

**Kateri Tekakwitha Fund**

*Everything is possible with a little help from a friend!*



**2010 Evaluation Report**

**"It is helping me to climb towards my dreams"  
- Kateri Education Fund Scholarship Recipient  
Chimaltenango, Guatemala**

PO Box 906  
Pacifica, CA 94044  
650.557.1591  
[www.mission-guatemala.org](http://www.mission-guatemala.org)  
[missionguatemala@hotmail.com](mailto:missionguatemala@hotmail.com)

## Executive Summary

Established in 1991, the Kateri Tekakwitha Fund provides scholarships, educational support, career and technical training, and microfinance loans to Guatemalan girls and women through its two premier programs; the Kateri Education Fund and Mission: Guatemala. The Kateri Tekakwitha Fund is committed to supporting the education of Indigenous Guatemalan girls and women.

## Kateri Tekakwitha Fund

In 1991, Kay Sweeney went to Guatemala to volunteer in a religious community started by a San Francisco Presentation Sister. While she was there, Kay met Carmela Paz Bal. Carmela felt depressed and discouraged by her lack of resources to move her life forward. She wanted to study at the university for a degree in anthropology.

Kay realized that she could help Carmela by making a very small financial commitment. On the other hand, she did not want Carmela to think of her as her “patron”, a dirty word in Guatemala. Kay decided to create a scholarship fund and asked Carmela to apply. That first application started the Kateri Tekakwitha Fund. The Fund grew as Kay met other girls and young women who wanted to study and Kay’s friends and family joined her as sponsors.

Kay also admired the beautiful weavings that the Guatemalan indigenous women made. They were not able to sell them in Guatemala to help support their families, so she started taking them to the U.S. to sell when she went home on vacation. This gradually became Mission: Guatemala. Kay’s friends also helped with this project. Kay and her friends tried all kinds of venues, but over the years, it became clear that the best venue was selling at churches in California.

In 1997, the two projects were incorporated as the Kateri Tekakwitha Mission Fund Inc. and became a 501(c) 3 nonprofit. In 2001 Kay returned to the U.S. to sell weavings and solicit donations to support the organization. Along with a Board of Directors, Kay runs the organization in Pacifica, California. She still visits Guatemala regularly and meets with the organization’s local staff members who continue the organization’s work in Guatemala.

Today the Kateri Tekakwitha Fund is committed to supporting the education of Indigenous Guatemalan girls and women.

- **The Kateri Education Fund** goal is to annually sponsor twenty young Indigenous women to remain in school beyond elementary school.
- **Mission: Guatemala** facilitates self initiated projects for three women’s groups by providing leadership opportunities, skill training, support services and microfinance loans.

## Community Need

Kofi Annan, the former United Nations Secretary General, once stated, “to educate girls is to reduce poverty. Study after study has taught us that there is no tool for development more effective than the education of girls.” Yet, there are still significant gender gaps in education enrollment. Women and girls are disproportionately excluded from education as parents often prioritize education for boys. In Latin America, the challenges for girls to continue their education include, “the cost of education, the low quality of public schooling, and discrimination against some ethnic or linguistic groups and against women in the labor market” (United Nations Population Fund, 2002).

Significant research regarding the role of education, including that conducted by the World Bank, has established that education, “contributes to poverty reduction by increasing the productivity of the poor’s labor, by reducing fertility and improving health, and by equipping people to participate fully in the economy and society” (World Bank, 1995). The impacts that education has on productivity and increased

health, greatly improve the economic status both of a country and of the individuals who receive that education.

However, girls' and women's education in Guatemala remains low, particularly for Indigenous women. Nationally Indigenous women in Guatemala complete an average of 3.1 years of schooling. Women in Chimaltenango tend to complete more years of school than the national average, with average of 4.6 years of schooling. (ENCOVI, 2006)

### **The Kateri Education Fund**

Since its establishment in 1997, the Kateri Education Fund has provided financial assistance to 52 girls and young women. With the financial support of the Kateri Education Fund, girls and young women are able to stay in school and complete their education beyond elementary school. Kateri Education Fund graduates have gone on to pursue careers in accounting, teaching, nursing, music and the arts, and business.

The Kateri Education Fund is made up of three components: 1) the Scholarship Fund, 2) the Writing Program, and 3) an Internship Program.

**Scholarships:** The Scholarship Program allows women to remain in school beyond elementary school by providing financial support to recipients, and is the center of the Kateri Education Fund. To apply for the fund, women submit an application letter, her career and education history, and two letters of recommendation. To remain eligible for the fund, recipients must maintain a grade of 70% or better at a recognized school.

In addition to the financial support, scholarship recipients are required to attend monthly workshops and events led by staff members and local experts. The workshops and events help provide the young women with career, economic and professional skills, and develop sisterhood through social and cultural events. Graduates of the Kateri Education Fund provide additional mentorship support and of lead workshops, which empower both the past and present Kateri Education Fund recipients.

