

A Study on the Factors Influencing Girls' Transition to Secondary School in Guatemala

Kristel Andrea Camposeco Castro* & Ki Nam Jin**

Abstract: The transition from primary to secondary school is as one of the most important moments in a student's career, where girls who are most vulnerable of dropping out. Nevertheless, this moment has not been highlighted because primary level enrollment has been prioritized. This study analyzed the factors that influence girls' transition to secondary school as well as location inequalities, as girls in rural settings proved to be more vulnerable.

Guatemala's municipalities were the central unit of analysis, divided among rural and urban predominance to evaluate the factors that account for the achievement gap. Standard descriptive statistics, t-tests and finally hierarchical regression were performed to analyze the considered factors in explaining girls' transition to secondary school.

The factors considered within the conducted model explain 52 percent of the predicting power of the variance of girls' transition to secondary school. More importantly, statistical evidenced proved that: poverty, female literacy rate and the Educational

* Kristel Andrea Camposeco Castro is Experience working in a Latin American and youth-led NGO called TECHO (Roof), in the Guatemalan office. BA on International Relations from Rafael Landivar University in Guatemala and Master's degree on Public Policy in a joint program by KOICA-Yonsei; in Yonsei University, Wonju Campus in South Korea. This paper is a summarized version of my master's degree thesis. I look forward to continuing my academic and professional development, particularly in education and community development; and putting my knowledge and experience to serve my country.

** Ki Nam Jin is a professor in Health Administration at Yonsei University, Wonju Campus in South Korea.

Advancement Index per municipality, are the most decisive predictors of this educational transition.

Keywords: adolescent girls, transition, secondary school, rural, urban, municipality.

Introduction

The Guatemalan population is composed of 14.7 million of habitants (2011), 40 percent is under 15 years of age and practically half of this figure is composed by adolescent girls.

Adolescent girls play an essential yet invisibilized role in their families, communities and nations. It is among the ages 10-19 where the girls face the most challenging moments that will determine their future and promise. On daily basis girls are involved activities such as: going to school, fetching water, taking care of children (whether their own or younger siblings). These activities may be confronted with girls' academic performance and could potentially lessen the girl's potential.

Guatemala's legal framework for education establishes that the state should ensure 9 years of compulsory education (six years of primary level plus three years of secondary education).. In recent years, in Guatemala there have been increasing efforts to achieve universal primary education, that can be evaluated when measuring enrollment, but when evaluating the completion of the school year this figures are not so positive, as school desertion is high especially among girls.

The latest figures from the Ministry of Education (2011) show that the Net Enrollment Rate for Primary School is 92.82%, but the figure for Secondary School drops to 43.35%. This shows the need to further work and invest on the transition towards secondary education as there is a wide gap among the educational levels.

Another important national source states that 200,000 adolescents finish primary school but don't access secondary education; 560,000

adolescents that should be in secondary school are not attending and 400,000 fail in the first two years of secondary education (Valdez: 2013). These figures highlight the importance of focusing on the transition from primary to secondary schooling, particularly for Guatemalan girls who face the most challenges.

Moreover it's important to highlight that educational inequalities are evident at municipal level; as national averages tend to hide municipal disparities. Hence, municipal settings are important when evaluating schooling opportunities and attainment. Additionally, the difference among urban and rural locations is of outmost importance as living conditions and opportunities are quite different among these populations. A girls' location and different factors of her life, severely affect her opportunities in education, like transiting to secondary schooling. Girls' are affected by these conditions, not only in terms of initial enrollment but also the real possibility of staying in school. Considering all this context and issues, this paper has the following objectives:

- To thoroughly review the theoretical frameworks of factors that affect schooling for adolescent girls.
- To make a comparative analysis of the realities among urban and rural municipalities and the factors that affect adolescent girls schooling, particularly their transition to secondary school.
- To suggest policy recommendations to promote secondary education for adolescent girls in Guatemala.

Literature Review

Theoretical Frameworks on Effectiveness in Education

In education, the current trend that highlighted quantity and access rather than quality and transition is being challenged and the educational interest is changing. This research contributes to such transition in focus,

because it highlights the importance and impact of secondary education, whereas educational research has tended to focus on primary school. Also this research, quality will be understood in terms of the effectiveness of the educational systems in fostering the transition towards secondary school as an essential learning outcome.

