

CASE STUDY 3

GUATEMALA

Ladino Enclave Case Study

Guatemala, February 2015

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1 Summary

This report presents the results of one of the six case studies developed in the context of the research on inclusive education in International cooperation –refie-, which was chosen to explain how the concept of inclusive education is built, to identify barriers and opportunities provided by the education system in a Ladino community located in a region with mainly Mayan population.

The socio-economic conditions of the municipality where the case was developed are better in comparison to the rest of the department. This situation is derived from the remittances sent by migrants living in the United States, as mentioned by the participants.

The Bank of Guatemala, consulted on February 3, 2015, in <http://www.banguat.gob.gt/inc/ver.asp?id=/estaeco/remesas/remfam2014.htm&e=109782>, reported for 2013 foreign currency revenues from family remittances of US\$5,105,189.0 and for 2014 of US\$ 5,544,097.6, showing a significant increase. According to the 2010 Remittance Survey for Protection of Children and Teenagers, in 2009 there were 1,365,404 persons sending remittances, and by 2010 the number had grown to 1,409,548. This data shows a direct relation between migrants and persons receiving remittances. It also indicates that remittances are used as follows: 67.8% for consumption, 20.4% for investment and savings, 6.2% for health, and 5.6% for education. The Municipal Development Plan for 2011-2025 reports that in 2009 the municipality was receiving US\$150,000.00 every month, according to information from *Banco de Desarrollo Rural –BANRURAL-*.

The research used qualitative methods including: focus groups, interviews and classroom observations. Among the main findings are perspectives of inclusion, which link education to a right of all individuals, although it is limited for some groups by ideas of segregation that remain in the community or the type of education services offered to some people. (UNICEF, 2011)

The general conditions of the school and its infrastructure are different from other public schools in the country. Observations showed that the facilities are in good condition; there are learning materials and technological equipment, although the methodology used by the teachers proposes the same learning activities to all the students, even though the teachers recognized the diversity of their students.

Stakeholders recognize the importance of ensuring that those who participate on education fulfill their corresponding responsibilities, according to their role within the community, to ensure that education becomes a motor for individual and community development.

Finally, there is a discussion of the results and questions that can be used for future investigations.

2 Introduction

The document presents the results of a case study, which is one of the six that explain the diversity of contexts that Guatemala's education system needs to face. It is developed as part of the investigation work called "Inclusive Education in International Cooperation –refie". The report includes a description of the context of the community, the characteristics of its school-aged population according to the participants, the perspectives of inclusion from the point of view of the stakeholders, opportunities and barriers in the context of the dimensions of access, acceptance and participation considered in this research.

The Royal Academy of Spanish Language defines "enclave" as an ethnic, political or ideological group inserted in another one of different characteristics. This description is the basis for the naming of this case as a "Ladino Enclave", since it was carried out in a municipality located in the north-western region of Guatemala, which is a region inhabited mainly by population from Mayan origin, while this municipality remains Ladino. The following criteria were considered to choose this case: a) location: urban zone; b) ethnic composition of the population: the Municipal Development Plan 2011-2015 reported that the population of the municipality is 15% Maya K'iché and 85% non-indigenous –Ladino; c) socio-economic situation: the National Survey of Life Conditions ENCOVI 2011 of the National Statistics Institute, INE, reports for the urban area of the department 9.29% of extreme poverty, 51.09% of non-extreme poverty, and 39.62% of no poverty. Specifically for the municipality, the Municipal Development Plan 2011-2025 reported 10.4% of extreme poverty and 54.1% of general poverty; d) education situation: the Education Advancement Index –IAE- for the municipality according to reports from the Ministry of Education for 2013 <http://estadistica.mineduc.gob.gt/iaem/> consulted on January 12, 2015, reports 63.9% of Municipal Education Advancement, primary school coverage of 84.3%, rate of conclusion of sixth grade (primary school) of 94.9% and of third grade (basic secondary cycle) of 52.1%, placing 141th in the national ranking of 338 municipalities.

The study focussed on the urban school, and the staff of the Special Education Center and key local stakeholders on education were consulted. To organize the information, stakeholders were grouped as: a) directly linked to the school: boys, girls, teachers, principal, fathers, and mothers; b) indirectly linked to the school: therapist, leaders, NGO representatives, education authorities and local government, which were identified in a visit before the work was developed. They provided information on the dimensions of access, acceptance, and participation through ten interviews, six focus groups, and six classroom observations. The data reported was analyzed using MAXQDA software, a process that included meetings of researchers to guarantee the reliability of the interpretation of the data.

3 Ladino Enclave Case Study

3.1 School Context Description

The education establishment of the Ladino Enclave Case is a mixed official monolingual school that operates in the mornings. It was founded in 1948. It is located in the urban area of the municipality, in one of the departments of the VII North-Western Region of Guatemala, in the border with Mexico.

With respect to the population of the municipality, the majority of its inhabitants belong to the Spanish-speaking Ladino group. The Municipal Development Plan 2011-2025 reported that the population of the municipality is formed as follows: 85% belonging to the non-indigenous –Ladino– population, and 15% belonging to the Maya K'iche population. However, different Mayan peoples, who speak different Mayan languages, converge in the municipality according to the statements of a stakeholder.

(The population) at the Ladino Enclave is mostly Ladino, there is only one indigenous hamlet; however, a number of indigenous communities have come here, to trade...and sometimes they stay...we have children from these families among our students.

Principal

With respect to their socio-economic situation, the National Survey on Living Conditions ENCOVI 2011 of the National Statistics Institute, INE, reports that in the urban area of the department where the Ladino Enclave is located, 9.29% of the population lives in conditions of extreme poverty; 51.09% in non-extreme poverty, and 39.62% in non-poverty. Specifically for the municipality, the Municipal Development Plan for 2011-2025 reported 10.4% of extreme poverty and 54.1% of general poverty. Some families work on agriculture, trade, and in many cases the economic resources come from remittances sent by immigrants living in the United States.

The truth is that up to 12,15 years ago, there was a huge migration towards the North (United States), things improved here, but before these were all adobe (artisanal brick) and metal sheet huts, some half concrete, some with no concrete at all.

Municipal Authority

According to the participants, consumption of alcohol and traffic of drugs, as well as the existence of youth gangs, are all situations that are present in the municipality.

People know that drugs are here and are being distributed, they know who sells them, who distributes them ... there are dealers at the schools and institutes ... they are finding a profitable market ... in youngsters coming from disintegrated homes, resentful, sour, hurt youngsters who are never at home but out on the streets ... abandoned by their father who left for the United States, or ignored by their parents.

Local Leader

With respect to security, the municipality has cameras in all the streets of the urban area, which according to the participants has contributed to reducing crime in the area. However, these same stakeholders indicated that there is still criminal activity in the rural areas.

We have the cameras to prevent crime. We have solved some cases linked to accidents, thefts, thanks to these cameras. We use them for prevention.

Municipal Authority

An outstanding data of the Ladino Enclave Case is that it has 29 primary schools in a territorial extension of 62.036875 square kilometers, according to reports from the Municipal Development Plan 2011-2025, which favors access of the population to primary education. This matter will be discussed further in the section about dimension.

With respect to the school where the investigation was carried out, according to reports from the principal, there are 476 students: 246 boys and 230 girls. Most have Spanish as their mother tongue, while Mayan students have learned Spanish at home. There are four students with special education

needs: Down Syndrome, deaf and mute, and with sight problems (it was not possible to identify what type of problems). The school personnel is formed by 16 teachers: 10 women and 6 men. Two of the teachers are bilingual, a Spanish-K'iche male teacher and a Spanish-English female teacher. One of the female teachers acts as Principal (in Guatemala, the position of school principal does not exist). There is also a Parents Council, which is responsible for the execution of rotational funds assigned to the school by the Ministry of Education.

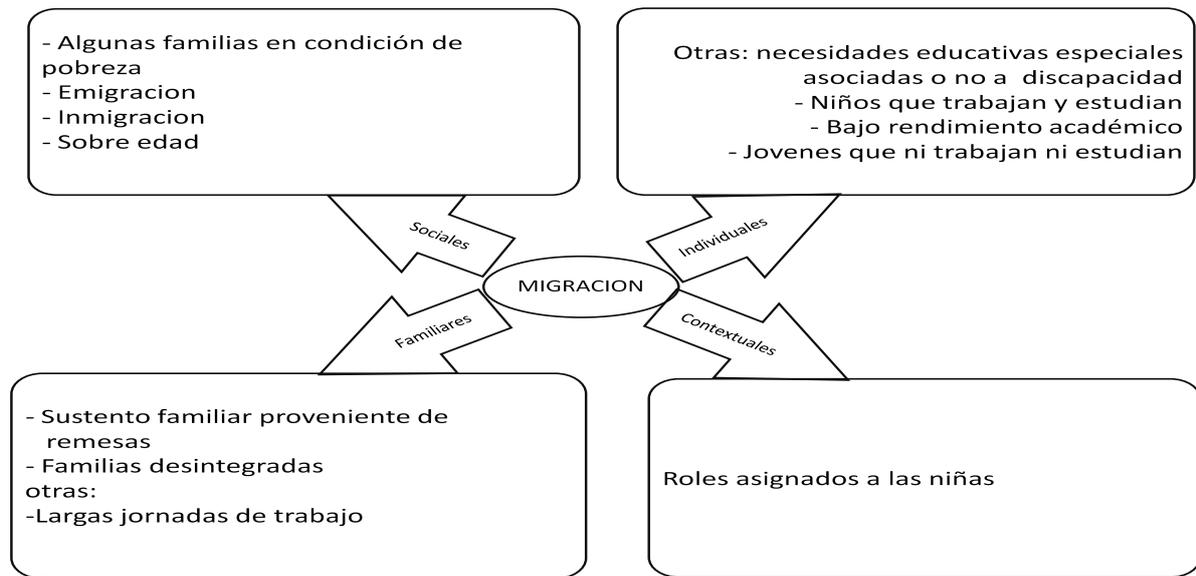
The school has brick walls and a terrace, flooring, tiling in the bathrooms, windows, and doors. It is formed by two levels and was built by the Municipal City Hall in 2006, according to the information provided by the Principal. It has 16 classrooms, a computer lab, library, cafeteria, teacher room, principal office with meeting room, warehouse and kitchen equipped with a stove and cooking utensils. It also has sport courts, recreational areas, four modules for washrooms, two for boys and two for girls, washrooms for the teachers. It has running water and electricity. In addition, it has computer and audio-visual equipment; it has a library with a diversity of books in Spanish, English, and Mayan languages; a television, speakers and DVD player, marimba, keyboard. Observations evidenced the lack of ramps to help disabled students access the second floor of the building. The entire infrastructure is being used by the morning school. The pre-school and basic secondary cycle institute have their own facilities.

The streets to go to the school are paved; in front of it there is an establishment that sells basic staples and alcoholic beverages. To the north, the municipal market is located, to the east and west, are the houses, and shops like stores, libraries, internet coffee shops. There is a National Civilian Police station nearby.