**The Writing Program:** The Indigenous women of Guatemala speak 21 different regional languages. For many of these young women, the only time they speak or write Spanish is at school. The Kateri Education Fund developed the Writing Program to help these young women learn Spanish writing skills that are critical to their future careers. During monthly meetings, staff members coach the young women as they practice their writing skills by writing letters to their sponsors.

**Intern Program:** The Internship Program is the newest component of the Kateri Education Fund. Each year, a young woman, who has completed her schooling, is selected to take part in a paid-internship. The Kateri Education Fund developed the Internship Program to support recent high school graduates as they begin their job search, a process that often takes up to one year. Through strategic partnerships with schools and other local institutions, the Internship Program enables the women to gain critical career experience, while earning a stipend to help support them and their families. The Fund is seeking funding to expand this program in 2011.

### **Mission: Guatemala**

The Kateri Tekakwitha Fund supports Indigenous Women's Groups through the Mission: Guatemala project. Mission: Guatemala first began as a way for weavers to sell their products in the United States. Over the years the Mission: Guatemala project has evolved to support three local women's groups by providing leadership opportunities, support services, skills training, and microfinance loans. The Mission: Guatemala project focuses on supporting the women's groups as they conduct internal need-assessments in order to develop local solutions to economic challenges.

**Women of Chumanzana:** The Women of Chumanzana group, all live on a hillside near the Pan American Highway. This group of seven weavers creates fabric, which is typical of the Chichicastenango

region, using back strap looms. Sale of their woven products provides their families with much needed income. Current projects for this group include gardening, cooking, and health classes taught by the Kateri Tekakwitha Fund's Women's Projects Coordinator in collaboration with ADEMI, a Guatemalan NGO located in Tecpan, Chimaltenango.

**Mujeres Clarenses:** The Mujeres Clarenses of Santa Clara la Laguna conducted a needs assessment in 2010 under the guidance of the Kateri Tekakwitha Fund's local staff members. During this assessment the women determined that they wanted to learn how to make "delantales", a type of apron, on sewing machines. With the support of a donation from Sara Stephenson, the women were able to complete the first two in a series of four classes organized by the Fund. Due to inflated rental costs and lack of continued funding, the group was unable to complete the last two courses in the school classroom they rented. However, the women were not deterred, and with the continued support of the Mission: Guatemala project, they were able to arrange to have the sewing teacher provide lessons at individual women's homes.

The Mujeres Clarenses are continuing to focus on sewing. Currently, some of the members of the group are also learning to weave "fajas", a type of women's belt, in a course taught by Mission: Guatemala staff members. In addition, many of the women are interested in buying sewing machines. Funds from an Easter Egg Grant provided by the San Francisco Presentation Sisters and Eleanor Oakley, a longtime friend of the Fund, are being used as micro-credit loans. Through this loan fund, each member of the group has an opportunity to borrow money to buy a sewing machine.

## **Program Evaluation**

In order to measure the Kateri Tekakwitha Fund's progress towards its goal of educating and empowering Indigenous Guatemalan women, the Fund uses the following objectives:

### **Education**

- At least 80% of participants in the Kateri Education Fund will graduate from either high school or junior high school
- At least 80% of scholarship recipients will attend monthly educational workshops
- Scholarship recipients will maintain a grade point average of 70% or better

### **Empowerment**

- At least 80% of former scholarship recipients will serve as mentors for current recipients
- At least 70% of former scholarship recipients will be employed, in either the informal or formal sector, within one year of completing school
- Women's Group participants will engage in locally-led, self-directed needs assessments annually.
- At least 80% of Women's Group participants will engage in one Mission: Guatemala workshop or activity

The Fund gathers information through attendance records, report cards, staff feedback, participant surveys and interviews.

## **Fund Impact**

In 2010 the Center for Sustainable Development conducted an evaluation of the Kateri Tekakwitha Fund's Scholarship Program. The report found that the Kateri Tekakwitha Fund has positively impacted participants' educational and career success.

According to the report, the number of program participants who graduated from high school rose from 80% in 2005 to 92% in 2010 (15% increase), and the number who have graduated from junior high school

rose from 92% in 2005 to 100% in 2010 (9% increase). In addition, even after completing high school and no longer receiving a Kateri Education Fund scholarship, many women continued their education, including 12 women now enrolled in universities.

In addition, 84% of former Kateri Education Fund recipients are currently employed. This is up from 70% employment rate in 2005 and is higher than the national average for women (42% in Guatemala and 40.8% in Chimaltenango). In addition the salary levels of former recipients more than doubled between when participants first got their jobs and the salaries that they are enjoying now. Full-time starting salaries were only 44% of what the women are earning today—an average of five years later. Several women attribute their career success to the education that they received, stating “with these skills and training I have more alternatives for work” and “for those of us that have education it's easier for us to pursue our career or to continue studying”.