Currently there is an ongoing debate about the concept of quality of education and many conceptual frameworks have been developed around this concept. Tawil, Akkari and Macedo (2012), made a review of the three prevailing frameworks for quality/effectiveness in education, these being:

The Learner-centered Approach

This model is inspired by a rights-of-the-child perspective which places the child-learner at the center of concerns. It envisions quality in education in terms of learning and is sensitive to issues of inclusiveness in access to education and educational experience.

The Input-process-output Approach

It is inspired by an industrial view of educational production, seeking to assess the quality of educational “products” and the “performance” of education systems. In this case, the students’ learning is considered a product of school, which is determined by the school inputs and processes. Additionally it emphasizes on the importance of the social, economic and cultural context in which students live and where schools are located.

The Multidimensional Social Interaction Approach

It incorporates a sociological perspective on education as a “public good”, this final model emphasizes on the dynamics of interaction between various dimensions of education and the necessary process of

continuous redefinition of consensus or social contract among the stakeholders involved relative to what national education systems should achieve and how this is to be done.

Factors Affecting Educational Achievement and Transition to Secondary Education

Girl and family

The first factor is poverty and financing which are mayor challenges in education, especially in the transition to secondary school where costs tend to increase. This makes the poorest girls particularly disadvantaged. (Lake & Mugwendere, 2005; Murphy & Carr, 2009; Oronje, 2007; Tembon & Font, 2008).

A second factor is domestic labor, as parents can consider that sending girls to school means losing their contribution to household chores: fetching water, cooking, cleaning and taking care of siblings. (Greene, Cardinal & Goldstein, 2010; Rihani, 2006; UNESCO, 2012b). A third related factor is pregnancy and early marriage which are factors that affect girls directly, as schooling is not considered a valuable investment because girls maybe though of only as future housewives and mothers. (Davison & Kanyuka, 1992; Rihani, 2006; Warner, Malhorta & McGonagle, 2012; Oronje, 2007; UNESCO, 2003).

Community Level

Geographic dimensions of educational inequality are important; many academics agree that more secondary schools are located in urban areas, limiting access to those from rural households who cannot afford transportation, among other related issues that prevent them from attending school. (Cody & Parker, 2004; Lake & Mugwendere, 2005; Murphy & Carr, 2009; Oronje, 2007; Rihani, 2006; UNESCO, 2012a).

There are other issues regarding limitations in the rural area. First,

teachers supply is scarce, as teachers can be less motivated to work in isolated areas, where schools often lack electricity, running and safe water and stable facilities. Second, rural areas often provide lower returns to investment in education and consequently individuals have lower incentives to continue their schooling, capitalizing their investment on education leads to out-migration; instead of directing such skills towards community development. (Alasia, 2003; Roscigno, Tomaskovic-Devey & Crowley, 2006).

School Environment and Teaching-Learning Process

The first factor to mention is the school infrastructure; girls 'period of puberty and adolescence, can be even more challenging if the school infrastructure doesn't count with girl-friendly facilities such as latrines, sanitary supplies and running water (Diaw, 2008; Lake & Mugwendere, 2005; Lloyd, 2009; Rihani, 2006).

The second and third factors: quality and relevance of the curriculum and teaching methods, highly impact girls education. They can be gender biased and detrimental to girls' achievement. Oronje (2007) argues that perceptions of curricular inadequacies and low quality of education across many nations has given rise to apathy, school disaffection, and antisocial behavior in students, which often leads to low transition. Additional factors are: teacher-student ratios and overcrowded classes, fewer materials and resources per class, among others.

Finally the importance of positive role models, and the importance women teachers, particularly in mathematics and science (Fuller, Hua & Snyder, 1994, cited in Sperandio, 2000), this is relevant since women teachers don't tend to be present in scientific areas and their presence is most influential in reassuring girls that these subjects are accessible to them.

Government Standards and Educational Policy

The first factor is the public resources available for education;

education is consistently used in the official discourse; but can be treated neglectfully on the budgets (Aikman & Rao, 2012; Stromquist, 2001; UNICEF/UNESCO, 2007).