3.2 Characteristics of the school-aged population from the point of view of the participants

Based on the information provided by the participants, the characteristics of the population are grouped in four categories: social, individual, family, and context, in addition to those related to the school-aged population outside the education system. These characteristics are summarized in Chart No. 1, and explained in the following sections:

Graph 1. Characteristics of the school-aged population according to the participants



3.2.1 Social Characteristics

The conditions of poverty and lack of work opportunities are the cause for the migration to the United States by a majority of the fathers, according to reports from informants of the Ladino Enclave Case. This situation is common in the country according to the National Survey of Living Conditions ENCOVI (INE, 2011), which reports that total poverty in Guatemala in the urban area was of 34.97% and in the rural area of 71.35%, and according to ENEI 2013 (INE,2014) the unemployment rate is 3% of the economically active population, although it is necessary to review the definition of “unemployed” being used to make a more objective comparison.

Many migrate to other places because there is not sufficient employment ... youngsters study, graduate and, if they are lucky...they find a job while others (take) the decision to leave for the United States, because they have no way of making a living with their profession to sustain their families.

Local Leader

I believe people know that if they go to the United States, they will work more, but they will earn more ... and this will help them progress.

Mother

Other motivations reported by the informants, which motivate people to travel to the United States is the acquisition of material goods, construction of houses, support for their families, the insecurity in the country, the low salaries, and both men and women leave.

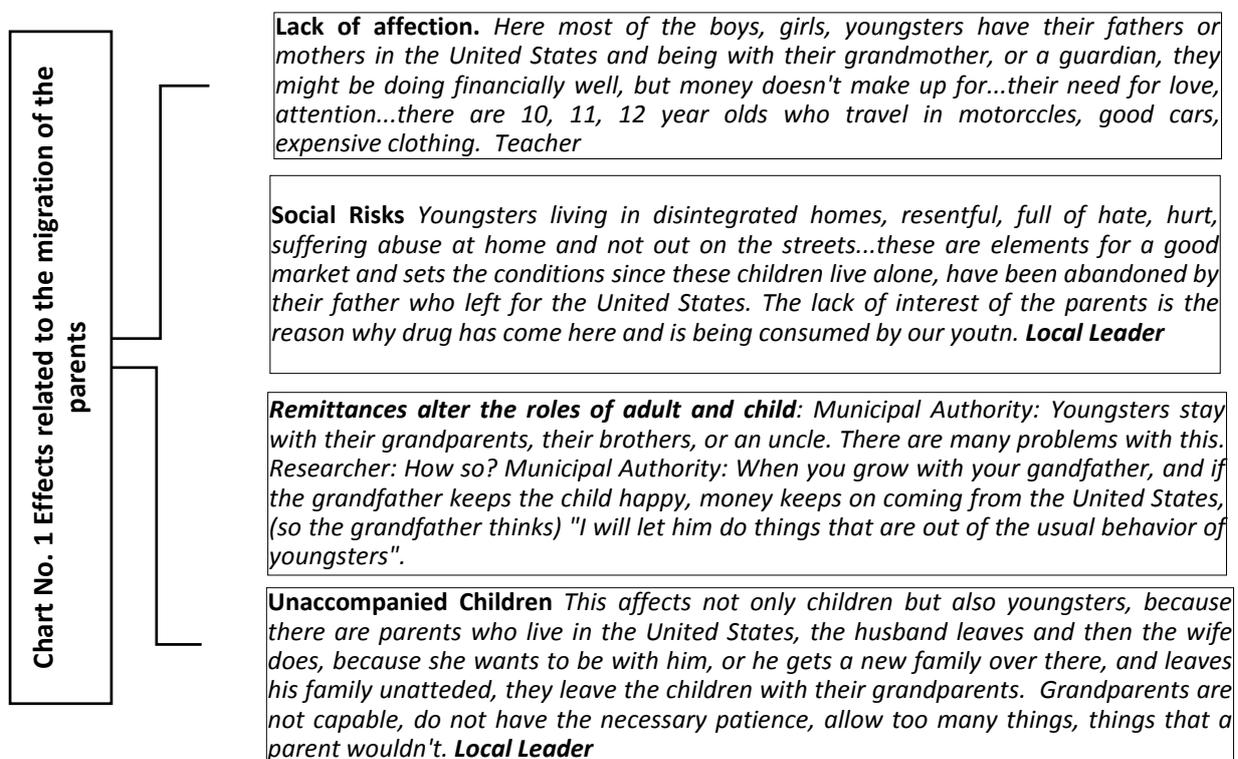
They (the parents) prefer to send their children to the United States. A lady ... came three months ago and told me: “Look, I want a mass for my 16-year old girl who is leaving for the United States”. Twenty days later she came and said: “I want to thank God because my daughter has arrived in the United States”. Eight days later she came and said: “My daughter has found a job in the United States”. For them it is better to expose them to one month of travel to the United States than sending them to the capital city ... they will receive more money, while they earn 100 dollars there, here they earn 60, 100

quetzals per day, and they spend this money the same day ... it's the imbalance in the economy ... I was reading yesterday that there are jobs, but they are not well paid.

Local Leader

According to the information gathered, the migration of the fathers favors the economic condition of the families, and this increases access and opportunities to study, although it directly influences other individual characteristics or behaviors of the boys, girls and youngsters, including: la) lack of affection; b) social risks like consumption of alcohol, consumption and traffic of drugs, risk of joining youth groups; c) inverted roles since the remittances sent alter the role between the adult and the child; d) lack of accompaniment according to reports from the municipal authorities, tutors or guardians of the children of migrants, who admit that the conditions from the point of view of the stakeholders are inadequate and damaging, like: not attending school, remaining out in the streets until late at night, speeding in motorcycles or cars, lack of respect, all of which result from the fact that the minors dominate the adults, knowing they are the main reason why these remittances are received.

Chart 1: Effects related to the migration of the parents



Stakeholders report that people have greater difficulties to access, remain and transit in the education system when they have fewer resources and they link this condition to the one suffered by immigrants who come from other municipalities to settle in the Ladino Enclave looking for employment opportunities or to market basic staples. Furthermore, some indigenous families migrate to other departments to work during the harvest, so the children miss school during this time. Another form of migration within the same municipality is from a village to another one, as mentioned by a local education authority.

Some children drop out for different circumstances, family problems, intra-familial issues...they migrate within the same municipality, move from one huttery or village to another one...they think they can find better living conditions or avoid the problem.

Local Education Authority

Here at the Ladino Enclave not too many migrate to the coast ... they do in the indigenous sector. And when they migrate to the coast, they even take their kittens ... so how are they going to leave their children behind. So there is a problem there ... the percentage of poverty we have here is on the high part of the town, where indigenous families live ... and they come with three, four children. Two, three families.

Municipal Authority

Many families have come to live here, but they bring with them five, six children ... because they find a job, they can open a business, they bring children who might wear the same clothing every day because they don't have enough money for a uniform, these are only a few families, those people face problems.

Mother

3.2.2 Family Characteristics

According to participant reports, this separation has an impact on the families of the Ladino Enclave Case. One of the reasons for this separation relates to the economic resources used for the livelihood of the family. When the parent migrates, the mothers are left with the responsibility of managing the household and taking care of the education of their children without the support and traditional role of the father.

I believe the effects are devastating, because families get separated and the children grow, they care more for a telephone than being close to their father or mother, they care more for a computer. There are practically no values, they have been lost. Unfortunately because the child needs everything.

Local Leader

They don't force them, don't send them to school, the child ends up telling the mother, she is the only one at home, and they don't go to school because they don't feel like it, you see it there...this affects family disintegration.

Local Leader

Other characteristics of the families mentioned by the stakeholders relate to the long work hours of the parents, a condition that affects the education of the boys, girls and youngsters, as reported by the participants.

One day a woman came and said: "ma'am (teacher) I had to leave early from home and go to the business and I left the boy sleeping and he didn't wake up, I left everything ready, his breakfast, his uniform, but since he did not sleep, he didn't go to school, so I come here to apologize for this", it happens often.

Teacher

3.2.3 Individual Characteristics

According to the information gathered and the analysis carried out, the individual characteristics of the school-aged population are inferred. These relate to: a) children with low academic performance; b) youngsters that don't study or work; c) children with SEN with or without disabilities; d) children who work and study.

Disintegrated families only have mothers or maybe only a guardian because both parents are in the United States, so they don't pay interest ... the youngster has everything and therefore he sometimes says, no, I am not interested if this won't help me, I get dollars.

Local Leader

The Ladino Enclave is a very small municipality but it can provide assistance to children with special needs.

Local Education Authority

I have a 17 year old student in sixth grade, but not because she failed some years, but because she hadn't had the chance to study, even to work, she works, she has been working for several years at the same house ... her parents live in the land owned by the woman she works for.

Teacher

3.2.4 Contextual Characteristics

The Contextual Characteristics relate to the responsibilities assigned to the girls, who in addition to studying must contribute to their homes by taking care of their younger brothers, house chores, and at times are not given the chance to study.

When my mother goes to the market I look after my little brother, because my mother has a business ... I look after them from 2 to 5 p.m.; my brother wants to do other things than looking after my little brother.

**Participants of Focus Group
of Girls of Sixth Grade**

There are parents who don't want to let their girls study; I don't think that is the case, because they need to send them to study anyway.

Mother

3.2.5 Characteristics of the school-aged population outside the education system

Chart 2: Characteristics of Boys and Youngsters Outside the School System from the Point of View of the Participants

| | | |
|---------------|--|--|
| Social | Lack of interest attributed by other stakeholders to the decision of the parents with respect to not sending their children to study | <i>Here in the urban area, we have indigenous families ... they have arrived from other municipalities and have settled here...here at the park we have children who are shining shoes at 9 in the morning on Mondays instead of being at school...maybe not so much because of their poverty, but because of the lack of interest of the parents. Because if you ask: "Where is your father?" "He is selling at the market", they respond, so I don't think the father won't earn 50 or 100 quetzals each day selling at the market. I don't think so. Because when you go and check out they have a nice business and they are renting. I don't think that they don't have money to pay, to buy notebooks if you don't need to pay anything.</i> |
| | School Desertion as a factor that could cause teenage pregnancies | <i>Those who drop out from school or the girls who don't study. It's like if they are studying they abstain a bit or they have more information.</i> |
| Family | Families living in poverty | <i>Based on the poverty faced by the families, some, not all of them, can send their children, they can't send their children to school because they have no money.</i> |

| | |
|--|--|
| Working children | <i>I know...some girls who go out to work, out there on the main Street, a girl who works at a warehouse who has to support her younger brothers and her brother also works, they both work, they need to support their siblings.</i> Focus Group Sixth Grade Boys |
| Children of alcoholic parents or who don't study | <i>The children of alcoholic parents who did not study believe it is not worth to study.</i> Local Leader |
| Children with special education needs with or without disabilities | <i>Here what they do is isolate those with disabilities, hide them. We have a child with Down Syndrome whose mother never takes him out, she has him locked.</i> Teacher, Special Education Center |

Participants report that the characteristics of the school-aged population outside the system are the following.

To summarize the characteristics of the school-aged population are summarized as social, contextual, family or individual. The participants linked some of these to the migration of the parents to the United States, to earn a living for their families. However, this brings a series of conditions that impact access, participation, acceptance and transition within the Education System to boys, girls and youngsters of the Ladino Enclave Case. Furthermore, the characteristics of the population outside the Education System were presented, which were linked by the participants with social and family conditions.