Women expressed that their increased economic security is critically important to them. When asked how she benefited from the Kateri Tekakwitha Fund one woman stated, “I know how to better face life. I have more opportunities in different places, and I have a sense of security”. Others said “because I have a salary I can help my family” and “we don't have to suffer a single day anymore without food”, expressing their gratitude for the Fund.

In addition to critical financial support and increased economic opportunities, the Kateri Tekakwitha Fund provides opportunities to learn new skills, interact with other girls and women interested in their education, and take leadership roles. The women valued having a space to interact with other women and share challenges and successes. One woman stated that her favorite part of her involvement with the Fund was “sharing with fellow scholarship recipients during meetings and recreational activities”. These interactions helped increase women’s abilities to work with peers as one woman stated “I have the social skills now to get along better with my workmates and in different demanding situations”. Another woman expressed that she enjoyed having the opportunity to contribute to the group stating that “in meetings that I'm invited to, I have the ability to think and participate.”

The Kateri Tekakwitha Fund has had a positive impact on participants’ confidence and self-esteem. One member of the graduates stated “I'm able to do many things including assist in a women's group where I'm respected because of my ability to read and write”. Many women expressed that the support they received during their participation increased their sense of personal value, stating “they encouraged me so they made me feel valuable”.

Overall the report found that what was important to participants was the personal support, motivation and self-esteem building provided by the Fund. In addition the Kateri Tekakwitha Fund “opened them up to new ideas and new opportunities for their future. They are able to participate in organizational meetings, think about what's going on, and contribute to the conversations; they were also pleased that they were able to participate in a broader range of society than they before. They mentioned increased incomes—and therefore the ability to help support their families or provide education for their children. But they also learned through the program to not give up: By working hard to complete the program they were gaining professional respect and presented with new options for employment” (CSD 2010). One woman summed up the impact that the Kateri Tekakwitha Fund had on her life stating “I value the fact that I'm a woman - and that I am me”.

## **Future Plans**

In its Strategic Plan for 2010-11, the Kateri Tekakwitha Fund Board of Director’s has set as its goals to develop an expanded and formal intern program, improve the quality of the meetings for the scholarship participants, and increase the number of scholarships awarded. To accomplish all of these objectives it is seeking funding from individuals and through grants.

It has already received a grant from the R & R Foundation to support improved monthly meetings for the scholarship students. This is in response to the evaluation of the graduates of the program. The

scholarship participants have chosen as their yearly theme: “Job Opportunities in Guatemala and How to Seek Employment”. The staff is researching resources available on this theme.

The Guatemalan staff has written a plan for an expanded intern program and a grant proposal is being written from their plan. It will be submitted in November 2011.

The staff is at present working on a plan for the micro credit program for the women’s groups when the loans for their sewing machines are repaid.

The Board of Directors has committed itself to increasing the autonomy of the Guatemalan staff. To accomplish this, staff development is being provided. A framework is being set up that provides oversight by the Managing Director in the U.S., but that gives the staff more and more responsibilities for making the day to day decisions and long term planning. Legal status in Guatemala is also in process.

We feel excited about all the new initiatives in the process.

## **Conclusion**

In conclusion, the Kateri Tekakwitha Fund has enjoyed success with the Kateri Education Fund and Mission: Guatemala projects. Recipients of the fund have approximately three times as much education as other women in the region, are 29% more formally employed than women in Chimaltenango, have one third as many children as their mothers did, and earn salaries that are much higher than indigenous groups—and higher than women as a whole earn in Guatemala (CSD 2010).

## **Appendix**

- **Appendix A:** Profiles of Kateri Scholarship Fund Recipients
- **Appendix B:** Highlights of Mission: Guatemala
- **Appendix C:** Center for Sustainable Development Report

## Appendix A: Profiles of Kateri Scholarship Fund Recipients

### **Juana Quiacain Petzey**

Age: 34

Career: Elementary School Teacher/Urban Education

Juana works for a non-governmental organization as a Social Advocate in San Pedro La Laguna, Solola. Juana likes caring for children, and enjoys the responsibility that comes with doing a job well. Her life is better today, because she is able to work at an organization that needs her expertise. She believes that her strength comes from the experiences that she has had.

Juana feels fortunate for being able to study with the help of the Kateri Education Fund, as her family lacked sufficient economic resources to cover her studies.

### **María Delfina Sotz Catú**

Age: 21

Career: Business Secretary and Nursing Assistant

María Delfina Sotz Catú works as a nurse in one of the state's largest hospitals, which serves people from all over the region, many with illnesses that require a specialist's attention. As a nurse, María Delfina has more career opportunities than she had when she was looking for work as a business secretary and she enjoys her career. María Delfina's patients often arrive at the hospital very ill and needing special attention to ease their pain and she enjoys helping them get better.

However, for María Delfina, the best part of her education and career is that she is able to stay united with her family. Her father works in the United States, but the rest of her family- her mother, her five siblings, and María Delfina are able to stay together. María Delfina hopes that her father will be able to return to them soon.