Second, the national policy for secondary level school availability, the inequitable distribution of secondary school opportunities should be analyzed as a result of educational policy within each national context (Oronje, 2007; Rihani, 2006).

A third factor, is the national assessment, monitoring and evaluation guided by the National goals and standards for education. Many countries have adjusted to the MDGs and EFA goals; achieving universal primary education is an international commitment, however universal secondary education seem distant and sometimes less relevant, especially for girls. (Baric, et. al., 2009; Bertini, 2010). Finally, at national level, adolescent girls are often invisibilized as there is little or no national data on girls. Green, Cardinal & Goldstein (2010) advocate for the need of more systematic information that would increase girl's visibility and access to resources.

Research Methodology

Data

Guatemala's administrative division consists of 334 municipalities; three of which were recently founded and there is no disaggregated data available yet, thus this research doesn't include them. The remaining 331 municipalities as main units of analysis, were divided into two groups (urban and rural), according to the predominance of population type in each municipality (municipalities with over 50% of urban population are considered urban, and the rest are rural predominant). This classification was made considering the percentages of the last National Census performed in 2002, which considers the following concepts:

- Urban Area: Cities, villages, towns or other populated places with over

2,000 inhabitants and if where 51% or more of the households are provided with electricity and piped water within their facilities.

· Rural Area: Populated places and neighborhoods, with more than 2,000 inhabitants, in which 49% or more of the households are lacking electricity and piped water. It also includes villages, hamlets and other places with less than 2,000 inhabitants, and all dispersed population.

Additionally, statistical processes were performed so that municipalities didn't exceeded 100% of girls' transition to secondary school and 100% of female literacy rate. These two processes resulted in a final number of 327 municipalities, divided as follows:

Table 1. Municipality classification in Urban or Rural location

Item	Frequency	Percent
Rural	242	74.0
Urban	85	26.0
Total	327	100.0

This research was performed using secondary data sources; the most important national source was the Ministry of Education and the National Institute of Statistics. Additionally, websites, databases and publications made by UNICEF, UNESCO, UNDP and World Bank were considered. And systematic review of scientific journals was performed to further understand the educational issues relevant to this research.

Research Design and Measurement of Variables

Independent Variables

This research was performed on municipal level; therefore all variables consider this to be the unit of analysis. The proposed model is divided in four independent variable sets. All the independent variables can be assessed in the following table:

Table 2. Measurement of Independent Variables

Dimension	Sub-dimension	Variables	Source
Student Level	Gender representation in the classroom	- Logged Girl to boy ratio in primary school	MINEDUC. (2008).
		- Logged Girl to boy ratio in secondary school	
Community Level	Location	- Urban or rural predominant population (urban=1)	11th National Population Census and 6th National Habitation Census (2002). National Institute of Statistics.
	Population size	- Total population of the community	
	Financial situation	- Poverty rate (percentage)	
	Literacy	- Female literacy rate	Departmental Human Development Statistics Collection. (2010). UNDP.
	Safety and Security	- Crimes per 100,000 habitants - Cases of domestic violence	National Civil Police. (2009/2010).
	Other community indicators	- Human Development Index	Departmental Human Development Statistics Collection. (2002). UNDP.
		- Educational Advancement Municipal Index	MINEDUC. (2009).
School Environment and Teaching Learning Process	School Availability	- Number of schools in primary level	Statistical Yearbook of Education (2010). MINEDUC.
		- Number of schools in secondary level	
		- Number of High Schools	
	Class size	- Teacher-student Ratio	
Government Scope	Government Expenditure	- Public Resources Available for education	Municipal Atlas of Social Expenditure. (2009). USAID & Central American Institute of Fiscal Studies.

Dependent Variable

Being the aim of this research, to assess the different factors that affect girls' transition to secondary education; the percentage of girls that are able to make such transitions considered as the dependent variable.

