention to diversity, repetition as factors that limit continuity within the education trajectory.

With respect to the lack of motivation, the teachers and the parents report this is because the parents diminish the capacities of their children to learn, and because some children or youngsters don't like to study.

... the big idea is to educate the people, because in my case, I grew up in a culture in which studying was not important, because my parents would say, well, and why do you want to study, that is going to get you nothing, it is not going to help you chop wood or harvest, so I came to Guatemala looking for better opportunities and once I met some boys who were working as mason apprentices and they told me that studying was just for women, so that is the mentality you need to change.

Focus Group Fathers Urban Marginal Case

... he says he does not prefer this, he prefers that they study, but sometimes children don't want to study ...

Focus Group Fathers Urban Marginal Case

According to reports from the education authorities, teachers, children and parents, the attention of over-aged children is a challenge for the education centers because they represent a group at risk of dropping out from school when they are not provided with the necessary level of attention in the classroom, because their interests and educational needs are different from those of the other students and therefore it is necessary to have learning strategies that match their particular characteristics. Furthermore, there are fathers and mothers who don't want their children who do not have the right age for that particular grade, to study together with over-aged students.

... sometimes there are over-aged children ... and they are quite old and they don't want to go to school, they feel ashamed ... and there is a night school but not all of them ... parents sometimes take them out of school because of this and send them to work.

Education Authority Urban Marginal Case

The boys, girls and fathers reported that the children who repeat have greater chances of dropping out from school, as reported by a sixth-grade boy.

... a girl called ... lost one year and she never came back (D: and where is she?). She is running around with a bunch of guys ... she's smoking pot.

Focus Group Sixth Grade Children Urban Marginal Case

4.1.7 Timely and sustainable management of assistance programs

The parents, teachers and municipal authorities question the assistance programs because of the difficulties to manage them, and because of the fact that they do not fulfill their purpose in a timely fashion.

I believe that ... here they give a bag with school materials, let's say. Imagine they are handing it now in May, let's say they give it now. But there are many parents who can't buy those materials so they don't bring them, if they were to hand the materials from the beginning of the years, this would help the parents, so the children would have at least a couple of notebooks to study.

Focus Group Fathers Urban Marginal Case

The governing body is the Education Ministry, which depends on what the Municipalities request with respect to infrastructure, because the Education Ministry does not build one classroom if the mayor does not build it for it, the mayor, but if it is part of the needs of the population ... so the governing body is left behind ... because if you see, they can be investigated, get in Guatecompras (transparency portal) or look at constructions, you will see that the Education Ministry hasn't built any classrooms.

Municipal Authority Urban Marginal Case

4.1.8 Institutional measures that affect access and permanence

Institutional measures are decisions taken by the school principal, institutional decisions at the level of the education community, which have an impact on the students' access.

Parents mention the requirement of fees by the education centers and the requirement for costly school materials. Furthermore, they question their usefulness.

You enrol your child, but it is a huge list (list of materials) and when you try to buy all the materials you have to pay like Q600 (Quetzales), but that is Q600.00 for the one in sixth grade, for those in third grade of secondary basic school it is worse (D of course), the books cost Q280.00 and Q300.00 quetzals, we don't have enough.

Focus Group Fathers Urban Marginal Case

They ask sawn books for those in pre-school, they list of materials are huge and they don't use everything in the end.

Focus Group Fathers Urban Marginal Case

In summary, stakeholders report institutional, individual, family barriers. In addition, said stakeholders link them to contextual and social conditions, which thwart the school trajectory of the students.

4.2 Access Opportunities

Urban Marginal stakeholders report conditions that can contribute to access, linked to: 1) public investment by Municipalities and Development Councils; 2) Management of education services with two approaches: decentralization and inter-institutional coordination; 3) Favorable attitude of the parents and children towards education; 4) Offer of educational services; 5) Progress in the inclusion of persons with SEN with or without disabilities and other vulnerable groups; 6) Support programs for the school population. Below a description of each opportunity presented.

4.2.1 Public investment on education by Municipalities and Development Councils

The principal, the municipal psychologist and the municipal authorities reported that the State makes public investments through Municipalities and the Development Councils System, for the construction of school buildings for the first education levels, and hiring of teachers, service staff, support with materials and payment of a psychologist, which is of help for the schools in the municipality.