### **Juana Alicia Catú Sajcabún**

Career: Elementary School Teacher

Alicia works as a receptionist in a private hospital in Guatemala City. She enjoys interacting with many people, especially her female co-workers, from whom she has learned so much. Alicia has studied English, which she views as important for her education and to her career.

Alicia has ten siblings. Her family is very happy that with her job, she is able to help financially support her younger siblings' education.

Alicia firmly believes that her quality of life is different since graduation, because she has better access to work and is able to interact with more people.

## Appendix B: Center for Sustainable Development Report

# **An analysis of impact of the Kateri Tekakwitha Fund scholarship fund on the quality of life of former scholarship holders.**

January 31, 2011

Kay Sweeny  
Kateri Tekakwitha Fund  
PO Box 906  
Pacifica, CA 94044

Dear Kay,

I am pleased to present you with the final report of my study on **Kateri Tekakwitha Fund** scholarship program conducted during the fall of 2010.

## **EXECUTIVE SUMMARY**

This summarization of data represents parallel data from the years 2005 and 2010 which are compared to each other in the first section below. A new, second set of questions were also asked of past scholarship recipients—that cannot be compared to 2005—but they give us new information on how the lives of these participants have benefited from the scholarship program.

**There have been a number of positive changes from 2005 to 2010.**

**Education Levels** The number of program participants who graduated from high school have risen from 80% in 2005 to 92% in 2010 (15% increase), and the number who have graduated from **junior high** school have risen from 92% in 2005 to 100% in 2010 (9% increase). This would show that **Kateri Tekakwitha Fund** has improved their educational programming efforts.

This is in stark contrast with the national average for indigenous women in Guatemala who complete an average of 3.1 years of schooling and for women in Chimaltenango who complete an average of 4.6 years of schooling. (ENCOVI 2006)

**Employment** The number of participants employed outside of the home rose from 70% in 2005 to 84 % in 2010. This percentage breaks down into 58% are formally employed in the job market and 26% are **employed** in the informal job market as a method of raising supplemental income. This employment rate is higher than the national average for women (42% in Guatemala and 40.8% in Chimaltenango).

**Family Size** It's difficult to find current information on family size. If we compare the size of families of program participants to the size of the families they were born into, these women are having on average less than two children compared to their mothers who had an average of six children.

**Income** Salary levels more than doubled between when participants first got their jobs and the salaries that they are enjoying now. Full-time starting salaries were only 44% of what the women are earning today—an average of five years later. There was a broad range of salary sizes so I made the assumption that Q 1,800 per month represented a full-time job—solely for the purposes of comparing to national averages for full-time employment.

**Participant suggestions for program modifications** The single largest theme for suggestions was to improve the training sessions and workshops. Several participants suggested the development of new workshops, longer workshops, and more workshops. Others felt that the workshops could be improved by hiring well prepared professionals to deliver them.

**Personal Obstacles** These women faced a number of personal obstacles during their time in the program that range from time and money spent traveling long distances, a lack of family support, a shortage of economic resources, to a struggle in maintaining a minimum grade point average.



**What additional resources could have helped participants?** By and large the two most frequent requests were for access to libraries (books) and access to computers—both for Internet access—but also for preparing assignments.

**Testimonials** The challenges listed above were overshadowed by the positive testimonials of the participants. Obvious important things to them were the personal support, motivation and self-esteem building provided by the program. The program opened them up to new ideas and new opportunities for their future. They are able to participate in organizational meetings, think about what's going on, and contribute to the conversations; they were also pleased that they were able to participate in a broader range of society than they knew of before. They mentioned increased incomes—and therefore the ability to help support their families or provide education for their children. But they also learned through the program to not give up: By working hard to complete the program they were gaining professional respect and presented with new options for employment.

## THE STUDY:

### 1. EDUCATIONAL LEVELS

National average for indigenous women in Guatemala is 3.1 years of schooling; for women in Chimaltenango 4.6 years of schooling. (ENCOVI 2006)

#### Kateri Fund

- **Number of students in the study**
  - 2005: 25
  - 2010: 38

#### Educational level at start of program

##### 2005

##### Out of 25 survey participants:

Primary/Primaria:	2
Junior High/Basico:	9
High School/Diversificado/Perito/Magisterio/Sec.:	12
University:	2

##### 2010

##### Out of 38 survey participants:

Primary/Primaria:	2
Junior High/Basico:	16
Intern/Interina:	2
High School/Diversificado/Perito/Magisterio/Sec.:	16
University:	2

- **% students who graduated from diversificado - finished high school**
  - 2005: 20/25 = 80%
  - 2010: 35/38 = 92%
- **% students who graduated from basico – finished junior high**
  - 2005: 23/25 = 92%
  - 2010: 38/38 = 100%

A number of former scholarship recipients are continuing their education on their own and are self financed. 12 of these 14 women continuing their education are enrolled in university.