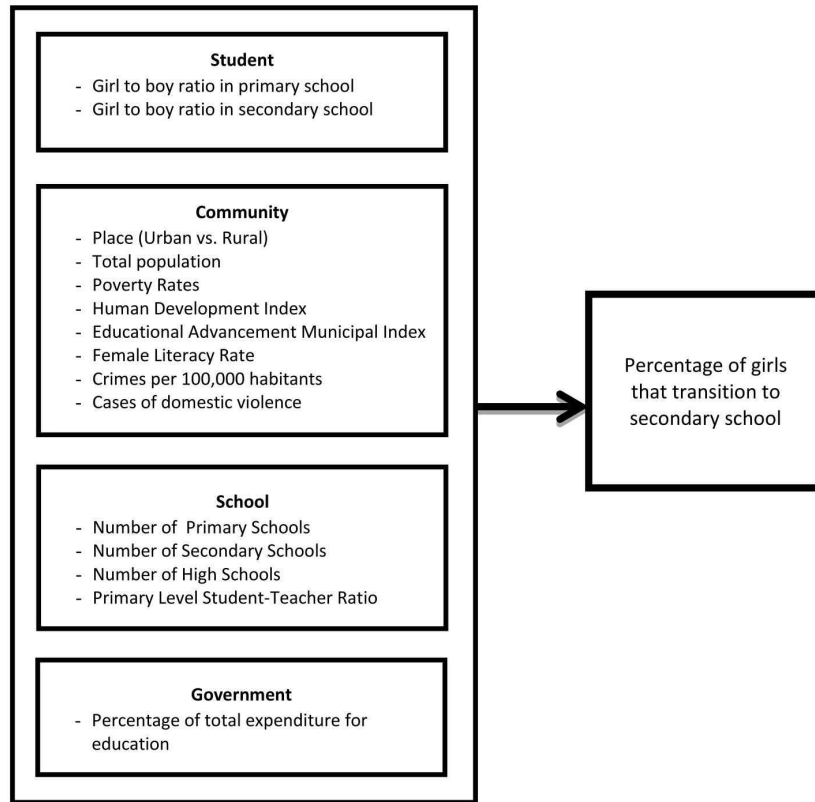
A percentage was constructed utilizing the total number of girls that were promoted from 6th grade in 2010 (final grade of primary level) and the number of girls that enrolled for 7th grade in 2011. The number of girls that were repeating 7th grade was subtracted, to include only those girls that were accessing 7th grade for the first time. This result was multiplied by 100 to obtain the percentage of girls that transitioned to secondary school.

Table 3. Dependent Variable

Scope	Indicators	Variables	Source
Girls transition to secondary school	Percentage of Girls that transit to secondary level	$\left(\frac{A - B}{C} \right) \times 10$ <p>A) Female students that enroll 7th grade of secondary school(2011)</p> <p>B) Female students that are repeating 7th grade(2011)</p> <p>C) Female students that get promoted in 6th grade of primary school(2010)</p>	Statistical Yearbook of Education (2010/2011). MINEDUC.

The final proposed model is presented below; it includes the four sets of independent variables, as well as the dependent variable considered in this study.

Figure 1. Proposed Model



Data analysis method

The first step was performing standard descriptive analysis for each variable; second, location disparities(Rural vs. Urban) were examined using t-tests; and finally linear regression was used to explore association among the different variables and to analyze their significance in terms of the percentage of girls that had transited towards secondary school. All analyses in this study were performed using SPSS version 22.

Results

Difference between urban and rural locations

Under the premise that urban and rural locations differ substantially among each other, the results of the t-test executed for each independent variable set are presented to show the spatial disparities among the two types of municipalities. Table 4 reports means comparisons of student level variables across the urban and rural municipalities. Not surprisingly, given the previous research on location inequality, rural municipalities lag behind their urban counterparts.

The girl to boy ratios for primary and secondary school show variation among municipalities, although statistical results prove that there is only significant difference between the means of the gender ratio for primary school level.

At community level, important results were found. First, the means for all the variables were considerably lower for the rural municipalities. Second, as it was expected, when testing the equality of means it was evident that there is a significant differentiation among the two locations.

More specifically, five out of seven variables; Poverty rate, Human Development Index, Educational Advancement Index, Female Literacy Rate and Crimes per 100,000 population showed to be significantly different among urban and rural municipalities, showing disadvantage to municipalities with predominant rural population. The two variables related to violence, were the only disadvantageous results for urban municipalities.