Municipalities are providing attention and if you look around the country, we even pay the teachers, we don't only pay for infrastructure, we also pay for the teachers ... according to a new agreement with the Education Ministry, we don't pay for regular teachers; that is, primary and secondary teachers. We only pay for specific teachers and pre-school teachers.

Municipal Authority Urban Marginal Case

We are opening a center where we placed two new teachers to help the group in the community to have access to education ...

Municipal Authority Urban Marginal Case

Another area of municipal support reported by local stakeholders is the demand of extra-school programs for adults, aimed to improving entrepreneurship, as reported by the municipal authorities.

So we want for the people who are not of age to study to get an education, and we are going to build a basic secondary and diversified high school institute next year, it is probably going to be for technical skills and we are going to open computer labs ...

Municipal Authority Urban Marginal Case

We have focused on education for adults and this is the reason for the agreement we have with CEMUCAF, and the Education Ministry has helped us with the conclusion ... because there are how many women and men who have graduated ... CEMUCAF is an institution that belongs to the Education Ministry. They give manual courses, handicrafts, bakery, desserts, cooking, haute cuisine, jewellery production, so we have been...we have been working with them for two years, every six months they receive a diploma from the Education Ministry and the City Hall, so with that they can work in the social medium and they make bracelets, necklaces, earrings, cakes, flower arrangements, and they get around better.

Municipal Authority Urban Marginal Case

The municipal authority also informed about their intention to support university education, whether public or private.

So we want them to come here as well...in the future we also hope to build a university center, where any university, whether private or public, can have specific space to operate...

Municipal Authority Urban Marginal Case

In summary, according to micro-level stakeholder reports, municipalities are supporting investments in education, to create infrastructure, miscellaneous services and support programs for access and permanence by the students. In addition they are promoting actions in favour of the population outside the formal education sub-system. Furthermore, the intention is to support university education.

4.2.2 Management of education services with two visions: decentralization and inter-institutional coordination

The municipal authorities also report their intention of promoting decentralization in school investments, and presenting the need for international cooperation to guide the municipalities to implement education projects.

The central government concentrates different actions; however, the true decentralization is at the level of municipalities ...

Municipal Authority Urban Marginal Case

Something I see in relation to International Cooperation is that it should be basically focused, not on making agreements at the level of the central government, but on overcoming this barrier and looking for local governments, because that is the true decentralization, which really exists in a republican government as ours. So us, if they only reach the central government, the Education Ministry, they will depend on one person or unit, placed by them, but they won't have the same coverage as if they would reach, for example, the ANAM

Municipal Authority Urban Marginal Case

What the municipal authority reported shows the perception of the central government entities. In this sense, he perceives the central government as a barrier, affirming the idea that some sectors have with respect to the Education Ministry as an institution that fails to fulfill its role as guiding entity in education.

4.2.3 Favorable attitude by the parents and the children towards education

All the stakeholders of the Urban Marginal case report a favourable disposition of the children and the parents to support them as shown below. In addition, they report the disposition of the teenagers to finding alternatives to continue with their education.

... because on many occasions they decide to take them out instead of helping them. And this is wrong because, on the contrary, he said, as parents we need to support our children whatever the case. If they are not doing well in their studies, fight with them. And how? Not doing their homework, no, no, giving them whatever they need to do their research work or whatever they need to write and forcing them to come and do them. But yes, explaining to them what they don't understand, so that it's not hard for them.

**Focus Group Fathers and Mothers
Urban Marginal Case**

Some do ... some keep on studying while others don't. Others when they grow up, find the need and register in some establishment, taking classes for adults, but not all of them.

Municipal Authority Urban Marginal Case

4.2.4 Education Services Offer

School observations by stakeholders prove that in the Urban Marginal case, there is availability at all academic levels, both private and public, there are even reports of stakeholders who mention that there are universities located in the urban region of the municipality, although the marginal zone reports the existence of pre-school, primary, and basic secondary education. Although the municipal authorities mentioned their intentions to expand the education services at secondary basic level and pre-school level.