The following section will address the inclusion perspectives from the point of view of the participants.

3.3 Inclusive Education Perspective

Below are the inclusive education perspectives of the Ladino Enclave Case stakeholders, which were inferred from the stakeholder reports on the ideas offered related to the education opportunities of local boys and girls.

The perspectives on education according to the stakeholders are: A. Expectations about education; B. Compliance with responsibilities or roles for inclusion; C. Infrastructure and conditions of the school and its relationship to methodology.

3.3.1 Expectations about education

This perspective relates to the results expected from education by the stakeholders; namely, 1) benefits to be obtained from an education process; 2) achievement of academic and professional levels; 3) education as a development factor.

From the point of view of the different stakeholders, the education process needs to contribute to the successful incorporation to the work life and to learn useful skills for daily life. The participants indicated that education should help them obtain a dignified job, with good salary conditions, to provide safety and wellbeing.

About education ... working with the SAT ... it would be a great advantage to continue studying to be able to get a good job, with a good salary ... all the effort will be worth it, all the support given by the parents.

Focus Group Sixth Grade Boys

I would love to see them graduate, finishing their studies, in an office, in a bank branch, my girl working as a secretary ... to have them work and make a living with their own effort ... because a mother's wish is to see our children graduate, get ahead in life.

Mother

Nevertheless, this aspiration has limitations like the scarcity of jobs, which is one of the reasons why youngsters migrate abroad.

We have found a problem ... many youngsters are going to say: "You are the municipality, I graduate last year and you must give me a job". The municipality is not an employment-generating institution.

Municipal Authority

There are youngsters who want something and they can't buy it so they leave for the United States, I have a friend who told me "I am leaving", he has no job, so I used to ask him, "How are you going to leave?" And he told me: "There is no money, I can't find money". He went to Guatemala, to Antigua, and he couldn't find a job, nothing would come up.

Focus Group Mothers

The aspiration of integrating into the labor market and the challenges this represents is evidenced by students with SEN with or without disability, as reported by one of the teachers of the Special Education Center, who is also the mother of one of the students. She is worried about the future of these boys, girls and youngsters.

In some cases they learn how to do something and they work and bring money, because there comes a time when these children (students with SEN) will stay on their own and there will be nobody to look after them ... we know this would help.

Teacher Special Education Center

To this aspiration, it is necessary to add the expectation of the mothers who hope regular school will provide these students with skills that can be useful in their daily life.

I would like it if they could learn to cook ... boys and girls ... for example, you don't have time to teach them that kind of skill, but at school they could teach them to cook or sew from when they are small, or to plant a tree, to clean the school ... thank God almost all the schools are healthy ... but these activities are not organized.

Mother

In this case the expectation is for the students to graduate from middle school. The students are expected to have more than two years of schooling, and the municipal authorities are working to expand the education offer to the high school level.

A lawyer, studying a career; studying a career and being just like my father, a worker, a computer tech.

Focus Group Sixth and Third Grade Children

My son has his own goals ... next year he will graduate ... but I still have the boy and they talk, with his sister, he is going to be a teacher, he says I need to study a lot, I need to go to university, third grade of secondary school is not enough, now the career is not enough, you study less, he says, no she answers, I also need to go to university, I am going to work, I am going to pay for my own studies.

Focus Group Mothers

To fulfill this expectation, the Municipality subscribed a few years ago an agreement with the state university, to host a regional campus in the municipality, and it pays for the professors working there. According to the municipal authority, the purpose is to have qualified personnel born in the

municipality to occupy strategic positions in the institutions of the community and minimizing migration.

A person (who graduates from university) is sought after, "Look, I want you to teach this course or to work as a principal"... it will serve as an example and motivation to the new generations ... we don't want anybody who graduates from middle school to stay there, they must keep going ... we are negotiating more careers. Many say: "I don't like this professorate". So we brought a Law School. "I don't like it either". So we bring Auditing. "I don't like it" ... the paradigm we want to eliminate it is only possible if you go to the U.S., no, it is also possible if you stay here.

Municipal Authority

Furthermore, the Municipal Authority mentioned the work being done to reduce illiteracy at the community.

The challenges are huge...we have supported CONALFA, because we want a municipality free from illiteracy, we want a developed municipality.

Municipal Authority

A third expectation relates to the fact that stakeholders perceive education as a factor of individual and community development. Individually, it is linked to the achievement of a better status. At the level of the community, to develop entrepreneurship and take advantage of the remittances received from abroad. According to a student, individually education brings respect and value. It is inferred that in this community the academic level is linked to a person's social status.

They value you, not like others who did not study and are not valued.

Boy, Sixth Grade

We would have no future ... (we wouldn't be) capable of satisfying our needs, buying accessories and everything you want ... and knowing you don't have a good job, a good salary ... it would be bad because for example if you have a child ... you can't buy, because you don't have enough ... it would be hard for me because I only study, but I don't know if it will be worth it in the end.

Boy, Sixth Grade

The mother came and said, "I want the girl to continue, I don't want her to stop as I did, I want her to study".

Principal

At the community level, different stakeholders (local leaders, municipal authority, mothers) stated that it is necessary to teach the persons to take advantage of the remittances coming from the U.S. to organize businesses to transform the community from a consumer community to a producer community. An example mentioned was the production of milk for export to other municipalities.

So what we want is to develop an assistance plan for those who have migrants or who are thinking of leaving, to see how it can be taken advantage of, if organizing small enterprises, micro-businesses. That is our dream, because if the money is only used to build houses...the ladino enclave is a place of consumption, we don't generate anything.

Local Leader

However, the idea of community development of the municipal authority takes the municipality as the institution working harder to achieve it, while the other inhabitants are more concerned about its development and their individual wellbeing and their family's.

The investment of the money obtained through migration and remittances is in infrastructure. In some other services, also for the use of the family or for individual use ... community development is only pursued by the Municipality.

Municipal Authority

In summary, the expectations about education of the stakeholders are linked to the profit that can be obtained from the education process, the achievement of academic and professional levels, and the perception that education is a motor for individual and community development. Education is supported by local authorities in the municipality, and this is evidenced by the importance awarded to the issue.

3.3.2 Fulfillment of responsibilities or roles for education

Key stakeholders of the Ladino Enclave case mention that education of boys, girls and youngsters is a responsibility that involves all the members of the community: students, parents, teachers, local leaders, and authorities. According to their points of view, if any of the participants stops complying with his/her responsibilities, the whole process will be impacted and interrupted. This idea explains the fact that inclusive education is the result of the joint effort of society and not only of government authorities in charge of education services. Each stakeholder indicated that they were fulfilling their part according to their assigned role.

My responsibility as a mother is to see them graduate, because after that they will make their own decisions, but they both have their goals, they both want to become great soccer players, and I can't take that off their minds. Are you going to make a living with that is the question I ask of them.

Mothers

The parents are responsible, because who else can help them, we can't fool them or think that the President will come and take care of their children.

Mothers

As a municipality and in my case, I am the representative before the Council of the Education Commission. I have made an effort to help this sector (education). Because I think that education is the pillar for the development of our people.

Municipal Authority

In summary, in the Ladino Enclave Case, education is a process in which each person involved must comply with his/her responsibilities, which doesn't necessarily mean that they are working together or coordinating between institutions, fundamental aspects for the achievement of inclusive education systems.

3.3.3 School Infrastructure and Conditions and their Role with respect to Methodology

In the context section, the infrastructure of the building, the materials and equipment of the urban school of the Ladino Enclave Case were described, which stand out from other public schools. It was also observed that the groups in each grade or section are not larger than 30 students and the majority have the possibility to purchase the materials requested at school, according to the information provided by the stakeholders.

The majority of the parents and brothers have migrated to the United States and the advantage is that the parents send money to help them.

Local Education Authority

Another favorable situation is that the school has the necessary personnel to provide attention to the students enrolled in the academic cycle in which the research was carried out. The sum of all these conditions presents a picture apt for the development of inclusion processes. However, the methodology used by the teachers proposes the same activities to all the students and the teachers indicate that they don't know how to work with some of them, which seems more like a homogenization process in which there is access to school, but which presents challenges to promote significant learning experiences.

I am 29 years old, and I tell them I am 29 because I have very good students and others that aren't that good.

Teacher

We have a child with Down Syndrome ... but he is here to socialize, he was at a special school and was already in the fourth grade ... according to what they say they need to advance one grade independently from what they learn.

Principal

The class is taught in the library, each child had a different book from which he/she copied in his/her notebook. Using the hot potato dynamic, some children were chosen to report what they were reading ... when passing the ball, a child with a hearing impairment was taken into account, but he did not have the opportunity to talk about the book he was using.

Third Grade Observation

To achieve an inclusive school, it is necessary to take into consideration the particular characteristics of boys, girls, and youngsters, such as SEN with or without disabilities, age, family situation, the skills and interests of the students, to avoid falling into a paternalistic assistance, and presenting an attractive education offer to the people. As can be seen in the Ladino Enclave, infrastructure and equipment at school are not sufficient to achieve other aspects of an inclusive education process. There seems to be no methodology to address heterogeneity and diversity of the school population in this case study.

In summary, the points of view of the stakeholders show that they have high expectations with respect to the academic, professional and work achievements that can be derived from education, and mention that this is possible in the Ladino Enclave if each person involved complies with his/her responsibilities depending on the role he/she plays. Finally, the need to implement a methodology of inclusion to respond to each individual depending on his/her characteristics is evident.

Below is a description of the inclusion dimensions in the following order: access, acceptance, and participation. Each one details the opportunities and barriers according to the points of view of the participants.

3.4 Access Dimension

This dimension is linked to the group of conditions that contribute to or hinder entry to, permanence in and transition within the education system.

3.4.1 Access Opportunities

According to stakeholder reports, the opportunities were organized as follows: 1) contextual; 2) attitudes; 3) institutions at the level of the school, Education Ministry, local government, and central government.

3.4.1.1 Contextual opportunities for access.

These opportunities were linked by the stakeholders to the remittances received from the United States, a condition that represents one of the main reasons why students can access to, remain in and transit within the education system. The following chart describes the contextual opportunities for access.

Chart 3: Contextual opportunities for access

| Opportunities | Stakeholder Reports |
|---|--|
| Economic resources from remittances | <i>I can tell you there is a lot of school desertion because the majority of the parents and siblings have migrated to the United States so their advantage is that the parents send them money to help them here.</i> Local Education Authority |
| Parents organized to manage the assistance to children with special education needs | <i>The center was started in 2008 by a parent ... he has a disabled girl, he spoke to the mayor ... they met with those interested and when they saw the number of children, the mayor supported with teachers and with the building ... this went through a board until 2010 ... and each month ... we would try to raise funds ... the municipality would pay half for this person (a therapist) and the parents would pay half ... we would organize fairs and other activities to be able to pay them ... but they were discouraged because people would offer little help ... it was not well known ... most people come from the rural area. So the board fell apart and the teachers began to find a way to turn the center into an Official public center run by the Education Ministry ... it's not like the Ministry came and said, well there is a need for a special education center and we will work to install one, I am the mother of one of the kids ... and I used to be part of the board.</i> Teacher Special Education Center |
| Services for education of children with special education needs | <i>I dared accept him in my class thinking it would be easy, because I have an aunt who is deaf, but the sign language he uses has nothing to do with the ones she used, but I accepted him because I saw this as a challenge.</i> Teacher |

The chart shows that according to the stakeholders, access to education for students with special education needs is received through two channels: a) a Special Education Center, and b) some students attend regular school, although this depends on the teacher's willingness to accept these boys and girls in school. Even the local leader and a teacher of the Special Education Center, mentioned that for students with special education needs, education is a right that must be respected and complied with, although there are still some that think that segregation is the way to go.