- 2010: 14/38 = 37%

**If you are married - what level of education does your husband have? What is your husband's salary?**

#### Of 14 married/united women:

Husband's Educational Level	Husband's Salary
Bookkeeping diploma	More than mine
Bookkeeping diploma	Unanswered
Agricultural diploma	Equal to mine
Nursing assistant	Q1500.00 or Q1800.00

Teacher	Government base salary.
Primary education teacher	He doesn't have a fixed salary
Electrician	Equal to mine
Technician	More than mine
Professional: University degree in communications	He works as a teacher and has a government base salary.
Only finished primary school	More than mine
Sixth grade (primary)	No fixed salary, he sells pure water in the market
Last year of middle school	He makes more than I do because he provides hauling services
High school	Equal to mine
Unanswered	Unanswered

## 2. EMPLOYMENT

**National Employment Levels 2006: Numbers below are percentages of those economically active**

ENCOVI 2006 Encuesta Nacional de Condiciones de Vida 2006 Instituto Nacional de Estadística de Guatemala

Area	Non-indigenous	Indigenous	Men	Women
Total country			77.7	42.2
Ethnicity	57.1	61.7		
Chimaltenango			78.2	40.8

### Fondo Kateri

- **% of students married/united**
  - 2005: 10/25 = 40%
  - 2010: 14/38 = 37% (doesn't include single mother (1), estranged (1), or widow (1))
- **% of students employed**
  - 2005: 16/23 = 70% working outside of the home
  - 2010: 32/38 = 84% working outside of the home
- **% of students married & not working outside of the home**
  - 2005: 4/10 = 40 %
  - 2010: 1/14 = 7 %
- **% of students married & working outside of the home**
  - 2005: 6/10 = 60 %
  - 2010: 13/14 = 93 %
- **% of students not married & not working outside of the home**
  - 2005: 1/13 = 8 %
  - 2010: 5/24 = 21 %
- **% of students not married & working outside of the home**
  - 2005: 12/13 = 92 %
  - 2010: 19/24 = 79 %

### Additional background information

Of a total of 32 people working outside of the home 10 are working informally to provide supplemental income; 22 are working formally

- 2010: 22/38 = 58% working formally outside of the home

Of 16 people not working formally outside of the home two just graduated in 2010 and were employed by January 2011. Three are studying full-time. Therefore: 22 working formally outside of the home + two recent hires + three full-time students = 27.

- 2010: 27/38 = 71% working formally outside of the home or are full-time students.

Of the four remaining truly unemployed women, two are raising their children.

### Types of jobs – # of individuals working in each type

- **2005:**
  - Nonprofit 2
  - Tourism/hospitality 3
  - Teacher/administrator 9
  - Housekeeping 1
  - Secretarial 1
- **2010:**
  - Nonprofit 5
  - Tourism/hospitality 1
  - Teacher/administrator/MINEDUC 10
  - Health 1
  - Retail 1
  - Family business 2
  - Cook at seminary 1
  - Housemother at orphanage 1
  - Informal 10

- **Length of job search before working**

I separated out participants that required longer than a year to find a job because there may have been circumstances that we aren't aware of.

- 2005: not available
- 2010: Total formally employed (22): = average 11.1 months job-search
- 2010: 1 year or less (16): = average 3.19 months job-search
- 2010: One year or more (6): = average 30 months job search

### Length of time in scholarship program versus success with finding work

#### 2005

- 2005: Of 15 workers: = 3.22 years of scholarship support
- 2005: Of 7 not employed: = 2.5 years of scholarship support

#### 2010

- 2010: Of 10 informally employed: = 3.38 years of scholarship support
- 2010: Of 22 formally employed: = 3.68 years of scholarship support
- 2010: Of 6 not employed: = 2.42 years of scholarship support

### National Average Monthly Income 2006: in 2006 Quetzales

ENCOVI 2006 Encuesta Nacional de Condiciones de Vida 2006 Instituto Nacional de Estadística de Guatemala

Area of work	Non-indigenous	Indigenous	Women
Informal	1074	733	782
Formal	2282	1440	2015
Private	2005	1209	1568

Public	3084	2121	2612
Laborer	790	672	561
Domestic help	575	552	566
Professional	2999	1921	2346
Technician	3082	2297	2588
Office workers	2245	1644	2170
Agriculture	1086	672	740
Hotels	2101	1115	1431

#### **Kateri Tekakwitha Fund**

- **Average incomes – all participants: part-time and full-time salary (salary when they started working and also present salary)**
  - 2010: starting salary = Q1,087/month
  - 2010: present salary = Q2,318/month
- **Average full-time income (minimum Q1,800.00/ mo.) (salary when they started working and also present salary)**
  - 2010: starting salary = Q1,172/month
  - 2010: present salary = Q2,650/month