... we are now trying to expand the coverage of basic services, but we think we are alright, we have basic services in almost every village ... in most, when there is not institute, we have tele-secondary schools, so tele-secondary is helping us a lot, and there is pre-school coverage in all schools.

Municipal Authority Urban Marginal Case

4.2.5 Advances in inclusive education for persons with SEN with or without disabilities

Stakeholders with a direct relation with the population report the progress in the access of boys and girls with SEN with or without disabilities, although reports show that this right is conditioned to the teachers' desire to accept them or not.

Well in general in the Urban Marginal case there are no acceptance problems, well ... there is no discrimination as such, like not accepting the children. Even a number of schools have children with special education needs, so this is not an obstacle, the truth is that yes, and also the support of the teachers, their disposition to support these children, because that required patience, time, truth, it is ... you need to have the calling, but there usually are no obstacles to accept the children.

Education Authority Urban Marginal Case

4.2.6 Support programs for the school population

All the stakeholders indicated that there are several support programs by the Education Ministry, among them the gratuity program that relates the forbiddance of any collection for the enrollment of a child in school and for the development of school activities and paying basic services. Other support programs reported are the school meal, the handing of books and school materials for each student.

... now with this program, we have gratuity, they are given a meal, they are given materials and that helps a lot ... because those who don't have enough to buy their materials, they get them, it is given to everyone, so this has contributed to help people with scarce resources.

Education Authority Urban Marginal Case

In summary, stakeholders reported that there are conditions to favor access to education, such as institutional measures assumed by the Education Ministry, advances by disadvantaged groups, availability of education offers, investment by other government entities, and readiness from the parents and the students to take advantage of the opportunities available for their education.

5 Acceptance Dimension

Acceptance is understood as the "action and effect of accepting", which is defined as "approving, accepting and accessing something". In the framework of inter-personal relations, acceptance may be understood as the opposite of rejecting, known as "showing opposition or despise for a person, group or community" (RAE, 2011).

Urban Marginal stakeholders reported barriers and opportunities linked to acceptance. Acceptance may become a condition for entry to and permanence in, and it has a direct relation to transition to other academic levels. In addition, acceptance influences on the sense of institutional ownership.

5.1 Acceptance Barriers

These are the conditions that prevent the acceptance of students in the classroom, education center or even at the family level. According to stakeholders of the Urban Marginal case, acceptance barriers may be organized in two categories, the first are barriers that limit or affect the acceptance relations in the school environment, which are subdivided in the following groups: 1) Aggressive behaviors between students; 2) Discrimination behaviours between students because of socio-economic, ethnic, gender reasons, or because they are persons with SEN with or without disabilities. In the second category, regulation aspects of the education system and context are included and divided in: 1) Management of co-education for acceptance; 2) Lack of pedagogical strategies to address acceptance. Below an explanation of each acceptance barriers.

5.1.1 Aggressive behaviors between students

Children and teachers showed aggressiveness between students, of different types and with different degrees of intensity in the classroom and the school. There is another type of aggressiveness from school patrols towards girls. A patrol is an organization that ensures order is maintained at school during recess. Below are some quotes that show what stakeholders are doing.

That they don't like them, they don't talk to them, because there is a boy that bullies his peers ... nobody likes them (children: don't find a group), they need to always travel in groups, or sometimes they bother others."

**Focus group sixth grade girls
Urban Marginal case**

Once I saw the boy, who was part of a patrol, there is a woman there in section "B" where the principal's office is located, there in the corner he pulled her hair and he wanted to drag her to the second floor ...

**Focus Group third grade boys
Urban Marginal case**

5.1.2 Behavior of discrimination between students

According to the teachers, mothers and students, there is evidence of expressions of discrimination by other persons for ethnic, age, socio-economic situation reasons, as mentioned by the following stakeholders.

I met a (boy) called "x" who came from Quiche (department of Guatemala) and he couldn't speak Spanish, and sometimes he spoke in tongue (Mayan language) and they teased him because of the way he talked, they mocked him, they would tell them, I don't remember but, he left and went to his place of origin ... they would make him feel less ... because of the way he talked.