The results of the school level variables show that the number of schools at primary level is nearly equivalent in both locations; nevertheless this tendency is not consistent at secondary and high school levels, where schools are mostly concentrated in urban locations.

The governmental scopes shows that, interestingly, on average rural municipalities tend to spend (or report) higher spending on education, this variable also shows some evidence of significance of

Table 4. t-test for Variables on Student Level

(unit : $\bar{y} \pm S.D$)			
Item	Rural	Urban	t
Student Level			
Logged Girl to boy ratio in primary school level	-0.09 \pm 0.06	-0.07 \pm 0.06	-2.50*
Logged Girl to boy ratio in secondary school level	-0.19 \pm 0.23	-0.14 \pm 0.19	-1.53
Community Level			
Total population of the municipality, estimation for 2010	36,573.13 \pm 31,470.13	63,795.88 \pm 129,364.46	-1.92
Total Poverty Rate	70.43 \pm 16.48	44.94 \pm 22.73	9.50***
Human development Index for the municipality	0.56 \pm 0.07	0.66 \pm 0.08	-10.19***
Educational Advancement Municipal Index (Total)	59.85 \pm 10.40	64.63 \pm 11.65	-3.53***
Female literacy Rate	76.23 \pm 12.98	85.99 \pm 10.77	-6.22***
Crimes per 100,000 population	117.42 \pm 88.12	223.66 \pm 199.69	-4.74***
Number of domestic violence cases	5.69 \pm 7.61	9.26 \pm 15.89	-1.99*
School Level			
Primary schools total	59.19 \pm 51.99	54.60 \pm 99.57	0.41
Secondary schools total	17.03 \pm 14.40	36.61 \pm 91.44	-1.97
High schools total	5.84 \pm 7.49	23.31 \pm 76.56	-2.10*
Total Primary school level teacher-student ratio	26.24 \pm 4.17	25.90 \pm 3.56	0.68
Government Level			
Percentage of Total Expenditure for Education	0.08 \pm 0.08	0.06 \pm 0.07	2.09*
Girls' transition			
Percentage of girls that transit to secondary school	73.42 \pm 19.91	87.90 \pm 15.54	-6.84***

* $P < .05$ ** $P < .01$ *** $P < .001$, two-tailed test.

difference of means among locations.

Finally, when evaluating the results for the percentage of girls' transition towards secondary school, statistical results show that there is a 15% gap between the groups being detrimental to girls that live in rural settings. While on average, 73% of the girls that live in the rural areas are

transiting towards secondary school, 88% of their urban counterparts are doing so. Under these conditions it is possible to say that there is significant evidence to support that place/location is related to the percentage of girls that transit to secondary school. Not only the means are considerably different but also the variation among the two groups is confirmed to be significant.

Determinants of girls' transition to secondary education in Guatemala

The argument that the differentiation in girls' transition towards secondary school is a function of the different sets of factors suggests that hierarchical modeling techniques are appropriate in analyzing such relation. The results are presented considering 5 different models that include the different sets of independent variables considered within this research. Particularly location (urban vs. rural) is considered separately as one of the objectives of this paper is evaluating location disparities.

Regression analysis demonstrated that all the sets of variables entered account for 52 per cent of the total variation in girls' transition towards secondary school. Table 5 presents the results of hierarchical regression analysis, showing that the variance from Model 1 to Model 5 was increased from 7 to 52 per cent. There is significant evidence to support this research's proposal as all models prove to be significant predictors of the dependent variable.

Model 1 contains the place variable which categorizes urban and rural municipalities, representing the location differentiation among municipalities; on its own it shows a rather low variance of 7%. The second model which added the government level variable showed a low percentage of variability as it went up to 9%. In the first two models, place was a significant predictor for girls' transition to secondary school, but this tendency dropped in the subsequent models.

Model 3 includes community level predictors showing significant increase in the variability of the dependent variable. Moreover many of the predictors added in this model are statistically significant;

particularly poverty, female literacy and the Educational Advancement Index (EAI). Models 4 and 5 include school level and student level variables but show no significant increase of predictability. The final model shows the persistent and strong effects of poverty, female literacy and the EAI. Model 5 accounts for 52 percent of the total variability in explaining girls' transition to secondary school.

