Country Background
General Background

* **Democracy building**
  * In 1985 democracy is reestablished in the country
  * The process is fragile, with limited and slow progress
  * Voting booth democracy; citizen democracy increasing

* **Peace accords**
  * Signed in 1996, ending a 36-year-long conflict; ongoing criminal violence
  * Mandate for an Education Reform: a proposal focused on quality, pertinence and equity is submitted in 1998
  * In 2004 a new national curriculum is delivered, and in 2005 classroom implementation begins

Post-conflict and education

* Currently in transition from an access and enrollment agenda to an improvement of quality of education agenda
  * Reading a national priority
  * Preprimary and secondary education levels are a priority
  * Transparency and accountability are part of a public agenda
  * Cross-sector involvement in education is now spread country wide
An agenda for change and education policies

An agenda for change
* Consensus building
* Poverty reduction
* Intercultural practice
* Peace Agreements follow-up
* Solidarity, inclusion and democracy
  * Well-educated children
  * Youth as protagonists

Education policies
1. Access and enrollment
2. Quality of education
3. Management model
4. Human resources
5. Intercultural and bilingual education
6. Equity
7. Investment increase
8. Institutional strengthening and decentralization
Strategies and Priorities

**Strategies**
1. Improvement of classroom and school management by empowering communities
2. Strengthening teachers’ competencies
3. Response to enrollment and quality of education demands
4. Accountability, a cultural change

**Priority programs**
* Intercultural bilingual education
* In-service teacher development and professionalization
* National Reading Program “Let’s read together”
* National School Accompaniment System
* Strengthening of students’ support programs

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**National Reading Program Implementation Strategies**

**Reading Promotion**
- National and local leaders read to students
- Storytellers in schools and communities
- Stories read in national radio
- Stories in newspapers
- Reading and writing contests
- Reading motivation activities

**Learning and developing reading**
- Literate school environment
- Reading corner in the classroom
- Reading spaces in the school
- Guided reading and writing practice
- Mandatory daily time for reading (30’)
- Reading activities in the school
- Usage of effective methodologies when teaching and developing reading

**Key implementation activities**

**Training people**
- Education specialists: promotion, acquisition and development of reading
- Teachers: effective teaching methodologies
- Volunteers: promotion and motivation

**Pertinent materials availability**
- Big books
- Flipcharts for teaching
- Teachers’ guides
- Books for reading
- School libraries
- Stories and reading activities

**Public-private partnerships and community involvement**
- Promoting reading
- Tech and financial assistance for program implementation
- Publishing reading materials
- Family reading activities, library visits, etc.

**M&E/Accompaniment**
- Accompanying implementation at the department, municipality, school, and classroom level
- Monitoring and evaluating
USAID Education Strategy

- Focus, scale, and impact
- Create strategic focus to achieve specific and measurable outcomes
- Link global network of USAID professionals with host country and development partners around a clear vision
GOAL 1: Improved reading skills for 100 million children in primary grades by 2015

- Reading skills defined as oral reading fluency
- Reading is the fundamental, foundational skill of schooling
- The earlier children learn to read, the earlier they can start to read to learn

GOAL 3: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015

- Education promotes peace, inclusiveness and stability through its structures and content
- Education as physical, emotional, and cognitive protection
I. Alignment to Government of Guatemala’s priorities:
   - Learning opportunities in local languages
   - Reading as the backbone of life-long learning
   - Human resources professional development
   - Accountability and transparency for decision-making process

II. Strengthening of institutional and local capacities
   - Two complementary approaches to design reforms and interventions
     - Support provided through the Ministry of Education’s structure
     - Bottom-up through local governments and community structures
   - Professional development of technical staff both at central and local levels
III. Sustainable and pioneer interventions

- Development portfolio focuses on capacity and institutional development toward a learning agenda
- Cost-effective interventions to promote uptake and sustainability
- Inclusion of best practices and support to implement innovative solutions

IV. Diverse partnerships toward a common goal: education quality

- Coordination and support to Teachers’ Union
- Private sector alliances and promotion of Corporate Social Responsibility initiatives
- Involvement of civil society for social audit
- Involvement of the entire education community in the education process
Educational Reform in the Classroom: Supporting Learning to Read

Reading results: A quick review (% reaching the standard)

<table>
<thead>
<tr>
<th>Associated factors</th>
<th>Grade level</th>
</tr>
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<tbody>
<tr>
<td>Gender</td>
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<tr>
<td>Girls</td>
<td>48.2%</td>
</tr>
<tr>
<td>Boys</td>
<td>46.8%</td>
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<tr>
<td>Location</td>
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<tr>
<td>Rural</td>
<td>43.7%</td>
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<tr>
<td>Urban</td>
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<tr>
<td>Ethnicity</td>
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<tr>
<td>Indigenous</td>
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<tr>
<td>Non indigenous</td>
<td>54.2%</td>
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<tr>
<td>National</td>
<td>47.5%</td>
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</tbody>
</table>
USAID reading strategy and J&A technical assistance in Guatemala

Supporting learning: Key factors

- Develop opportunity-to-learn concept
- Competent teachers
- Evidence-based teaching methods
- Support to teachers
- Learning materials
- Community support
In-service teacher professional development