**Focus Group Sixth Grade Children
Urban Marginal Case**

... for example a certain person you know and that you know is going on the wrong way, of course when you see, it is a classmate of my son, and that means danger. Why? Because this boy can tell the rest or teach them bad things to the others. So it is dangerous ... and what sometimes ... not here but in other places, they say: " This boy belongs to a gang, this boy looks bad, this boy". We begin, they start, discriminating him for what he is ...

**Grupo focal madres de familia
Urban Marginal Case**

In our class there is a girl, nobody wants to talk to her, because she looks down on us ... She says they don't have money ...

**Focus Group Sixth Grade Girls
Urban Marginal Case**

As reported by stakeholders, there are aggressive behaviours and discriminatory behaviours among students, because of their living conditions on their characteristics.

Below the acceptance barriers that have something to do with the education system to harmonize relations in school are described.

5.1.3 Management of co-education for acceptance

Children and teachers report that at the level of the classroom, there are disrespectful behaviors from boys towards girls, as well as difficulty from the teachers to manage the relations between boys and girls in the classroom, as reported by the children.

There was a girl and I was in my classroom and I saw a boy grab her by the force and kiss her. That is not fair...

**Focus Group Third Grade Boy
Urban Marginal Case**

I have a boy ... both parents work and he is always out on the street, I have been told that his mother is always out on the street and she lives the boy to fend for himself, the boy misses school often and when he comes to study, he bothers the others, he is a negative leader because instead of helping others to work, he takes their time and bothers them.

Focus Group Teachers Urban Marginal Case

Girls report that the relations between boys and girls are not cordial. They mentioned the difficulties they face to work together, as reported below.

Sometimes let's say we are doing our work and they (boys) are here, they go to talk or bother and so, so they, so we end up doing all the work.

**Focus Group Sixth Grade Girls
Urban Marginal Case**

5.1.4 Lack of pedagogical strategies for addressing acceptance

Stakeholders with a direct relation to the school report different experiences linked to inter-personal relations in the classroom. Class observations also allowed identifying situations that seem to escape the capacity of the teachers. Classroom observations helped identify challenges like the difficulty to guide and educate boys or girls with a difficult or disrespectful behaviour, or the management of acceptance to persons with SEN with or without disabilities, or the work with repeating or over-aged students who require special treatment based on their needs. A particularly difficult group is the one of boys or girls who come from families in conflict with the law. There are also reports from boys and youngsters who take drugs at school and/or are lined to criminal groups, situations faced by the teachers and the management team with a contextual reality of the Urban Marginal case, as shown in the following quotes.

... I have four angels of God, sometimes the girl shouts, she asks for everything shouting, who has an eraser, she shouts. So I need to work with them because she moves the other four that are restless ... but there is always someone that gets hurt ... those four boys are leaders but negative leaders and all do

what they tell them to do ... so I need to work with them, because they are the ones who influence them to do terrible things, and in the afternoon they have told me that they are out on the streets, doing bad things on the street, so when they come here, they create an earthquake, because they can't stay on their own for long.

Focus Group Teachers Urban Marginal Case

There is a boy that was seating on his own, he participated actively and sometimes impulsively, he finished quickly the exercises proposed by the teacher and it was evident that they needed the teacher to see it and check their homework at the rhythm that he wanted (faster than the rest) when the teacher didn't pay attention to him, he got bored and started bothering, he even went out of the class, and when he came back, he received a punishment. The homework he finished fast was correct at times and incorrect at other times.

Class Observation Urban Marginal Case

5.2 Acceptance Opportunities.

Opportunities are favorable dispositions expressed in the form of behaviors of people in their interactions at school. In this sense, the stakeholders of the Urban Marginal case report as opportunities those that relate to inter-personal relations in the school context and relations between institutions in favor of inclusive education.

5.2.1 Acceptance in inter-personal relations in the school environment.

According to reports from stakeholders directly linked to the school, there are attitudes from the teachers that are considered opportunities because they promote acceptance among the students with respect to their individuality.

In the majority of schools that we have seen they have the support, if there is a child with special needs, the other children protect him, help him, they take him, take care of him, offer everything and look after him, so there is solidarity, so in part I feel it is alright for them to be at school with the other children because that helps them a lot.