Community level predictors proved to be the most significant variables in explaining girls' opportunity in transiting towards secondary education. These results are consistent with the findings of previous studies on factors associated to achievement, which emphasize on the importance of social, economic and cultural context. (See: Ramírez, 2013 & Treviño, 2010).

Among the considered variables; poverty is consistently evidencing to have a negative correlation with the evaluated educational attainment, lower poverty indexes in municipalities can contribute to girls transiting more easily towards secondary school. Financial constraints are continuously used to explain girls' barriers to education, and at municipal level poverty keeps having an important predicting power.

At community level, other two variables show significant relation: female literacy and Educational Advancement Index (EAI). Both of these indexes can give a picture of educational reality and environment within the different municipalities. Both variables have positive relation to improving girls' transition to secondary school.

This can evidence to a certain extent, that in municipalities where higher percentages of women are able to read and write; girls' are less vulnerable to dropping out before reaching secondary school. This can be associated with the fact that girls in municipalities with better educational attainments are more close to positive female role models, which would motivate them to continue forward in education. More importantly in municipalities with positive education indexes, the community perception of women and girl's role may be more favorable for females, contributing to additional support for girl's education.

Table 5. Prediction model for Girls' Transition to Secondary school

Item	Model 1 β (S.E.)	Model 2 β (S.E.)	Model 3 β (S.E.)	Model 4 β (S.E.)	Model 5 β (S.E.)
<u>Location</u>					
place(1=urban)	0.28*** (2.57)	0.26*** (2.57)	-0.05 (2.19)	-0.04 (2.28)	-0.06 (2.33)
<u>Government Scope</u>					
Percentage of Total Expenditure for Education		-0.14* (14.48)	0.00 (11.09)	0.00 (11.15)	-0.01 (11.39)
<u>Community Level</u>					
Total population of the municipality, estimation for 2010			0.05 (0.00)	0.10 (0.00)	0.12 (0.00)
Total Poverty Rate			-0.46*** (0.08)	-0.44*** (0.08)	-0.45*** (0.08)
Human development Index for the municipality			-0.14 (19.00)	-0.14 (19.07)	-0.14 (19.08)
Educational Advancement Municipal Index (Total)			0.27*** (0.09)	0.25*** (0.10)	0.25*** (0.10)
Female literacy Rate			0.28*** (0.08)	0.26*** (0.09)	0.27*** (0.09)
Crimes per 100,000 population			0.04 (0.01)	0.05 (0.01)	0.07 (0.01)
Number of domestic violence cases			0.07 (0.13)	0.08 (0.15)	0.08 (0.15)
<u>School Level</u>					
Primary schools total				-0.05 (0.04)	-0.07 (0.04)
Secondary schools total				0.05 (0.18)	0.05 (0.18)
High schools total				-0.06 (0.17)	-0.07 (0.17)
Total Primary school level teacher-student ratio				-0.08 (0.25)	-0.11 (0.26)
<u>Student Level</u>					
Logged Girl to boy ratio in primary school level					0.00 (17.89)
Logged Girl to boy ratio in secondary school level					-0.08 (4.86)
Adjusted R ²	0.07	0.09	0.52	0.52	0.52
R ² Change		0.02	0.43	0	0
F	22.32***	14.06***	33.14***	22.98***	20.12***

*P<.05 **P<.01 ***P<.001, two-tailed test.

Conclusions

Discussion

The first finding shows that girls from rural settings are more vulnerable to dropping out and not reaching secondary school. This is consistent with prevalent literature that emphasizes on location inequality in terms of educational achievements and opportunities (Canadian Council of Learning, 2006; Roscigno, Tomaskovic-Devey & Crowley, 2006; Tayyaba, 2012; Warner, et. al., 2012).

Second, at government level, the percentage of total municipal expenditure for educational shows some predicting power, although in the evaluated models it showed a decreasing tendency. Budgetary constraints and lack of national financing are also highlighted by Warner, Malhorta and McGonagle (2012) and Davison and Kanyuka (1992). These authors mention that as the public sector investment decreases, it generates an increased economic burden for families generating a negative impact on schooling.