### Comparison of Employment/Unemployment/Student Status

Scholarship Recipient	Work hoped for	Employment in 2010			Additional Study	Activities now
		<b>All Employment</b> (part time & fulltime & none)	<b>Supplemental informal employment only.</b>	<b>Unemployed: Possible Reasons?</b>	<b>Studying/Self Financed</b>	
CPB	International organization	Non-profit. Kateri Tekakwitha Fund				Coordinator at Fondo Kateri
MHCB	Work in an office	Housewife/ Weaver	Yes			Weaving, Vendor of used clothes
BNOB	Receptionist, secretary, or bank teller	At Home				Weave
NCCA	Bookkeeper	Census taker, Volunteer work for the City	Yes	2010 graduate, seeking work in her career; employed Jan. 2011		Weaving at home, Various short term jobs`
GMM	Bank teller	Weaver	Yes	2010 graduate, seeking work in her career; employed Jan 2011		Weaving, Helping at home, seeking work
JVCT	Work in the office of a nonprofit	Family Weaving Business		2009 graduate seeking work in her career		Weaving
MCSC	Teacher	Non-profit. Kateri Tekakwitha Fund				In charge of women's projects
CTO	Be a professional/utilize my profession	Teacher. Santa Clara La Laguna			Studying at University	Teaching
EP	Be a professional/utilize my profession	Teacher. Santa Clara La Laguna			Studying at the University	Teaching, Helping at home
JIR	Work in an office or in an institution	Retail. TV. Cable Santa Clara la Laguna			Studying	Cashier
MAS	Teacher	Teacher/ Housewife.			Study at University	Teacher/ Housewife
MCS	Be a professional/utilize my profession	Cook at seminary				Work in a seminary
JCS	Be a professional/utilize my profession	Non-profit. ADEMI Tecpán			Studying at University	Working in a women's organization, caring for my children and starting a

						business.
MYSC	Teacher	Guatemala Ministry of Education			Studying at University	Technical advisor and monitor of bilingual teachers: Kaqchikel and Spanish.
JACS	Teacher	Private Hospital, Mixco			One year of study at the University	In charge of pharmacy
RCC.	Did not graduate	At Home, Embroidery	Yes			Housewife, Embroidery
CLRC		Street Vender	Yes		Studying at the University Fulltime	Studying, Vending meals in her mother's business
JAS	Teacher	Teacher.				Teaching /Weaving/ Housewife
BACP	Teacher	At Home		Raising her children		Housewife
MDSC	Secretary	None			Studying Fulltime	Student
JCM	Bank teller	Casa Hogar "Maria Guadalupe" Santa Apolonia, Chimaltenango				House Mother in orphanage
MYAA	Teacher	Teacher				Teaching
GACT.	In an institution	At Home				Helps her mother at home
MBY	Did not graduate	Seamstress	Yes	Raising her children		Sewing/ Housewife
MLCF.	Be a coordinator of the program	Home Business				Selling clothes and accessories/House wife
PFIP.	Secretary, help my family, University degree	Promoter of Health Services. ICOS			Licenciatura in Social Work, Universidad Landivar	Work in an NGO
MFCC.	Teacher	Teacher. Aldea Patzaj.				Teacher
MVTB	Work with computers	Domestic Work	Yes			Domestic Work/Housewife
RARC	Work without exploitation	Student/ Internet Cafe			Studying medicine	Study at University/ Working in internet Cafe
EJR	Part-time work for continuing education	At home/ Street Vender	Yes			Works in her mother's business/ housewife
JQP.	The type of work isn't important	Fondo Cristiano para Ninos y Ancianos, San				Social Promotor, San Pedro La Laguna, Sololá

		Pedro la Laguna.				
EQP	Teacher	Student			Studying at University Fulltime	Studying
RFAD.	Be a professional/utilize my profession	Teacher. Santa Clara La Laguna.			Studying at University	Teaching
LEPI.	Teacher	Telesecundaria Program, Aldea Pabit, San Juan Comalapa, Chimaltenango			Study at University: Tecnico degree in School Administration	Teaching/ Director
AMCD.	Did not graduate	At Home		Recent birth of her child.		Single mother, raising her child, house work
JCAA.	To receive an income -- the type of work is not important	Teacher. Caserío Chacap, Santa Clara la Laguna				Teaching/ housewife
LTC	Teacher	At Home Weaver, Sells thread	Yes			Housewife, vending thread for weaving
IYSS	Utilize my profession	At Home, Vegetable Vender	Yes	Recent widow. Left her job to return to her village to be near her family		Small vegetable garden at her house/ Raising her son, housewife

**How many years of working did it take you to reach the salary level you have now?**

Of full-time employees, it took an average of 4.8 years to reach their current salary.

**How prepared were you for entering the labor market?**

Of 22 answering numerically—on average—they felt 79% prepared to start their job.