Education Authority Urban Marginal Case

Mine comes back every day happy, says: "Mom the teacher treated us really well today, she never treats us bad, she always gives us a kiss and says: "Loves, I love you, she doesn't reprimand us." How can I explain, they all need to be well behaved to have a good teacher. In her case, she comes back happy every day. "Did they scold you today?" "No mom, I am happy because the teachers loves us a lot".

Focus Group Mothers Urban Marginal Case

5.2.2 Relations between institutions in favor of inclusive education

According to the principal, there are certain activities at the level of establishment that favour acceptance and access of persons with special challenges, favour their acceptance in the school context and contribute to creating a climate of protection of children and youth, in particular when they live in contexts of insecurity and violence.

Right now they are participating in Teleton, with the School Government (students organization), with the support they are requesting, with their piggy banks, so there is participation from the students, they have lost their shyness. But this is a job carried out through teachers, who are the ones who teach them to participate in social, cultural, and sports activities.

Principal Urban Marginal Case

Parents also report their sense of belonging and thankfulness towards the academic institution.

... We are really grateful towards the institution and God and the teachers because our experience here has been good.

Focus Group Parents Urban Marginal Case

... I believe the school has more participation from the teachers who take them into account and make them learn about values and to show us every day that they are valuable ...

Focus Group Mothers Urban Marginal Case

The stakeholders reported that acceptance opportunities happen at the level of inter-personal relations and that activities promoted in the education centre, together with these circumstances, make the parents feel grateful with the institution.

6 Participation Dimension

This dimension relates to the conditions that limit or favour each boy or girl's learning opportunities in the classroom and in the school. Taking into account the roles and responsibilities of the participating stakeholders as well as the implicit or explicit rules that guide what happens in the classroom.

6.1 Participation barriers

Participation can be thwarted by the following aspects: 1) Conditions of context of life; 2) Family conditions and environment; 3) Conditions for learning; 4) Pedagogical strategies to favor opportunities for learning in the classroom; 5) Lack of support systems for students and teachers. This is explained in detail below.

6.1.1 Barriers of Context of Life

All the stakeholders reported a situation of violence, children taking drugs, which are the circumstances under which some of the children in the Urban Marginal context live. In this sense, one of the main barriers to achieve the learning of children are their life conditions derived from the context, as described by a teacher below.

... I have the case of a boy, he is repeating, but the mother was in jail and the father, he tells me he is a paid assassin ... to date I don't even know the dad, I have called him, the principal told me to simply put an observation on the attendance notebook, that the father never comes around, but the child on Thursday asked me to go with him to the police because he wanted to denounce him, the truth, son, you'd better think it carefully, you are going to be taken and placed at a correctional or something, because the child is decided to denounce his father, because he says he hits him with a pipe, but the mother was in jail for extorting and the father is a paid assassin, so I don't know how to provide support, he doesn't work, doesn't bring his homework, and I don't know who the father is, I don't even know him.

Focus Group Teachers Urban Marginal Case

6.1.2 Barriers related to family conditions and surrounding environment

All the stakeholders also reported that the circumstances under which the families live, in particular the situation of poverty they face and the consequences this has on the students. Stakeholders directly related to the school link these family circumstances to the obstacles to learn. Said stakeholders report that parents with scarce economic resources don't have the time to support their children with

learning activities. In addition, some children need to work to contribute to the family livelihood and as a result stop doing their homework and frequently their attendance to school drops.

Because sometimes, the parents (father and mother) don't have money and send their children to shine shoes, work, what I have seen more frequently is that they work as shoe shiners.

**Focus Group Third Grade Children
Urban Marginal Case**

... the most frequent reasons for consultation is, well one of them is low academic performance ... students that have lost four, five, six, eight and even ten ... classes in one bimester. Something is happening there. Mainly family problems, low self-esteem.

Municipal Psychologist Urban Marginal Case

I was taking about dysfunctional or disintegrated families. How does this damage the student's performance in the education system? Trust me, a lot. A lot. I see it here and I also see it at the municipal clinic. I could tell you that almost 80, 85%, since most of the problems are rooted in the family. It is there, at home, improper relations, that happens, and causes problems, as I was saying. A separation, a death in the family which could also affect them. If we add alcoholism, intra-familial violence, which also happens ... then definitely this affects their academic performance. They are here, they could be in the classroom, physically, but their minds are thinking, "what is going to happen when I get home, are my parents going to argue, are they going to hit me?"