There was a time when the Center for special attention was doing really well ... there were a lot of children and youngsters who were receiving attention ... because it was necessary for them as it is for any human being, it is their right, to receive attention specially designed for their needs.

Local Leader

There are some cases of children accepted as part of society, because that is what you want in the end, to ensure they are accepted as any other child, it might be harder for them in some situations ... but they have the same rights as any other child ... the thing is to raise awareness about this.

Teacher Special Education Center

3.4.1.2 Access opportunities based on Attitudes

According to stakeholder reports, a favorable attitude from the parents and the students contributes to access, permanence and transition. These stakeholders find benefits related to education that could not be received any other way: a well-paid job, useful competencies to enter the basic cycle, social status, and skills for daily life.

Yes, they are getting there, as I mentioned before, nowadays parents are aware, almost everyone goes to school, not like it used to be before.

Local Leader

If you don't study, you won't do economically well in the future, basic studies would be a problem.

Box, Sixth Grade

3.4.1.3 Institutional Opportunities for Access.

Institutional opportunities relate to decisions and actions by the Education Ministry authorities, local governments, school, and other institutions linked to the school. The following chart lists the institutional opportunities for access.

Chart 4: Institutional Opportunities for Access

| | | |
|-------------------------|--|--|
| Mineduc | <ul style="list-style-type: none"> • Offer of education services at different levels and in different education centers • Number of students per grade or section • Support programs | <p><i>The urban school was built as well as an annex pre-school in the back ... as the school population grew, more people were interested in basic studies ... previously basic studies would be taught in the same building, but because of the existing need and because the institute was growing, part of the land was given to build a basic institute, which has grown a lot ... there is also a career, accountant ... this year the career of teacher was opened ...</i></p> <p style="text-align: right;">Principal</p> |
| Local Government | <ul style="list-style-type: none"> • Investments made by the municipality: infrastructure, scholarships, support programs, payment of university professors. • Willingness to implement strategist to raise awareness about the importance of education. | <p><i>The municipality here is in charge of building schools, repairing them ... we changed the roofing of two modules in a school and we are about to build an surrounding wall and a basketball court in another one ... we have plans for another one ... because a neighbouring village is donating a house where the children are currently attending class.</i></p> <p style="text-align: right;">Municipal Authority</p> |
| School | <ul style="list-style-type: none"> • School building in optimal conditions. • Equipment and materials to teach-learn | <p><i>Researcher: What do you like about the school? Participants: the courts, the door, the cafeteria, the stairs, the hallways, the computer lab, the computers, the games, the gardens, the library to read books.</i></p> <p style="text-align: right;">Third and Sixth Grade Students</p> |
| Others | <ul style="list-style-type: none"> • Private extra-school education offer • NGO support programs | <p><i>Only Save the Children has provided a bit of support, not that much either, and the Government.</i></p> <p style="text-align: right;">Teacher Special Education Center</p> |

The opportunities offered by the Education Ministry begin with the education offer available at the pre-school, primary school and middle school levels. Furthermore, there is an offer at the middle school level, through an institute by cooperative, and resulting from agreements between the Municipality and the State University, which also provides access to high level education through a university campus that has been operating in the municipality for the last two years, with a School of Humanities, which offers the careers of middle school teaching, as mentioned by the Municipal Authority and local leaders.

... a campus of the San Carlos University of Guatemala has been operating for a year, with a School of Humanities.

Municipal Authority

In addition to this, the teachers, mothers and the Municipal Authority reported that the number of students in each classroom ranges between 30 and 35, which is within the limits allowed in the guidelines provided by the Education Ministry through Ministerial Agreement 4025-2012, which improves access and permanence of the students, and contributes to offer significant learning experiences to the students.

Near the urban area there are one, two, three schools, three of them are very close, we have one every four meters ... there are many villages with two, three schools ... that is why we have that number of children in the classrooms (they mentioned a maximum of 35 students per classroom).

Teacher

Another opportunity mentioned by the participants relates to the assistance programs implemented by the Education Ministry, among which they mentioned some for the urban school and others for the Special Education Center, although the mothers mentioned these are not enough and the municipal authority reported that they never arrive in time.

However, this assistance is not enough because children need more materials as they advance in the school system, but we believe that the support the government provides to our children has helped many families.

Mother

The opportunities given by the local government relate to the construction and remodeling of schools by the municipality, according to reports by the principal and the students. The willingness of the municipal authorities to implement strategies to raise awareness on the importance of education was mentioned as an opportunity.

... thanks to the municipality we now have a very beautiful building and the teachers make an effort to take good care of it and maintain it in good conditions, and I think it is one of the best at the national level, and this encourages us to work better every day.

Principal

Another opportunity coming from the local government links to the delivery of backpacks and materials for students from primary school and scholarships to students of middle school, according to reports from the Municipal Authority and local leaders; however, when the mothers mentioned the subject of the scholarships, they said this assistance is no longer in place.

... we give them a scholarship but to study basic secondary or diversified high school. We can't go to the level of primary school ... because it is the State through its Ministry that must provide free education.

Municipal Authority

After the previous mayor left, they were denied a scholarship, so this was lost.

Mother

The opportunities coming from other institutions relate to: 1) private extra-school education offers, which constitute an opportunity to provide education to youngsters who drop from the school system because they are over-aged, as mentioned by the principal of the school; 2) support programs implemented by local NGOs that supply teaching materials to the schools of the municipality.

In the end they decided to drop out from school and enrol in a program called IGER, where they can study the primary school faster and then integrate to basic secondary studies together with their classmates.

Principal

In summary, in the Ladino Enclave Case, Access Opportunities and the support provided to remain in and transit within the education system are favor by contextual conditions derived from the remittances coming from the United States, the favorable attitudes of the parents and the students towards education, which have contributed to increase access of girls, boys and youngsters to school at the different levels, as well as the actions and decisions of the institutions that work at the national and local levels.

3.4.2 Access Barriers

According to what stakeholders report, access barriers are divided in the following areas: 1) social; 2) contextual; 3) attitudes; 4) central government institutions, Education Ministry, local government, and school.

3.4.2.1 Social Barriers to Access

According to what stakeholders in some families report, access to, permanence in and transition within the education system is limited by the lack of economic resources, in particular at the level of middle school.

There is something else, we need to buy clothes, pay school tuition, and we only earn enough to feed them. To study, there is not enough, some have dropped out ... economy has a lot to do with this.

Mother

3.4.2.2 Contextual Barriers to Access

Contextual barriers are linked to: a) lack of roads, pedestrian crossings and means of transportation; b) lack of guidance or enforcement of rules by the parents. In this municipality, the lack of means of transportation, roads, pedestrian crossings are mentioned because according to the reports of the Municipal Authority, they are working to improve these conditions for the benefit of the students and the population as a whole.

During winter the children have to take a long detour to come up here, to cross a bridge, because they are coming from the lower part. So we are going to build a bridge so that they simply cross the bridge and get to the school. The bridge will not only be a benefit for the vehicles, it will also help the students.

Municipal Authority

This condition also impacts the access of students with SEN according to the reports of the Local Education Authority and the Teachers of the Special Education Center, for whom mobilization is even more of a challenge due to the lack of means of transportation.

The problem is that the Ladino Enclave is a very small municipality that can't provide assistance to all its disabled children ... because it is located far away from where they live ... and because there is no transportation ... this has been an obstacle for the parents who can't bring their disabled children.

Local Education Authority

Another situation that turns into a barrier for access, permanence and transition, is the lack of guidance or enforcement of rules of behavior by the mother or the guardians. This results in breaches to the responsibility of sending the children or youngsters to the school, since according to the informants, they prefer to do house chores, run errands for their mothers, or simply do nothing of what would be expected of someone their age or condition. For the participant, this relates to the lack of a paid salary or because they are not studying within the school system.

There are some (youngsters) who don't do anything, since their father sends them money from the United States, dollars keep coming and they are only running errands for their mothers, and the mother spoils them ... "I don't want to study" ... I'd rather have a nice motorcycle or car and I will go around the streets and that will be it.

Municipal Authority

3.4.2.3 Attitude Barriers to Access

According to the participants, some attitudes of those involved in the education process become barriers to access, permanence and transition. These barriers relate to: a) children who don't like the school; b) disregard for the children's learning abilities by the parents; c) unfavorable perception about the girls.

According to the teachers, for some students attending class and remaining in school is affected because the children would rather engage in productive activities or help their parents in commercial activities. This is evident in the following quote. This condition could be linked to the poverty in which some families live and the school activities that are not attractive, as can be seen in the section on participation.

They send him to class and he doesn't come, he is also repeating ... he goes to work on things he likes: shining shoes. I spoke to his mother and she said: he won't listen to me, and his father takes him sometimes to do business, because he doesn't like the school.

Teacher

Another barrier to permanence in school related to the negative perception of the learning abilities of the children by some of their parents. This affects the students' self-esteem leading them to have an unfavorable self-image, to lack motivation and to show disinterest towards education, which results in desertion.

There are children that might have learning problems, the parents see that they don't progress with their learning process and this discourages the children because they feel like they can't and they say "I'd better get out and the parents say, OK, he doesn't want to, he can't" "so it is better for him to stop going".

Principal

With respect to the girls, there are still some attitudes that constitute barriers to their transition towards the middle school level and about the value of women in the community. As shown by the representation of a local leader and the municipal authority, there is an unfavorable perception with respect to the expectations of teenage girls about their education and the role they play in the community.

Here we have had some cases of girls consuming drugs, working as prostitutes, not because they need the money but because of the pleasure. There are many cases.

Municipal Authority

I have the case of a student, she is a woman. She was involved in serious problems related to drugs. She trusted one of her friends, would tell her everything, so we spoke to her, we intervened, she was not able to rectify in time to pass the year and she failed, she is now studying the second bimester, and she came to see if we would accept her again.

Local Leader [works as a teacher in the basic secondary education institute]

3.4.2.4 Institutional Access Barriers

Institutional barriers are linked to the decisions and actions implemented by the Central Government, the Education Ministry, the local government and the school. The following chart provides a detailed description of these.