* **Focus on two teacher competencies:** Disciplinary Content (language arts) and Didactics (early literacy), as required by the national curricula

* **Evidence based:** In-service teacher training based on key evidence of teaching and learning to read

* **Theory and practice approach:** Teachers learn fundamentals and their applications, put them to practice with relevant experience

* **Blended delivery:** Face-to-face classes, web based work, and in-classroom support using Pedagogical Accompaniment

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In-service teacher professional development

* **Peer-to-peer learning:** learning communities, reading circles, mathematics clubs

* **Coordination with MOE:** close coordination with local authorities; universities work with authorities and teachers supervisors. Alignment of work with MOE annual work plans, for example, the National Reading Program
Supporting teachers and teaching

- Transformation of supervision system from an inspection approach to a pedagogical support approach
- Students’ learning central to the overall effort
- Usage of pedagogical coaching
- Reading and (mathematics) a priority
- Internal efficiency data made available to supervisors: improving progress in primary level being the objective

Teaching and Learning Materials

- Textbooks and Learning Materials National Policy
- Textbooks closely aligned to national curricula
- Teaching support materials:
  - Flipcharts for literacy teaching in main national languages
  - Teacher guides for every textbooks
  - Big books for young readers, based on local oral literature
  - Classroom assessment toolbox
Private sector alliances and promotion of Corporate Social Responsibility initiatives

In the past decade, private funds flowing to low-income countries have expanded dramatically; firms bolster their Corporate Social Responsibility (CSR) by engaging with social concerns in countries where they operate.

- Firms begin to shift from a paternalistic approach to philanthropy to a broader engagement with development countries.
- Evidence of engagement in Guatemala by Multi-sector Alliances Program (Alianzas) that are new to CSR, as well as those with long-standing philanthropic commitments.
Timeline for the evolution of CSR

- 2001: Fondo Unido (United Way, Guatemala Chapter) is founded, to serve as a bridge between private sector and social investment.
- 2002: Center for Corporate Social Responsibility (CentraRSE) is founded to develop and promote CSR, thereby promoting social investment in Guatemala’s private sector.
- 2004: USAID’s funded Alianzas program begins.
- 2006: Second phase of Alianzas begins, with a broader set of development indicators on health and education.

Achievements

- Leverage of cash and in-kind resources.
- Involvement and growth of corporate membership associations
  - CentraRSE
  - Fundación para el Desarrollo de Guatemala (FUNDESA)
  - United Way
- Corporate support has evolved from social marketing and brand positioning to development
  - Financial investment
  - Focus on geographic priorities even without commercial presence
Achievements

* Diversification of corporate investments
  * Teacher training
  * Evaluation
  * Higher education scholarships

* Transition from short-term, philanthropic interventions to long-term measurable ones

* Role bringing corporate partners to alliances with government, cooperation agencies, NGOs

Strategies

* Build alliances focused on quality, not enrollment

* Involve corporate partners in key priorities:
  * institutional delivery capacity
  * upgrade and update its teacher body with a clear focus on basic learning skills – particularly in reading
  * ensure availability to students of textbooks and other learning resources

* Achieve long-term commitment
* In education, *Alianzas* has engaged 67 partners to invest in 82 projects, which include refurbishing classrooms, bathrooms, and kitchens; promoting innovative methodologies to improve quality of education; providing scholarships at different levels.
* *Alianzas* has leveraged US$13,845,722 from national and international firms and organizations to fund these projects.
* Over 400,000 children have been benefitted.

Analytical educational information as a tool for decision-making and planning.
Education Information Intelligence System

- Part of Guatemala’s Integrated Social Information System (ISIS)
- Allows access to end-users to multiple databases with an easy to use, “zero-friction” approach
- Used by Ministry’s central and departmental levels directors and technical staff, municipalities, civil society
- Feeds political dialogue and advocacy efforts, even at municipal level

From data processing to decision-making analytical information

- 1995: First digital Yearbook is published.
- 1997: Automated data processing is used.
- 1999: Information Intelligence Tools are introduced.
- 2003: Yearbook available online.
- 2005: Dashboards for the Educational Indicators System are freely available.
Dashboard prototype: Information presentation

Dashboard prototype: Data modeling
Dashboard prototype: Focalized analysis

Dashboard prototypes

* Information presentation prototype
  http://estadistica.mineduc.gob.gt:8080

* Data modeling prototype

* Focalized analysis prototype
Lessons Learned

- Successful reform requires high-level authorities’ commitment AND stakeholders’ ownership
- Reform is multidimensional: Changes are needed in different areas and at different levels, from the national leadership to the classroom level
- Reform is both bottom-up and top-down: Work is required at the classroom and school level; and at the local, regional and national level, in a simultaneous and tandem fashion
- Institutional drift and inertia are powerful obstacles to transitioning from Right to Schooling to Right to Learning
Success in implementation of the Intelligence Information System is based on two essential factors:

- The system is focused not on technology but on the end-user and his/her information needs
- A high degree of importance is given to usability, which allows the user to engage with the data and not be distracted by the technology giving access to it
- Private investments in country priorities tend to be sustainable even without donor support

Thank you!

With the contribution of