Municipal Psychologist Urban Marginal Case

6.1.3 Barriers to learning conditions

Stakeholders reported conditions at school that affect the possibilities to offer significant learning experiences to the students. In this sense, the teachers and the parents reported that there is a lack of education resources for learning, the number of students in the classroom, the school infrastructure, the lack of teachers. All this affects the quality of the learning opportunities that the teachers can offer to their students.

Here, we are missing a teacher. The students are not receiving social studies in the third grade of basic secondary school because there is no teacher.

Municipal Psychologist Urban Marginal Case

They need to provide materials to the teachers definitely. Because this is a factor that is hard and it is hard for us as parents to bring two hundred, a hundred sheets of paper. And you say, "well, it is hard". But yes, if they could find a way to send materials to the teachers so that they can work better.

Focus Group Mothers Urban Marginal Case

The school infrastructure is formed by a total of 18 classrooms, with furniture that allows to look after the population of this school year, and eight temporary wood and metal sheet classrooms with no illumination, ventilation or space. In addition, an observation of the school context allowed to confirm that the school has six bathrooms in bad shape for the students, two bathrooms for the teachers, sink, an area adapted as a kitchen, principal's office, poly-sports court and surrounding wall.

Classroom Observation Urban Marginal Case

6.1.4 Pedagogical strategies to favor learning opportunities in the classroom

Classroom observations showed that there is a need to have strategies in favour of learning opportunities for groups with diverse characteristics. That is the case of offering bilingual education, which is limited by the competencies of the teachers. With respect to time management, the teachers

frequently need to attend work-related meetings during class. Recess is longer for some groups of students.

Also there were some children that were selling things during class, he brought a backpack full of frozen juices and he would sell them to his classmates. Both the seller and the buyer did it behind the teacher's back, they tried to avoid being seen by the teacher while she was teaching class. The teacher leaves the children to work, she goes out for 10 minutes. While she goes out, some start talking and stop working on the tasks assigned.

Classroom Observation Urban Marginal Case

6.1.5 Lack of support systems for students and for teachers

The teachers, fathers, mothers, and principal mentioned different challenges and difficulties faced by the teachers when they need to look after students whose demands require the use of pedagogical strategies that match their individual needs. Teachers reported the need to have accompaniment from the Education Ministry. The education authority, a representative of the Education Ministry, mentioned that it is the responsibility of the teachers and the Ministry to ensure the quality of education, avoiding a discussion about his role as a member of the Education Ministry.

With respect to quality of education, we are not responsible for this. The quality of education depends on the teachers that need to be conscious of the needs in the country and an Education Ministry that contributes to satisfy the needs of these teachers.

Education Authority Urban Marginal Case

In summary, stakeholders reported that barriers to the participation in the classroom relate to contextual conditions that have an influence on the families, and a direct relation with the children's learning. Stakeholders also reported that they are dependent on the education system, which also has an impact on the learning of their students.

6.2 Opportunities for Participation

Participation in the Urban Marginal case is favored by the following aspects: a) Institutional agents; b) Support programs offered by the Education Ministry and the Government; c) Conditions and activities of participation in the classroom; d) Role of the student and leadership management with academic authorities. This is described in more detail below.

6.2.1 Institutional Agents

Urban Marginal case stakeholders reported situations that confirm that there are people working as institutional agents; that is, individuals with their attitude and knowledge contribute to solve complex situations and show a high level of commitment towards the students and their learning. These actions are carried out by teachers, principals, parents and local authorities. This is the case of the teachers in the Urban Marginal case, who work with support from the Municipality and the Health Center to provide psychological assistance to the students.

Look each school has a discipline commission, so they are in charge of monitoring the behaviour of the children, sometimes you see them talking to the children, they call their parents, they tell the children "look, your son ..." but what we usually try to do is get to the bottom of why the child is acting that way, because usually when the child acts like that and has behaviour problems, is because he has problems at home and that is a way they use to attract attention ... So you need to investigate, find out more about

what is happening to the child and depending on the findings, talking to the parents and if necessary a little note to the Psychologies who works at the Municipality, so that they can help.