Chart 5: Institutional Access Barriers

| | | | |
|---------------|------------------|---|---|
| Institutional | Government | <ul style="list-style-type: none"> Lack of continuity of support programs for students with SEN with or without disabilities of the Special Education Center (conditioned transfers) | <p><i>There are children who dropped out of school because when the former first lady started, she granted them a subsidy of Q300 per month. This assistance was given to them for two years, from 2011; the problem was when the assistance stopped coming. The parents argued that they did not need to send the child anymore. So half of the children left and not all of the rest are coming.</i></p> <p>Teacher Special Education Center</p> |
| | Local Government | <ul style="list-style-type: none"> Lack of continuity of the assistance programs for students with SEN | <p><i>With respect to education for students with SEN, we have had little advance, but it is not the fault of the teachers but probably the ministry's, and ultimately ours. But we do not have the capacity to provide assistance for so many.</i></p> <p>Municipal Authority</p> |
| | Mineduc | <ul style="list-style-type: none"> Public policy management Lack of protocols to provide attention to students with SEN. Education offer out of context | <p><i>In Guatemala thousands graduate but have nowhere to work. They have been taught to be wage earners, they can't produce, our education doesn't teach them to produce or sell their ideas or projects, they simply receive something similar to what used to be called the pedagogy of the oppressed. Guatemala has a lot of professionals who simply don't know what to do.</i></p> <p>Local Leader</p> |
| | School | <ul style="list-style-type: none"> Repitances Inadequate infrastructure for disabled people | <p><i>There are cases of children who have repeated several times the same grade, and there comes a time when they are too old for the group of students in their section, and they don't feel well, and they think it is better to stop studying because they are too old for that year.</i></p> <p>Principal</p> |

The Ladino Enclave case shows a lack of continuity of the support programs of the Central and Local Governments, which impact access and permanence in primary school, by students with special education needs attending the Special Education Center, according to the teachers of this center. The interruption of the conditioned transfers brought the withdrawal of almost all the students enrolled for the following year. Furthermore, with the change in the municipal government, the support

received for materials, hiring of a psychologist and payment of another teacher were also eliminated. The Municipal Authority stated that the resources of the municipality are not sufficient to provide assistance to this sector, according to the quote in the previous chart.

Another barrier to access and permanence of the school population in the services offered relates to the criteria used to define when a student is accepted in the regular school and when he/she is referred to the Special Education Center, or when as a result of being over-aged, he needs to look for a different education option. The example below shows how access depends on the interpretations made by the teachers, school principals, and local education authorities, and their willingness and attitude vis-à-vis these conditions, which results in the fact that some students are labelled as capable or incapable, to define if they attend the special school or the regular one. There is also the case of over-aged students, for whom there are no clear or specific attention strategies.

Participant: sometimes other school say: when the child can't learn, doesn't speak well, they tell you: "take him to the special center". Last year a lade brought her child to pre-school and that year the teacher received him, but the following year, when he had to attend first grade, the teacher said, "no, it is too hard for him; take him to the special center", simply because it was hard for him to learn. He came here and I sent him to the doctor ... but the doctor said he needed more tests and the child stayed here. What I saw is that he finds it hard to talk, he finds it hard to pronounce some words ... this year we told the lady he couldn't stay here because he was adapting to the way the other children act, and that was not good for him, because he doesn't have a physical disability ... the mother understood and took him to the urban school, but we don't know if he is there ... a girl who is 18 years old and according to the doctors is mentally retarded, but she acts normally, she talks about everything. So we really don't know if she should be here or not. What she can't achieve is learning, but the little we know seems to indicate that she suffered from a traumatic situation ... we need to know if the children should really be here or not.

Researcher: Who makes the diagnosis?

Participant: the psychologist who used to be here...In addition she has a learning problem, but since there (at the urban school) she wasn't working well (couldn't learn)...they see no other way than send them here.

Teacher Special Education Center

According to the Royal Academy for Spanish Language, a protocol relates to a written and detailed plan for a scientific experiment, a clinical trial or a medical action. It proposes that a protocol is a document or regulation that establishes how to act in certain procedures, compiles behaviors, actions, and techniques considered adequate before certain circumstances. According to the participants, it is inferred in the case of provision of attention to students with SEN with or without disability and over-aged students who require of specific protocols to have the necessary criteria for the provision of assistance to respond to the particular needs of the students and have the necessary resources to face the different situations that my present at school, since according to the following quote, those responsible for providing direct attention to the students don't know how to proceed during the enrollment, what education center should the students attend and the methodology to use.

Here we have been since three years ago, with that coming and going with the children. Sometimes something we don't help with or we don't know if we are doing right or not. Sometimes the children show attitudes and we don't know if we should remain silent or not, because it is a two-edge sword, if we reprimand them it turns into a problem and if we don't, it turns into a problem. We have to be careful in these situations, because they are very special, and also the parents, so for example: the mayor has provided very little support ... we go to the Local Education Authority or someone like that and he doesn't know what to do either.

Teacher Special Education Center

Having older children in the same grade of smaller children causes a problem.

Mother

Another institutional barrier relates to inadequate infrastructure for disabled students, because neither the urban school nor the Special Education Center have ramps or physical modifications to provide easy access to students with SEN with or without disability, which is another reason why children in wheelchairs, walkers or other devices don't attend the Special Education Center. Nevertheless, the Municipality, in agreement with the Special Education School teachers have plans to build a building that will have all the necessary conditions.

I am committed to them [Teachers of the Special Education Center] to help them get their own establishment built in municipal land.

Municipal Authority

In summary, barriers to access, permanence and transition have their roots in social and contextual conditions, and in the attitudes and decisions taken by the institutional authorities. This situation shows that in order to achieve an inclusive education system in which all have the opportunity to access education is necessary for the implementation of valid policies, adding to this the implementation of clear and precise strategies to avoid personal ideas that might influence someone's access to school.

3.5 Acceptance Dimension

In this research acceptance is defined as the favorable or unfavorable willingness, promotion and/or strengthening of inter-personal relations towards individuals based on their differences and conditions. In the context of inter-personal relations, acceptance can be understood as the opposite of rejecting, as in "showing opposition for or despising a person, group or community" (RAE, 2011).

This section describes the opportunities and barriers to acceptance as reported by the participants.

3.5.1 Opportunities for Acceptance

According to the reports of participants directly linked to the school, the opportunities for acceptance result from: 1) institutional actions; 2) attitudes of the stakeholders; and 3) management of acceptance in the classroom. The following chart describes them.

Chart 6: Opportunities for Acceptance According to Stakeholder Reports

| | Opportunities | Stakeholder Reports |
|----------------------|---|---|
| Institutional | <ul style="list-style-type: none"> ○ Joint work with other institutions ○ Favorable disposition to reduce expressions of discrimination | <p><i>This is a constant battle because sometimes in the classrooms groups form to include students with better possibilities than others, so this is the responsibility of all the teachers ... a lot has been said about solidarity, when a child get sick to go and visit him, singing happy birthday on the day of their birthday, shaking hands with them, to avoid any marked differences between the students; in fact, some already have it in their heads ... that is our work.</i></p> <p style="text-align: right;">Principal</p> |

| | Opportunities | Stakeholder Reports |
|---|--|---|
| Attitudes | <ul style="list-style-type: none"> ○ Expressions of Tolerance towards Differences | <p><i>Because I feel all of them like each other, because when he came (a student with Down Syndrome), I explained to the children that he was different, that they needed to love him a lot, that they should not look down on him, they had to play with him and everything, and I see that they all love him, no one looks down on him.</i></p> <p style="text-align: right;">Teacher</p> |
| Management of acceptance in the classroom | <ul style="list-style-type: none"> ○ Efforts to promote values ○ Teacher-student inter-actions | <p><i>I have tried to teach each one of them certain values...and they get comfortable with what we have in the classroom environment, regardless of social status, because we have from the son of a congressman to the son of the lady that sells tortillas, and they relate to each other, so there is no discrimination, that is what I have taught them.</i></p> <p style="text-align: right;">Teachers</p> |

3.5.1.1 Institutional Opportunities for Acceptance

Institutional opportunities for acceptance are linked to the joint work of other institutions with the school with respect to the violence that affect some of the children, according to the Principal; the Children's Solicitor General works closely with the teachers, the parents and the students to improve this situation. There are State institutions that support the families and the school, and this is seen as a step towards the implementation of effective strategies to improve the environment at the institution and in the classroom.

Once in the Principal's office with the Discipline Commission, a child said ... my father has many guns ... I can get all of you killed ... he was 7 years old ... (We think) "we can't blame him" ... we were not scared about his threat ... because we knew he would not be able to carry it out ... he was suffering from violence at home, he carried all this and was taking it with his classmates, we spoke to the mother of the child and recommended psychological treatment to get out of this ... the mother was really scared, and didn't know what to do ... it was easy, he is receiving visits from the Children's Solicitor General, they always come because they have several cases, they come to interview the children, the teacher, the parents.

Principal

According to reports from the teachers and the principal, the school is willing and it's making every effort to reduce expressions of discrimination; however, according to some of the students, they have been victims of discrimination, as can be seen in the section related to barriers to acceptance.

3.5.1.2 Acceptance Opportunities related to Attitudes

One acceptance opportunity found was the attitude of some of the teachers, parents and students, showing tolerance for the differences and diversity of the school population. This opportunity constitutes the basis for the achievement of an inclusive education system taking into consideration what (Blanco, 2010) stated, quoted by (Ainscow, 2008) with respect to the fact that the final purpose of inclusive education is contributing to the elimination of social exclusion resulting from attitudes and responses to racial diversity, social classes, ethnicity, religion, gender or competencies.

Living with others, without worrying about their dress or race, without making fun of them and accepting them as they are ... here we have a lot of Ladinos, indigenous and others.

Sixth Grade Children

3.5.1.3 Opportunities to Manage Acceptance in the Classroom

In addition, there are the efforts mentioned by some teachers to promote values like honesty, respect, sincerity, and others among the students. However, it is inferred that this is related more with personal willingness than a collective effort to improve the environment of the institution and the classroom or the co-habitation of the students. Sixth grade students mentioned that their relationship with the teacher contributes to making them feel welcome at the school and enjoying a brotherly environment in the classroom.

Like the teacher says we are one big family, a home, you can count on me that is true; for example, if nobody listens to me at home, I know my teacher will.

Boy, Sixth Grade

In summary, opportunities for acceptance originate from the work of State institutions to minimize the level of violence the students experience at home and then express at school. Also, the will of the stakeholders to show tolerance in the face of diversity and the efforts made by some teachers to promote values. However, it is necessary to have team work to achieve an institutional environment that makes everyone feel welcome.

3.5.2 Barriers to Acceptance

Barriers to acceptance relate to: 1) institutional measures, and 2) acceptance in the classroom. These are described below.

3.5.2.1 Institutional Measures as Barriers to Acceptance.

Derived from the institutional practice, barriers relate to: a) lack of behavior guidelines or breach to the ones that exist; b) perception of the idea of a good student and its relation to acceptance. With respect to the first point, at the Ladino Enclave Case school, guidelines are broken and this causes students to show aggression against each other. An example is recess, which should be at different times for the first three grades and the last three grades of the primary cycle, as mentioned by the students. The girls mentioned that sometimes they get double recess, which means that the younger and older kids meet, and this causes difficulties at times. Furthermore, no presence of teachers during recess was observed or mentioned. Another example is what the investigators reported after classroom observations, when despite the presence of teachers in the classrooms, there were aggressions between students, which shows that the teachers lack knowledge about the strategies that would allow them to put in place rules or guidelines of behavior to promote a harmonious co-existence within the school and the classrooms.

The younger kids get double recess, the small children go up the second floor and since the older kids are there, the older ones hit the younger ones.

Sixth Grade Girl.