**People who didn't answering numerically said:**

I wasn't prepared

When you're assisting you receive training

I still have some limitations but I'm overcoming them little by little

I was missing some preparation but with the help of my superiors I was able to overcome this

**3. FAMILY SIZE**

**National Average**

- **Total fertility rate among rural indigenous women = 7.0.**

Women at the end of their reproductive period had had a mean of 8.3 live births, although only 6.6 children were still living." 16. J. Bertrand et al., Espaciamento de Embarazos en el Departamento de el Quiché: Resultados del Estudio de Base para un Proyecto Piloto, Asociación Pro-Bienestar de la Familia de Guatemala (APROFAM), Guatemala City, Guatemala, 1993.

<http://www.guttmacher.org/pubs/journals/2114395.pdf>

- **Number of participant siblings**

- 2010: 33 survey participants have 166 siblings = 5.03 per participant.

**Average # of children that past participants have as compared to national average**

**Kateri Tekakwitha Fund: Family size of scholarship recipients for women with children.**

- 2005: 14 children of 8 survey participants = 1.75 children per woman
- 2010: 29 children of 16 survey participants = 1.81

**If you don't have children, how many would you like to have?**

Of 19 women without children who answered  $46.5/19 = 2.45$  children on average

**4. CHALLENGES.**

**Are there parts of the program that you believe could be improved?**

**(2) Support**

(1) Professional advisors for orientation.

(1) Improve the guidance for the students so they will be successful in their lives and be in good spirits

**(3) Travel**

(1) Hold the meetings in different locations closer to students' homes

(1) Shorter meetings because of the length of travel time necessary

(1) Travel expense

**(3) Colleagues**

(2) That all of the students take the responsibility to fully participate in the program

(1) Program colleagues should show up on time



**(11) Workshops:**

- (1) More workshops given by professionals
- (1) Develop new workshops
- (1) More time for training sessions
- (1) Hold more workshops and have a trainer available each month
- (5) The workshops could be improved
- (1) Make sure the people presenting the workshops are better prepared in order to improve the workshops
- (1) Use audio visual in workshops

**Misc.**

- (8) No changes are needed in the program
- (1) Improve internship program so that it is more specific
- (1) Introduce past scholarship recipients to current students in the program for sharing
- (1) Expand coverage of the scholarship program for children
- (2) An increase in the scholarship amount

**What personal obstacles did you need to overcome in order to complete your education?**

**Travel and distance**

- (1) Adapting to being in the capital
- (3) The travel time necessary to collect the scholarship, cash the check and attend the meetings
- (1) Sometimes not having enough money to pay for the transportation to attend the meetings
- (1) Having to go to a school in another town which was adversarial to my town

**Family**

- (2) Hoping for more moral and economic support from the family
- (1) The death of my father
- (3) Family problems
- (1) My mother's illness caused me to miss classes and I lost control

**Financial**

- (2) Lack of employment opportunities
- (2) Economic resources; family economic problems
- (1) The difficulty of both studying and working

**Academic**

- (1) Time management
- (6) Struggling with maintaining a good grade point average
- (1) Struggling with studying alone
- (1) Not getting my grades on time because the teachers don't hand them out
- (1) Failed courses

**Misc.**

- (7) I didn't have problems
- (1) Workshops
- (1) Understand what a business does before going on an interview

**What things would have made the biggest difference in completing the program in a timely manner if they had been available (computer access, library, money, transportation, living space)?**

- (20) Library access
- (1) More support from teachers
- (24) Better, closer, less expensive access to Internet and computers
- (2) Greater access to typewriters
- (1) Tables, chairs, paper, and markers

**What more job preparation did they need after finishing program? Advanced study, other degrees or certificates, specialized training, internships....etc.**

**Academic/training**

- Study at a university/continue studying at a university
- Take a course in computers and bookkeeping
- To continue to work and study in order to learn more
- More training
- Complete my professional course of study
- Learn English

**Financial**

- Have employment opportunities and financial resources to cover basic necessities
- More time and money

**Misc.**

- To find a job that allows me to practice my profession
- Develop my ethical and moral values
- Maintain the desire to improve
- Put into practice what I do and learn from others

**What was the most difficult part of the program itself?**

- (7) Maintaining a GPA of 70%
- (12) Travel distance and time for attending meetings and collecting scholarship funds
- (14) It wasn't difficult

**Did you finish your education during the scholarship program - or did you leave the program before finishing?**

**2005**

- Yes: 17/27 = 63%
- No: 10/27 = 37%

**2010**

- Yes: 27/38 = 71%
- No: 8/38 = 21%
- Unanswered: 3/38 = 8%

**If you left the program before finishing school - what were your reasons?**

**2005**

Not able to maintain GPA: 6/10  
Initial stipend only: 1/10  
Married/Pregnancy 2/10  
Left Guatemala 1/10

## 2010

Not able to maintain GPA: 6/8  
Health: 1/8  
Pregnancy  
Family problems 1/8

### **If you hope to continue your education what things are you missing that would help you to continue?**

Time  
Money and work  
University education, a course in Kaqchikel, money  
Work, training, responsibility  
A computer at home  
A diploma course/university close to where I live  
A better paying job  
Economic support  
To make the decision to study—and money  
Course in computers. Work which will facilitate my studies.