Education Authority Urban Marginal Case

The observation allowed the identification of more than 18 formal classrooms and 8 temporary ones, which according to the Principal have been the result of the efforts of the teachers, the principal and the parents.

**Observation of the school environment
Urban Marginal Case**

... what we have done is that when we hand out the grades well ... every two months we give grades, we call the parents and they receive a report of how their child is doing and they are told, look, he needs your support, and he is convinced that ... it is not the same if someone else is with them than if the parent is with them. In some cases we have received an answer and in others we haven't, so the parent does not place the necessary interest and does not provide the support needed, to the student and to the establishment, because teachers also need help.

Education Authority Urban Marginal Case

6.2.2 Support programs offered by the Education Ministry and the Government

Informants in the Urban Marginal case believe that support to education through programs like the gratuity program and the delivery of school materials help children remain in school and have the necessary materials to work. Furthermore, it helps children have materials for the development of classes.

... now with the program there is gratuity, they are given a snack, they are given school materials, and this is very helpful ... because those who can't buy their materials, receive them, it is for all, so this has helped a lot, in particular in the case of persons with scarce resources.

Education Supervisor, Urban Marginal School

6.2.3 Conditions and activities related to participation in the classroom

According to the teachers and the municipal psychologist, who report that there are some classroom activities and some extra-curricular activities, curriculum changes, and the Municipal Psychologist reported that she had helped the teachers with recommendations, helped change the curriculum and create conditions that promote learning, taking into account the diversity of the school population.

Also provide assistance to the teachers; for example, in any special case. For example, now I have to work the part of curriculum changes for students with special needs. Whether transitory, such as emotional changes, or let's say a physical disability, visual, hearing.

Municipal Psychologist Urban Marginal Case

6.2.4 Role of the student and management of the education authorities leadership

Finally, another opportunity reported by the teachers and the mothers relates to the behavior of the students towards their studies and academic preparation. According to their reports, there are students who are interested in learning, who make an effort to take advantage of the opportunities and who maintain close communication with their parents with respect to school activities.

Sometimes he comes saying: "I did not understand mathematics, I have a huge X, I didn't understand the teacher, but I will ask her tomorrow". So I tell him: "Why didn't you ask her right then?" No because

she was finishing her explanation”, he says. So he leaves everything for later. “No, don’t do that, you have to raise your hand immediately and ask if you didn’t understand, so she can go back to where you got lost”.

Focus Group Mothers Urban Marginal Case

In summary, participation opportunities relate to the effort stakeholders make to address the issues ahead of them. In addition to this, there are support systems promoted from the education ministry, which jointly improve the conditions in the classroom, which together with the good disposition of the students to improve contribute to translate participation opportunities into better results for the learning of the students.

7 Discussion

This study tried to respond to the question of how the concept of inclusive education is built at the local level; furthermore, it allowed identifying opportunities and barriers within the education system at the local level with respect to access, acceptance and participation.

The idea of inclusion for the stakeholders of the Urban Marginal Case relates to the following five concepts:

- 1) education as a right for all, stakeholders who recognize that Guatemala's legislation guarantees the right to an education, even though at the local level this right takes different shades; in this sense, the right is altered by an ad hoc measure. On many occasions these ad hoc measures are implemented because of the lack of conditions to provide attention to the population respecting their characteristics. It is important for future investigations to investigate deeper the question of what impact does the implementation of ad hoc measures have in society, as a variation to the respect of the guidelines that govern the operation of education centers and/or the Education System in general.
- 2) Education expectations: there is a certain tension related to the expectations that exist about education. Said tension is generated when the purposes of education are put into question, since at the local level education must respond to basic needs; for example, for fathers and mothers of scarce resources, who link education to work and obtention of economic resources., among parents who reported that it is not necessary to have an education to get a job, start a business or earn money. Evidence puts into question the purposes sought by Guatemala's education practices. On the other hand, there are persons; namely the education authorities and other professionals who report that education needs to promote the development of the individual for a social inclusion and mobility. Furthermore, there are stakeholders who mention that education should promote a collective development that would lead to a developed municipality, with job offers and better living conditions for its inhabitants.
- 3) The roles involved in education and its delivery: evidence showed that an inclusive system is a task for all the local stakeholders since in the Urban Marginal case each stakeholder fulfills his or her corresponding responsibilities from a sectorial perspective; that is, each one does his/her part depending on his/her own objectives. In this sense, there is an opportunity for stakeholders to present common goals and maximize resources and achieve an inclusive education system at the local level. There is evidence and previous experiences related to inter-institutional and multi-sectorial work based on the attention provided to children and youth by the Municipality, the Health Center and the School, who coordinate actions to provide attention to children with SEN with or without disabilities, contracting psychologists to provide attention to the mentioned school population and their families.
- 4) The classroom, a place with a homogeneous education methodology for diverse students. Class observations and stakeholder reports showed that there isn't an inclusive environment in the classroom, contrary to the premises for inclusion established in the CNB. This makes us ask ourselves, how much do teachers in the CNB know and apply, nine years after its implementation? This question needs to be posed not to assess the system but to prepare the conditions for inclusion at the level of the classroom, to help less favored segments of the population go from excluded persons at school to included persons at school but excluded at the level of the