Third, consistent with previous literature; community context as an enabling environment proves to have the outmost importance (Aikman and Rao, 2012; Lake & Mugwendere, 2005; Treviño, et. al., 2010). It was been confirmed that girls that live in municipalities where poverty rates are more persistent, will have less opportunity of transiting towards secondary school. Poverty is a strong predictor of transition to secondary school, not only for the proposed model, but it has also been agreed on vast educational literature (Coady & Parker, 2004; Diaw, 2008; Lake & Mugwendere, 2005; Oronje, 2007, Stromquist, 2001).

Fourth, female literacy and Educational Advancement Index are also significant predictors in terms of girls' transition to secondary school; explained by the fact that communities have a strong power as the main enabling environment for girls. On the contrary, people who live in communities with historically limited access to education or modest economic returns to educational investments may simply invest

less in education (Rosignano, Tomaskovic-Dewey & Crowley, 2006).

Fifth, stressing on the significance of female literacy rate as it can be aligned to the positive effect and influence of female role models. This indicates that in municipalities with higher percentages of literate women and better educational outcomes; the standards for girls and their expected roles within the community will be different to those of communities with high female illiteracy. Hence, municipalities with better educational indicators (coverage and completion) and where more women can read and write; the promotion of secondary school is more viable.

Strengths and limitations

Among the strengths it's important to highlight the fact that this study reports findings on municipal level, while other reports focus on household or national levels. It also includes a location analysis that compares urban and rural locations, where inequalities are manifested dramatically, in terms of affecting girls' educational opportunities and possibilities. On the other hand, the most important limitation is that inter-community migration is not assessed within this research since data is not yet available, therefore a more in-depth evaluation is necessary concerning this issue.

Recommendations

Central and local governments

This research shows evidence of the positive relation between increased municipal expenditure on education and girls' transition to secondary school. Hence, in terms of promoting this educational transition municipalities need to increase their spending on education. Financial constraints do affect educational attainment in general and girls' transition to secondary school in particular, as proved in this

research.

Communities

The community's context and support for education plays a significant role in girls' achievements in school. Efforts to demonstrate the long-term value of education should be made, especially in settings where girl's education is not valued. Municipalities and the people who represent these locations should contribute unitedly in making their communities better environments for achieving educational goals, in doing so communities concerns should be considered to finding solutions in keeping girls in school and to improve educational achievements so that communities can become friendlier towards the educational aspirations of girls within them.

Female students

Girls themselves are part of the solution, no one better than them know the challenges they face and the opportunities they aspire to reach. In this research, statistical evidence was found related to the positive impact of increased female literacy and girls' transition to secondary level. As communities have more female representatives that can read and write, they can act as role models for girls to continue in school. Therefore, as Bertini (2010) points out, girls are in a special position to be empowered to teach and train others.

General Recommendations

Collecting data on adolescent girls and disaggregate it by location, age and ethnicity is important to track and assess whether programs are actually reaching girls. Additionally, governments should increase efforts in promoting not only access to primary education, but generating continuous efforts to ensure completion and transition to higher levels of

education; making this visible through the national statistics.

A nationwide assessment on the amount of available schools in each municipality is important, since girls live in communities that lack secondary and high schools can be more vulnerable to dropping out as this generates the need of girls to travel long distances or sometimes move away from home; this factors are weighed by parents when considering pulling out their daughters from school (Murphy & Carr, 2009; Rihani, 2006; UNESCO, 2012b). Making secondary schools available within each municipality can go a long way in achieving higher transition rates.

Finally, different educational literature highlight the positive effect of transitional support programs, for example: generating spaces for primary students to visit secondary school and matching older and younger female students in a mentorship programs.(Baric, et. al., 2009; Lloyd & Young, 2009; Zeedyk, et. al., 2003).

The promotion of the positive effect of female role models, as it generates a “multiplier effect”. Young girls who have completed school can become leading agents of change in their communities, uniting to extend educational opportunities for other children. The role of adolescent girls must be highlighted and considered, as girls are also part of the solution.

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