In this group of children I saw some notebooks flying through the air because some children were taking them from their owner and throwing them from one side of the table to the other. A couple of girls got up and left the classroom to go to the washroom while the teacher was giving dictation.

Observation, First Grade

Another barrier to acceptance is the idea of the “good student” because it is expected that all the students will get to school in the same conditions, such as self-esteem, dress, personal hygiene, academic performance, among others. This perception influences the perception of those students

who can't live to this expectation and who are rejected and even their permanence and participation is affected, according to the school Principal.

Children with a good personal appearance and normal self-esteem are well accepted; those with a lower self-esteem who are shy and do not dress well and sometimes don't have good hygiene are rejected ... they feel worse than they already do and become even shier and sometimes don't want to go to school. However, those who have a better level (academic) and have good self-esteem are well accepted.

Principal

3.5.2.2 Barriers to the Management of Acceptance in the Classroom.

Barriers derived from the situations that take place in the classroom are described in the following chart, according to reports from the participants and classroom observations.

Chart 7: Barriers to Acceptance in the Classroom

| | | | |
|-----------------------------|----------|---|--|
| Acceptance in the Classroom | Teachers | <ul style="list-style-type: none"> ○ Lack of knowledge to improve the social environment in the classroom ○ Absence of the teachers from the classroom ○ Interpretation of the legislation | <p><i>In this group of children I saw several notebooks flying through the air because some children were grabbing them from their owners and throwing them from one side of the table to the other. A couple of girls stood up and left the room to go to the bathroom while the teacher was giving dictation.</i></p> <p style="text-align: right;">Observation, First Grade</p> |
| | Students | <ul style="list-style-type: none"> ○ Aggressiveness between students ○ Expressions of discrimination ○ Difficulties faced by over-aged students or caused by them | <p><i>There is a boy, you can't even touch him because he picks a fight, he is very aggressive ... he treats his classmates badly.</i></p> <p style="text-align: right;">Teacher</p> <p><i>His brother has been hit ... some older children ... from third grade, and he is in first grade, and she goes downstairs they will hit us ... her brother is also hit by the classmates ... they take his backpack and throw it and he cries ... in the courts ... they play ball and throw it really hard, they hurt the younger kid and he starts crying.</i></p> <p style="text-align: right;">Third Grade Girls</p> |

In the Ladino Enclave Case, some teachers know how to manage the aggressiveness of the students, even a teacher mentioned that these behaviors are normal in a child. According to the teachers, it is also evidenced that this aggressiveness derives from patterns of behavior of the students at home and at school. These situations happen despite the existence of a Peaceful Co-Existence Regulation and Disciplinary Code for a Culture of Peace at the education centers, Ministerial Agreement No. 01-2011 developed by the Education Ministry, which should be applied by all the public schools in the country. The students mentioned that these circumstances happen during recess or when the teachers are not present in the classroom, which implies that the teachers are not acquainted with strategies to improve the social environment of the classroom.

They love to shout (to the students) ... when they have nothing to do, one shouts, the other one follows, but I know this is part of who they are.

Teacher

(One of the students) began hitting a child who was seating next to him in the head, a child who had had surgery to correct his harelip, who was very pale and who had lost a lot of weight. He also hit and pinched a girl who was seating to his left.

Observation, First Grade

When the teacher leaves, everybody misbehaves; when she (the teacher) leaves everyone begin to fight, they start shouting ... when the teacher goes out or runs an errand with the Principal.

Third Grade Children

With respect to the absence of the teachers from the classroom, these are linked to what is stipulated in the National Education Law, Legislative Decree 12-91, which in Article 36, Obligations of the Teachers, stipulates that they should form part of internal work commissions and be responsible for their activities. An example observed in the Ladino Enclave Case are the duties of the school's Finance Committee, since a third grade teacher went out to pay for the water services, which as was mentioned affects not only the relations and co-existence of the students, but also impacts the learning activities of the students, since in this case the activity they were carrying out had to be interrupted.

Afterwards they played lottery, and the game had to be interrupted when the teacher had to go out to pay the water bill.

Third Grade Observation

Another barrier mentioned by the teachers is that they feel constrained by the possibility of being accused by the parents if they take action when faced with inappropriate behaviors of the students, which means that there is an erroneous interpretation by the teachers and the parents of the scope of the legislation issued to protect minors.

Nowadays you can't reprimand a child because the parents come and say "I am going to accuse you, I am going to do that", so how are we going to educate the children, I feel we need to be tolerant but sometimes I think: you need to give love but also discipline, if we want this, we need to be strict.

Teacher

With respect to the students, inter-personal relations and co-existence are affected by aggressions which can be verbal or physical; expressions of discrimination related to ethnic matters, the purchasing power of the family and the physical appearance of the student. The following chart shows examples of these expressions of discrimination.

Chart 8: Expressions of Discrimination among Ladino Enclave Case Students

| Ethnic Causes | Purchase Power | Physical Appearance |
|--|--|---|
| <i>Sometimes some of us (the Ladino group) speak about the indigenous in front of them ... this happens only during recess.</i> Third Grade Girl | <i>It is a constant battle because in some classrooms there are groups, some have better possibilities than others, but we have tried to ... a lot has been said about solidarity.</i> Principal | <i>Sometimes they say, just because you are fat ... we can't play. And because you didn't give us that thing you are selfish, to another of my friends. And that is why they don't want to play with us.</i> Third Grade Girl |

There is a certain contradiction in the matter of discrimination because some stakeholders mention that in the Ladino Enclave Case there is no discrimination or that work is being done to eradicate any existing discrimination.

The good thing is that here there is no discrimination, because there are several children from different cultures.

Mother

Another barrier is linked to over-aged students, who are seen as stakeholders directly related to the school as problematic, as aggressors of younger students. It was mentioned that they have different interests, and these perceptions influence directly on the acceptance of these students in the school. According to the teachers, the principal and the mothers, this condition affects the inter-personal relations, permanence and participation of these students.

The problem is that the older kid ... the way he plays, the way in which he relates is a little bit different than the younger kids ... they (the younger kids) complain, feel uncomfortable with the way in which the older kids behave ... sometimes an older kid enjoys watching certain things and the younger kids suffer, that is the problem, but the older kid is also suffering because he can't be with his classmates.

Principal

In my opinion I don't bother anyone because I am with my girlfriend, so I don't like it when they reprimand me.

Sixth Grade Over-Aged Student

In summary, in this case acceptance is influenced by the lack of enforcement of the existing guidelines, family behavior patterns and the absence of consequences linked to actions that show lack of respect or physical or verbal aggressions. The teachers are not acquainted with strategies to improve the social environment of the classroom and the school.

3.6 Participation Dimension

This dimension relates to the conditions that favor or limit learning opportunities for each boy or girl in the classroom or the school. According to what stakeholders report, there are conditions derived from the actions undertaken by institutions of the Central Government or the local government, other State bodies like the health center, local NGOs and the school itself; as well as situations linked to the family surroundings and the attitudes of the different stakeholders.

3.6.1 Opportunities for Participation

Participation in the Ladino Enclave Case is favored by: 1) the institutional measures derived from decisions and activities carried out from the three levels of the education system; 2) extra-curricular activities; 3) technological equipment available at school.

3.6.1.1 Institutional Opportunities for Participation

According to the results obtained, the institutional opportunities for participation are described below.

Chart 9: Institutional Opportunities for Participation

| | Opportunities | Stakeholder Reports |
|----------------|--------------------------------------|--|
| Mineduc | School Modality: graded-mono-lingual | <i>Here we are working with one sole grade (multi-grade school in the rural area) with two or three ... you feel you have more time with them, because working with three grades is very different, you can never do everything.</i> Teacher |

| | | |
|--------------------------|---|--|
| International NGO | Development of Careers related to inclusive education | <p><i>(In the career) inclusive education is the main topic ... for example: how to detect a disability, control attitudes, how to get a child to learn a habit when he is at school ... last week we studied inclusive schools, how to turn a school into an inclusive school ... where everyone is accepted, where the situation of every child is easier and how to get children to accept them and stop looking them as if they were aliens if they have a disability and how to get the school to adapt. For example: trying to have bathrooms that are large enough or with ramps if there are cases like this. If there is a disabled child, he will be able to move just as the other ones in the school, those things are helping us.</i></p> <p style="text-align: right;">Teacher Special Education Center</p> |
| School | Number of students expected by education quality | <p><i>I have worked the six grades. When I started in the village I had to work with four grades and 88 students ... the largest group I've had here was of 42 children, nowadays my group is of 26 and I feel great ... because now I have patience for them at all times.</i></p> <p style="text-align: right;">Teacher</p> |
| | Management of Institutional Leadership | <p><i>I am a teacher, and you get to know the qualities of your colleagues ... right now well thank God the situation is changing because the Principal changed, the previous one unfortunately simply started to cry, and you can't solve a thing by crying, the one we have now came to fix things, things that were not well, since the principal wasn't good, the teachers did as they pleased .</i></p> <p style="text-align: right;">Mother</p> |
| | Learning of vocabulary in other languages | <p><i>Children have learned it even when they don't have a bilingual title. We had spoken about the possibility of changing to give us classes, L1 (Spanish), L2 (Mayan language) and L3 (English) with the sixth grade students, but this has been hard because of the time we have available ... because we have a program to follow in the classroom.</i></p> <p style="text-align: right;">Teacher</p> |

The previous chart summarizes the institutional opportunities mentioned by the stakeholders, which are linked to the modality of the school. According to the teachers, these stress that the time they can dedicate to their students and the size of the group can turn into a learning opportunity, although as can be seen below, in the section of barriers, this doesn't always happen. The support of a local NGO was mentioned, which contributes with support materials like recreational books, sign language materials, among others. Both for the urban school and the Special Education Center, as reported by the teachers, the municipal authority, other government bodies and the local leaders.

In the Ladino Enclave Case, there is an international NGO collaborating with a national NGO that is offering the teachers of the department where the case is located, an inclusive education degree to raise awareness and teach about strategies to include disabled students in regular schools, as mentioned by the teachers of the Special Education Center. These actions show that there are institutional efforts to train the teachers, as a step towards the achievement of an education system that offers significant learning opportunities to disabled students.

Another opportunity reported by the stakeholders relates to the number of students per grade and section, which corresponds to the provisions of Ministerial Agreement 4025-2012, Article 3, on the expansion of the education services, which stipulates that additional teachers will be assigned to each

grade or section if at least 30 students are enrolled in first grade, and a minimum of 35 students from second to sixth grade. According to (UNESCO, 2005,p. 18) the number of students per teacher is one of the indicators used to assess the advance of the compliance of the objectives of Education for All – EPT-. This opportunity shows the progress of the municipality to offer better learning opportunities to the students and achieve an inclusive education system. In addition, there is the management of institutional leadership by the current Principal, since according to the mother there have been positive changes in the school thanks to the change of administration. Nevertheless, it is necessary to mention that in Guatemala the position of principal is occupied by one of the teachers, as there is no principal position, although the functions of a principal are included in the National Education Law, Legislative Decree 12-91, Article 37.