classroom's "excluding inclusiveness". Said idea of exclusion in the classroom is based on evidence that showed that homogeneous methodologies are applied to a diverse population in the classroom.

- 5) Inclusive education for those outside the system. Local stakeholders also referred to the population that is outside the education system, considering that, in order to have developed communities, municipalities and countries, it is necessary to seek strategies to provide attention to the population outside the formal education system. According to reports, the adult population has received training oriented to work through municipal institutions in coordination with a direction of the Extra School Education Sub-System.

The investigation allowed the identification of barriers and opportunities based on three dimensions of inclusive education (access, acceptance and participation). One of the barriers reported for access is poverty and its relation/expressions in the lives of the school population, as stakeholders believe that this barrier conditions acceptance and participation. This barrier is out of reach for the Education Ministry, and thus an alternative to achieving an inclusive system is to promote multi-sectorial coordination efforts. Poverty also impacts individual and family development. Therefore, an inclusive system should ponder the following question: How to provide attention to this type of population? Stakeholders also report government programs that have helped and promoted access of the population with meagre economic resources for the school, although their timely implementation is also questioned.

As reported by stakeholders, the Education Ministry is recognized as the governing body on education matters, although infrastructure, equipment, teachers for other levels than primary school, have been left out in the words of the municipal authority, since according to them the issues of infrastructure and other services have become the responsibility of the municipalities through their own funds and the support of the Urban and Rural Development Councils. These actions turn into opportunities, and this poses a different question: How could an inclusive system take advantage of the willingness of other institutions to contribute to education for all? In addition, local stakeholders question and encourage a decentralization of funds from the government and international cooperation, to be invested in education, and these results in the following questions: Is there institutional capacity at the local level for decentralization? How would this decentralization benefit an inclusive system at the local level? Said questions were partially answered by the stakeholders who say: who knows which are the priority needs? We do, the ones who live there every day, in the words of the municipal authority.

The issue of acceptance in the school context: aggressive behaviours were seen among the students, discrimination based on ethnic origin, gender, vulnerable groups, among others. This research could not deepen in the study of the causes for this type of situation, although a future research could focus on the topic: How does the environment influence the violent and discriminatory attitude of the students? It is evident that the school surroundings are extremely violent because this is an area located in one of the country's red zones as reported by the stakeholders. Another condition that affects acceptance is how to manage co-education for acceptance; at the level of the classroom and the pedagogical strategies to address acceptance; it is evident that there are no methodologies to look after this type of situation as stated by the teachers. On the other hand, there is evidence that shows that there is willingness from the teachers and parents to learn to face these situations and contribute to their reduction.

With respect to participation in the classroom, there are methodological barriers to provide attention to diversity. Nevertheless, stakeholders make efforts beyond their duties to mitigate these barriers turning into “institutional agents”. A future investigation needs to deepen and systematize the experiences of institutional agents. The need to provide attention to students with SEN with or without disability, pregnant girls, alcoholic children, gangsters, children coming from families who are in conflict with the law, students with scarce resources, migrants and disintegrated families, all in the same classroom as reported by different stakeholders from the Urban Marginal case