### **Summary**

21/35 answered that they needed more work or money—or both  
14/35 answered they are currently studying

## **5. TESTIMONIALS**

### **Typical Testimonials: How has receiving education changed their life?**

#### **In what way did the program help you the most?**

Improved economic situation, my moral well-being and my knowledge  
It has given me the strength and good cheer to continue the struggle  
It is given me a good cheer to continue studying  
It is helping me to climb towards my goals and dreams  
It has raised my self-esteem and motivation to continue studying  
Spiritually - because it strengthened my soul and my intellect  
I value the fact that I'm a woman - and that I am me.  
With these skills and training I have more alternatives for work  
I have the social (societal) skills now to get along better with my work mates and in different demanding situations  
I'm better off economically and in personal relations in meetings  
For those of us that have education it's easier for us to pursue our career or to continue studying  
In meetings that I'm invited to, I have the ability to think and participate  
Because I have a salary I can help my family  
In the countryside they have to work hard every day without a break - but I can enjoy a paid vacation  
I have a greater quality of life  
I know how to better face life, I have more opportunities in different places, and I have a sense of security

We don't have to suffer a single day anymore without food  
I'm able to do many things including assist in a women's group where I'm respected because of my ability to read and write

**For how many years did you receive support?**

3.48 years of scholarship support on average

**Age at first scholarship**

19.34 years of age on average

**What part of program was most valuable to you?**

Scholarship funds  
Activities  
Workshops  
Recreational activities, birthday celebrations  
Sharing with fellow scholarship recipients during meetings and recreational activities  
Acquiring experience  
The experience I obtained during my internship  
All of it was important  
I liked the program because it was women only  
They encouraged me so they made me feel valuable

**What recommendations do you have for those in the program now?**

Try and comply with the requirements of the program  
Work hard to maintain the scholarship and make good use of it  
Be punctual  
Dedicate yourself and work to overcome obstacles  
Study and take responsibility  
Look for a place close to home to study  
Study, always check your work - and not at the last minute  
Demonstrate responsibility  
Maintain your GPA and make an effort in all of your activities in order to maintain your scholarship  
Don't lose the opportunity to continue  
Pay attention in all of your courses because they are important in developing the different areas of your life.  
Women don't have many opportunities and not everyone has the opportunity to study: make good use of your scholarship  
Make good use of your study time in order to get good employment  
Work hard and don't succumb to weaknesses, do your part in your studies and respect your parents and those who are helping.  
Follow advice given to you and don't be rebellious because you'll regret it.

**How would you imagine your life if you had not had the scholarship?**

I would not have worked in a hotel – I might not have had the opportunity to work.  
I wouldn't have had the thought that I could work in a business or an institution.  
I wouldn't have been able to complete junior high nor pursue studies in a career that interests me.  
I wouldn't have had the opportunity to study and I might be working in agriculture.  
I wouldn't have a diploma and I would have remained at home.

I would be working at home without access to jobs in offices, organizations and factories: I wouldn't have the job I have.

I wouldn't have had the opportunity to continue studying at university. I wouldn't be able to support children.

I would be a housewife. I might be working in the fields.

I wouldn't have a profession.

I wouldn't have the opportunity I have - and to have been able to share my troubles with my program mates.

I would have been left in a state of ignorance.

If I wouldn't have had the experience of learning about different types of work – I wouldn't have had work.

I wouldn't have gained academic knowledge and I couldn't have developed socially (in society).

I would have suffered economically.

Without academic preparation: unemployment, extreme poverty.

**What have been some of your accomplishments?**

Work alternatives

Personal development

Received my high school diploma

A job

Expanded knowledge; academic and intellectual knowledge

Graduated from junior high school

Finished eighth grade

Personal improvement

I'm able to pay for my children's education

**CONCLUSION**

In conclusion, these past participants have approximately 3 times as much education under their belts as their neighbors, 29% more of them are formally employed than women in Chimaltenango, they are having one third as many children as their mothers did (well below the replacement level), and their salary levels are much higher than indigenous groups—and higher than women as a whole earn in Guatemala.

The program does not appear to have any failures or negative aspects to it—it appears to be having a positive impact on this population of scholarship participants. Simple recommendations that may be worth noting that may help to continue to improve the program could be to:

- improve the training sessions, workshops, and adviser/counselors
- simplify the travel challenges and reduce the associated costs
- include or increase a stipend for computer access and books in the scholarship fee
- expand the program if possible

In ending, I would just like to thank you for the pleasure of having had the opportunity to work with you, and that I was impressed with everything that I saw and experienced. Please don't hesitate to contact me again in the future.

Sincerely,

Tim Magee