Another learning opportunity offered to the sixth grade students of the Ladino Enclave case, is the learning of vocabulary in Mayan languages and English. According to the teachers, this is to comply with the provisions of the National Basic Curriculum; however, it is being done because coincidentally one of the teachers speaks K'iché and the other teacher is fluent in English, but this is not a general condition in the school or within the education system. Furthermore, the Principal mentioned that one of the students in this grade speaks Achi and this situation is used as an opportunity to learn vocabulary in this language, which shows how the differences and diversity are not barriers, they can be turned into favorable learning opportunities for the students.

We have a girl who speaks Achi, and she helps the teacher in class, she tells him how to pronounce the words.

Principal

3.6.1.2 Extra-Curricular Activities as Learning Opportunities.

According to the stakeholders, the extra-curricular activities organized by different institutions offer learning opportunities to the students at the primary level and middle school. These are described below.

Chart 10: Extra-Curricular Activities as Learning Opportunities

| Municipality | Government Bodies | School |
|--|--|--|
| <p>Community activities and educational lectures <i>Activities are organized at the municipal level, subjects are assigned to the children ... to their schools. With the youngsters ... we are going to a national institute, we work with first grade students of the basic secondary level, we teach them skills for life, communication, leadership, help them develop goals, self-esteem. We are now putting in place a prevention workshop with youngsters from the six institutes, then we also talked about teenage pregnancies, citizen participation, drug addiction, and other topics.</i></p> <p>Representative of Municipal Education Commission</p> | <p>Educational Lectures and plans to organize the youngster who are not studying <i>The teenage program ... we are working with groups at institutes, schools, private schools, giving them information ... organizing groups in young communities that are not studying. This is the goal for this year.</i></p> <p>Health Center Representative</p> | <p>Civic and Cultural Activities <i>Here the only thing that is maintained are civic Mondays or maybe an activity to promote values, this has been lost, activities like these to keep the boy alive, and not leave him stuck with a book ... there is space, there is time, we stay here from seven to twelve thirty ...</i></p> <p>Mother [she is also a teacher in a rural school]</p> |

The municipality organizes extra-curricular activities like: educational lectures for primary and middle school students, exchanges of experiences of primary students with students from other municipalities, civic acts to promote learning opportunities for children and youth, even the organization of youngsters who don't attend school. However, these don't always respond to the differences in interests or skills that could exist among the students, as shown by the following quote.

There are many children who do like to work in that, the children are the ones who are more active in school ...

Municipal Authority

I believe that not all of them participate ... we always ask a certain group, because we have everything in the classroom, there are children who like to participate and others who don't ... getting everyone to participate is complicated. Because here we celebrate civic Mondays, they look for someone to direct, someone to dance, sing, recite. And the rest, what do they do?

Mother

Extra-curricular activities are also opportunities for children with SEN with or without disabilities to participate in events at the community level, according to the therapist. However, this doesn't mean that work is being done for the social inclusion of the students.

Investigator: The children at the Special Education Center participate in community activities?

Participant: yes, it seems they do participate when there are events like fairs, they receive a note so that they can participate. WE have gone to several parades, I go with them, we went to pick up the torch on September 15. They were happy to participate.

Therapist

3.6.1.3 Technological equipment of the school as learning opportunities

The Ladino Enclave Case urban school has computer labs, 19 operational computers and each teacher is responsible for a certain number of tablets. According to information published in the Government of Guatemala website by the President's Communications Secretariat, consulted on January 14, 2015, teachers were trained on the use of technological equipment; that is, this equipment can support the development of activities and offer attractive and significant learning experiences to the students through the use of TICs applied to education, taking into consideration that some students own equipment and are skilled in the use of this technology. However, there are difficulties for the use of the equipment derived from the social insecurity of the community, according to a teacher.

The teacher makes a comment to the investigator about the tablets program that was launched at the school the previous year at the initiative of a local leader, who was a former mayor of the municipality ... she was given 8 tablets, which she keeps at home for safety reasons, because the tablets were stolen at a rural school.

Teacher

In summary, participation is favored by institutional actions related to extra-school activities, the modality of the school, the learning of Mayan and English vocabulary, and the availability of technological equipment. However, it is still necessary to take into consideration the individuality of the students to promote different activities in which all find a space to participate.

3.6.2 Barriers to Participation

The learning opportunities are limited by the following aspects: 1) institutional measures; 2) participation of the parents, 3) learning methodology, 4) attitudes towards the work of the teachers, 5) expectations linked to the learning process.

3.6.2.1 Institutional Barriers for Participation.

Institutional barriers to participation relate to the management of human resources and the lack of inter-institutional coordination. From the information provided by the teachers it can be deduced that the management of human resources by the Education Ministry has a direct impact on the learning opportunities offered to some groups of students, like students with SEN with or without disabilities since the Special Education Center hired regular teachers who receive no support or advisory to work with the students, as mentioned by the teachers.

In 2010 we had the opportunity to apply to a (permanent) position ... I chose to come here ... because I thought we would receive assistance ... now we are concerned because we don't know what to do, we have no help ... it might have been a mistake of the departmental direction to have included this school in the list, it should have qualified the profile of the teacher ... before there was a call to work with special children that included the profile needed, some applied but did not qualify because they did not fit the profile and then they come with the list and the special center was included. (The participant is a regular teacher).

Teacher Special Education Center

In the case of students who speak a Mayan language as their mother tongue, the barrier begins with their initial training, because monolingual teachers graduate as bilingual teachers without developing competencies in a Mayan language. In addition, the parents expect their children to learn Spanish, as mentioned by the teachers of the urban school.

Participant 1: In my case I have worked in a village ... but I taught in my own language (Spanish) because the parents were asking me to do that ... it is a bit hard to teach them because Spanish is there second language ...

Participant 2: if as participant 1 says ... we are bilingual but only on paper because ... we don't speak the language, we teach in our own language (Spanish).

Teachers

Another piece of information with respect to the management of human resources relates to the fact that most teachers begin their work in rural schools and then transfer to the urban area, which indicates that an experienced teacher prefers to work in the urban area and that less experienced teachers work in the rural area. However, there is no evidence to explain the motivation for these transfers.

Another barrier to the participation of children with SEN is the lack of information, coordination and establishment of protocols of attention, which has an impact on the learning experience offered to this group. According to the urban school teachers, the Special Education Center teachers, the therapist and the representative of the health center, the lack of time is the main reason for this lack of coordination.

I haven't been able to talk to the teachers because they have their own schedules and I am super busy and since they come and see that we are busy, because as I mentioned I look after more than only the Ladino Enclave.

Therapist

The representative of the health center stated that they are making a diagnostic about the condition of children with SEN to help them get the support of an international NGO; however, there was no mention of any kind of inter-action between the two institutions. This situation shows that the diagnostics are carried out by general physicians or graduated nurses who have no kind of specialization.

A diagnostic was made and Save the Children is helping them ... (the diagnosis is made by) the doctor and I did others. We made the diagnosis and it was the foundation for them to help the children.

Representative of the health center

3.6.2.2 Family Conditions that Turn into Learning Barriers

According to the information provided by the stakeholders, some family conditions have a direct influence on the participation and the learning opportunities of primary and secondary school students, as described in Chart No. 10.

Chart 10. Barriers Related to the Participation of Parents

| | Disintegration | Violence | Lack of Attention |
|-------------------------|--|--|--|
| Family Situation | <p><i>Family disintegration is a barrier, because the teacher can't do more than is allowed. The teacher spends four hours with the child at school while the parents should spend as much time as possible (with their children).</i></p> <p>Local Leader</p> | <p><i>Lack of communication with the parents...children are quite hyperactive...maybe the parents don't treat them well, don't do this, don't do that, so they...are frustrated and don't have the same capacity to learn.</i></p> <p>Municipal Authority</p> | <p><i>Parents are not interested in them, like others who when they get home (are told) "you need to do your homework, I will help you", while the others don't, and that affects them.</i></p> <p>Municipal Authority</p> |
| Awareness | <p><i>By the parents of students with SEN with or without disability</i></p> <p><i>To raise awareness among the parents that something will be achieved if all work together ... here we want to educate the child and at home ... they let them do whatever they want, they put no rules, guidelines they must obey ... so it is hard because the child won't progress at school or at home, and the child will grow that way and become an adult ... if there is no line or connection between the parents and the teacher.</i></p> <p>Teacher Special Education Center</p> | | <p><i>By the parents of students from the basic cycle</i></p> <p><i>In Guatemala ... there should be ... institutionalized, providing a school for the parents ... I believe the parents don't know how to be parents even if they have eight or ten children, I believe parents should be trained, and their awareness should be raised.</i></p> <p>Local Leader</p> |

In addition to the family conditions, there is the idea of raising awareness among the parents, as mentioned by different stakeholders, who propose the establishment of schools for parents to raise awareness and train the parents.

3.6.2.3 3) Methodological Barriers to Participation

The following chart details the methodological barriers, and according to the information collected, these result from provisions of the Education Ministry, at school and in the classroom.

Chart 11. Methodological Barriers to Participation

| | | |
|------------------|--|---|
| Mineduc | <ul style="list-style-type: none"> • Out-of-context training offered by teachers in service • Lack of support systems for the students and the teachers | <p><i>For us it would be good to organize workshops, but the Education Ministry ... when the organize teachers, they should address special situations that children undergo, sometimes they organize workshops that in the long term don't provide any (knowledge) and deal with things we already know. They should focus on the situations ahead of us, like the problems faced by the children.</i></p> <p style="text-align: right;">Teacher</p> |
| School | <ul style="list-style-type: none"> • Expectations of the school personnel on the learning of the students | <p><i>The [students who did not attend pre-school] but who have a high IQ can level up quickly.</i></p> <p style="text-align: right;">Principal</p> |
| Classroom | <ul style="list-style-type: none"> • Methodological management in the classroom (rules, routines, structures, time) • Lack of recognition of individual characteristics • Activities that don't promote collaborative or cooperative learning | <p><i>The exercise consists of writing the names of several figures. The teacher controls what the children are doing on two occasions. No children were seen collaborating with each other or borrowing materials; on the contrary, the children would cover their work to prevent his/her neighbor from copying.</i></p> <p style="text-align: right;">Third Grade Observation</p> <p><i>The teacher said they would work on their writing, using the game "Basta". The game consists of writing as many words as possible in one minute and they had to stop when she would say "basta". They type of words they wrote was decided by the teacher ... she told them not to worry for writing in script, which they were practicing. The type of words were: a) proper nouns (10); b) common nouns (20); c) abstract nouns (15); d) concrete nouns (20), e) demonym nouns (20), and f) patronymic nouns (10).</i></p> <p style="text-align: right;">Sixth Grade Observation</p> |

Training processes promoted by the Education Ministry were mentioned as methodological barriers to the participation of teachers since they don't respond to the problems they face, so it is inferred that they can't offer attractive learning alternatives to their students. Another barrier mentioned by the teachers was the lack of support systems, a situation that affects students with SEN with or without disabilities and students from all levels. Particular mention was made of students with economic possibilities who show a lack of interest for their academic education.

We need a counsellor, there should be a psychologist in every establishment, for all the levels, basic secondary, primary, a counsellor who they (the students) could trust and could work with them to help them ... that way you work with everything they have and of which they don't take advantage.

Local Leader

With respect to the methodology applied in the classroom, there was a lack guidelines and use of time, which affect the learning opportunities offered to the students. One of the researchers reported that in the first grade in one hour and a half they dictated five sentences and some students didn't even write the whole dictation and others didn't do a thing. Furthermore, there was no recognition to the work of the students. The Teachers make all the students perform the same activities: copying from text books to notebooks, dictation, writing words, which shows a lack of recognition to the individual characteristics and interests of the students. (Ainscow, 2008) indicates that the term "participation" relates to the quality of the learning experiences at school, so it is necessary to take into account the points of view of the students, their suggestions, and to value their personal and social wellbeing,

aspect to take into account in the implementation of methodologies that allow the achievement of an inclusive school. In the case of students with SEN with or without disabilities, there is also an expectation of what this group will learn, according to what the teachers mentioned, since they don't know how to work with them, they are not familiar to strategies to determine the level of reach of these students.

I sat the child with a hearing impairment next to another child who writes really well. He came in third grade, he simply copies, he knows the numbers, he adds ... he is very discrete because he doesn't know it but he looks at his classmate and he copies him, but he doesn't read it ... he could fill the blackboard and he could copy it, but he can't read it.

Teacher

The teacher [of the Special Education Center] on told me that he [student suffering from Down Syndrome] was very smart, that I should help him, but you need to learn ... how to teach him, because I didn't study for this or to know what I have to do to teach him, he wants to play football but he doesn't know the rules.

Teacher

Furthermore, the school principal mentioned that the teachers received training to work with a determinate group of students, which shows that for some students with SEN with or without disabilities, there is an opportunity to access the regular school but not to have advantageous learning experiences and even less to achieve academic success as would be expected from an inclusive education system.

For us to have them here is not a problem ... but it would be more advantageous for them if they received special education, someone who really knew how to teach them to read ... because as elementary school teachers, we were taught to teach normal children and sometimes we don't know what to do with special children.

Principal

3.6.2.4 Attitudes as Barriers to Participation.

Below is a description of the attitude barriers that have an influence on the learning opportunities offered to the students. In the Ladino Enclave Case, these are linked to the perceptions of the local education authority, the parents, and the students about the performance of the teachers. According to the information available, the stakeholders expect more effort from the teachers to develop competencies for better academic levels. The mothers mentioned that they were not satisfied if the teachers are not strict and the activities they carry out with the students don't contribute to develop knowledge in the students. They also expect that what the students learn will help them pass the school cycle and acquire the necessary competencies to move on to the basic secondary cycle, according to what they said and also what the students said.

Chart 11: Attitude Barriers to Participation

| Barrier | Local Education Authority | Parents | Students |
|--|---|---|---|
| Unfavorable perceptions about the teachers and their performance | <p><i>One of the challenges at school is that we have to fight with the teachers ... it is said it is necessary to have a calling to sacrifice yourself for their benefit, for their wellbeing, to help them get ahead.</i></p> <p>Local Education Authority</p> | <p><i>When my daughter was in fifth grade, they left her with a teacher ... that would take them out for walks, near the creek, and when she would get home she would tell me "we went for a walk to the creek", and I would say, "and you didn't write anything today? What did you work on? Do you have homework?" She wouldn't have to do any homework ... I didn't like it ... I prefer that she studies with someone who is strict but that motivates them.</i></p> <p>Mother</p> | <p><i>The teacher made me fail, she only ... she would go and leave other children to dictate, she would give us the exams first, without having taught the content.</i></p> <p>Boy, Sixth Grade</p> |

The opportunities and results of the learning process are influenced by the attitudes of the teachers. According to the evidence, there are many students who fail and repeat a grade at the school, as confirmed by the following quote:

The majority in my group are repeating, I have 22 children who are repeating and 4 who aren't.

Teacher

According to the School Card, in 2013 the retention rate at the school of the Ladino Enclave Case, <http://estadistica.mineduc.gob.gt/fichaescolar/>, was of 100% and the repetition rate for that same year was of 26%, which is a high percentage of no passing taking into account the conditions of the school and the characteristics of the population. In terms of inclusion, this data shows that there is no pedagogical model or learning strategies to allow the students to participate actively in class and obtain favorable results.

3.6.2.5 Expectations about learning as a barrier to participation

The students reported that they feel the teachers have privileges and preferences for some students, and that they are influenced by the negative ideas that are constantly being repeated by the teachers. For example, the girls of the third grade see themselves as persons who "are not intelligent enough to study" and when you ask them why they have that idea, they said the previous teacher used to tell them that. This information can be explained through the Pygmalion effect (Casacov, 2007) which relates to the fact that the expectations about a person, a thing and the situation related the negative expectations (Bolaños Gil, 2010) which seem to be communicated more easily than the positive ones, that the expectations of the teacher are one of the most powerful factors in the performance of the students, and above all that these expectations impact the self-esteem and self-conception of the students, and this brings the materialization of a fact known as "self-accomplished prophecy" (Casacov, 2007) as can be seen in the following quote.

Participant 1: We are not intelligent.

Investigator: Who says that?

Participant 2: the teacher who taught us, he would reprimand us and he almost failed us.

Participant 1: (he used to say) that we were lazy. And we really tried to study, we wanted to pass that grade because I had already repeated twice.

Girls, third grade

According to the information obtained, different stakeholders base their expectations about the students on pre-conceived ideas, labelling some of “intelligent” and “high IQ”, while others receive the label of “low self-esteem” and “shy”.

Investigator: How are the successful students?

Participant: in general these are boys with a high IQ, very smart, children of very smart parents too, in general the parents of these children are former classmates, we know them and the children follow their same line ... it is as if they learn this at home, they have that leadership and most become professionals.

Investigator: And the least successful?

Participant: In general these are children with a low self-esteem ... they have the idea that they can't ... it is something you plant in their heads, maybe by the family, because there are parents who limit them in many ways, who reprimand them a lot and this makes the children not know what to do, what not to touch, to avoid trying things, and they are really shy.

Principal

In summary, barriers to learning opportunities at the Ladino Enclave Case originate from the methodology used by the teachers, the lack of strategies to respond to the diversity of the classrooms, of the participation of the parents and the learning expectations about the students. In terms of inclusion, it is necessary to take into account that it is not enough to ensure access of the students to the school, it is necessary to offer the students significant and advantageous learning experiences respecting their individuality and allowing them to develop useful competencies for life.

4 Discussion

This study explains how the education processes are carried out in a community inhabited by a segment of the population that belongs to the Ladino group, located in a department with a majority of Mayan population, in a mono-lingual urban context, with better socio-economic conditions than the neighbouring communities.

From this reality, the points of view about inclusion are linked to the expectations of the different stakeholders in the education processes. These expectations have caused local stakeholders to work to increase the education offer at the primary and middle levels, even achieving offers at the superior level, a situation that shows the concern of the community to achieve better academic levels. However, according to the results, it is still necessary to carry out coordinated and inter-institutional work to achieve an education system in which all the stakeholders of this community contribute to offer education opportunities to every person, under equal conditions.

It was evident that in this municipality some students with special education needs with or without disabilities attend the regular school and others the Special Education Center. From the point of view of an inclusive education system, it would be expected that all the students would attend the regular school, that they would be accepted and respected, and that they would be offered significant learning experiences respecting their individuality and personal characteristics. However, it was confirmed that neither education center has support services for the students or the teachers, that the communication mechanisms are deficient and that practices of exclusion are promoted because the

participants don't know how these students should be treated and their access, acceptance and participation depends of the attitude and good will of the teachers or the principals of both schools. This situation leads us to pose questions like: 1) Why despite the fact that there are two education centers that accept persons with SEN with or without disabilities, it has not been possible to achieve successful inclusion practices? 2) What are the effects of having two education centers in the community, a regular school and a Special Education Center? What should be the function of a specialized center for attention to students with special education needs with or without disabilities?

The evidence gathered in this case study contributes some explanations for each of the questions posed. With respect to the first one, it was evident during the field work that there is a need to expand the training of the teachers giving them tools to work in the classroom to favor the acceptance and participation of each student. Even though the conditions of the infrastructure help alleviate many of the barriers to inclusion, not all the challenges are overcome. With respect to the second question, it is evident that in this context there are two prevailing ideas about inclusion which cause tension and contradict the education policies. The Special Education Center follows an inclusion strategy promoted by previous governments to favor inclusive education for people with different capacities, although following a segregationist and clinical model that the modern vision of inclusive education is trying to revert, opening regular classrooms to all the population, with very particular exceptions when both the parents and the education authorities consider it necessary (for example, persons with a deep mental problem that require permanent attention and supervision). With respect to the third question, it addresses a key issue to be included in a review of the educational policies and the optimization of the resources invested by the State to provide attention to the population.

Other efforts carried out by the local government and civil society organizations related to the improvement of infrastructure at schools; however, the school buildings didn't appear to have modifications to allow the mobilization of persons with SEN with or without disabilities despite the existence of a handbook developed in 2007 by the Education Ministry, called Governing Criteria for the Architectural Design of Official Education Centers, which includes guidelines related to the construction of ramps, hallways and corridors to facilitate the mobility of the students in education centers and providing each of the students with an environment conducive to learning. These circumstances show that there is an interest by local stakeholders to ensure that their community has education centers in good condition; however, there is a gap between the Education Ministry as governing body at the national level with respect to education matters, and local institutions working to improve the education services offered to the population. A series of questions emerge from this reality: How to ensure that the actions undertaken by local stakeholders to improve education are linked to provisions or guidelines issued by the Education Ministry as the governing body on education?

Therefore, the efforts carried out could not only contribute to improving infrastructure, they could encompass other aspects like the implementation of methodologies to address diversity, the formation of beginner teachers and of teachers in service, and other aspects that contribute to the construction of an inclusive education system.

Taking into account the results obtained in the Ladino Enclave Case Study, it is possible to conclude that having infrastructure in good conditions, materials and resources for learning, technological equipment, is only one step towards the development of inclusive education practices. The evidence shows that despite the conditions of this school, many students fail, a situation that leads us to pose

the following question: Why a school with a good building, with materials and learning resources, with students with the economic conditions to access and remain in school, can't get its students to have a successful performance? What is missing to turn this school into a really inclusive school? These issues would require of future investigations and actions to promote the transformation of the education practices to respect diversity.

Another situation mentioned by the participants as an opportunity for the education processes is that in this school the majority of the population belongs to the Ladino group and speaks Spanish, which is interpreted as a factor that facilitates the education processes offered in one language and not in several languages as is the case in the nearby schools. However, the information obtained seems to indicate that in this mono-lingual context it is also possible to find students whose mother tongue is different from Spanish, who learn in the predominant language and adapt to the school environment and the community, without receiving a response to their particular characteristics. This situation suggests the following question: What response should the Guatemalan education system offer to students whose mother tongue is different from the language spoken by the majority of the student population where they are?

In summary, in the community of the Ladino Enclave Case, the expectations related to education have promoted advances to ensure access of the population to different academic levels, making an effort to improve the school infrastructure. However, in order to achieve an inclusive education system, it is necessary to improve the quality of education and to achieve a coordinated and inter-institutional work to offer learning opportunities to every person, under equal conditions. It is also important to link the efforts made to protect the children and youth, and expand the opportunities to ensure that the population does not aspire to migrating as their ultimate goal.

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