“Cross sector approaches in education enhancing youth development and reducing gender inequity”

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Guatemalan Context

- Democracy building
  1. In 1985 is reestablished democracy in the country
  2. The process is fragile, formalized, but with limited and slow progress
- Peace accords
  1. Signed in 1996, ending the civil war
  2. Mandate an Education Reform
  3. A proposal for education reform focused on quality, pertinence and equity is submitted in late 1998
  4. In 2004 a new national curricula is delivered, and in 2005 classroom implementation began
  5. Current in transition from an access and enrollment agenda to an improvement of quality of education agenda
  6. Preprimary and secondary education levels now with more priority
## Quick Appraisal of Education in Guatemala

<table>
<thead>
<tr>
<th>School Level/Aspect</th>
<th>Public Financing</th>
<th>Net Enrollment</th>
<th>Progress and completion</th>
<th>Quality</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE (0 a 3)</td>
<td>✰✰✰✰✰</td>
<td>✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
</tr>
<tr>
<td>Pre-primary (4 a 6)</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>Rural and Ethnic inequity</td>
</tr>
<tr>
<td>Primary (7 a 12)</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>Rural, ethnic and gender inequity</td>
</tr>
<tr>
<td>Lower Secondary (13 a 15)</td>
<td>✰✰✰✰</td>
<td>✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>Rural and ethnic inequity</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td>✰✰✰✰</td>
<td>✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>Rural and ethnic inequity</td>
</tr>
<tr>
<td>Out of school Youth</td>
<td>✰✰✰✰</td>
<td>✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
<td>✰✰✰✰✰</td>
</tr>
</tbody>
</table>
Strategy and Strategic Objective

- CAM regional strategy focused on achieving national level impact, directed at helping countries formulate and implement sound policies that address key constraints to development
- The strategy narrows the focus of USAID investment to a limited number of results within the three performance areas established in the Millennium Challenge Account (MCA): Ruling Justly, Economic Freedom, and Investing in People
- SO3: Investing in People: Healthier, Better Educated People
Project Objectives
Improve access with equity to an education of quality

Institutional strengthening, teacher training and development

Institutional strengthening for an effective quality of education

Improving teachers professional development

Classroom of quality

BE, teaching reading in L1 and L2, EGRA, texts and other instructional materials

Improving opportunity to learn, reforming preprimary education; and secondary education using a competencies for life approach
Cross sectoral approach

- Involve society stakeholders
- Evidence based decision making
- Participation of all society sectors
- Local capacity building
- Knowledge based alliances building
- Learn from others’ experiences

- Education
- Civil society
- Public and private sectors
- “Economy engines”
Involve society stakeholders from the beginning to have an ample vision of what is done in different circles and to place the matter in different contexts.

The information obtained through studies and investigation provides conceptual and contextual strength to the work being done.

Establish an on-going dialogue and national consultation with government, the civil society, the private and labor sectors, donors, and others, to communicate development goals.
Inform, educate and strengthen individuals and national entities, building local capacity and sustainability for the improvement of the quality of education process.

Building cooperative alliances, based on shared knowledge, allows uniting efforts, maximizing resources and strengthening the work.

A key action is to learn from the experiences and lessons of others, and from the existing frameworks of reference.
Alliances Building

• The private sector
  – Foundations
  – Private sector organizations: CNP, CGRD, Empresarios por la Educación, INTECAP, AGRHG

• Local CSO
  – Mayan organizations
  – Academic organizations
  – Girls’ National Education Association
  – Girls’ Education Information and Coordination Network
A timeline of USAID-J&A involvement on girls education

• The enrollment and completion drive: visibility raising and mainstreaming

• Strategic plans for girls education

• Improvement of quality of education: quality of education as children rights
  – The standards movements
  – Basic competencies for life
  – Opportunity to learn

• Transitioning from primary education to secondary education
The enrollment and completion drive: visibility raising and mainstreaming

• The 90's witnessed:
  – Awareness building in favor of girl’s education
  – Mobilization of different sectors of society
  – Policies and strategies for girls’ education
  – Design and implementation of specific projects and programs
    • Educate the Girl!
  – Studies and evaluations related to girls’ education

• The beginning of the XXI century introduced gender and ethnic equity as a mainstream theme
National policy and strategic plans for girls’ education

• 1993-1998 oriented to:
  – Enrollment, retention and completion
  – Contents in curriculum, textbooks and materials that enhance girls’ education
  – Consciousness raising of school community and parents
  – Participation and articulation of public decision makers from diverse sectors: public, private, religious, academic and NGOs to develop actions favoring girls’ education
National policy and strategic plans for girls’ education

- 1998-2002 strengthened the same previous areas, but added:
  - Training of teachers and educational agents on techniques to improve girls' participation
  - Coordination and implementation of actions between different sectors at the national, department and local levels
National policy and strategic plans for girls’ education

• 2003 – 2007 kept the same orientation but included:
  – Integral gender approach through the inclusion of gender equity and multi & interculturality in the curriculum as a mainstream area

• 2008 – 2012 emphasizes:
  – Education of quality
  – Enrollment in all educational levels mainly in Pre-primary and secondary
  – Social justice through education equity specially with disadvantaged
Improving the quality of primary education as door to secondary education and beyond
Primary completion, by age and gender
Seventh grade attendance if primary approved

<table>
<thead>
<tr>
<th>Year</th>
<th>Country</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 yrs</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>14 yrs</td>
<td>89.0%</td>
<td>98.2%</td>
<td>89.0%</td>
</tr>
<tr>
<td>15 yrs</td>
<td>94.1%</td>
<td>92.0%</td>
<td>94.1%</td>
</tr>
<tr>
<td>16 yrs</td>
<td>93.4%</td>
<td>74.6%</td>
<td>93.4%</td>
</tr>
<tr>
<td>17 yrs</td>
<td>81.1%</td>
<td>67.4%</td>
<td>81.1%</td>
</tr>
<tr>
<td>18 yrs</td>
<td>73.6%</td>
<td>75.5%</td>
<td>73.6%</td>
</tr>
</tbody>
</table>
Tenth grade attendance if ninth grade approved

- 15 years: 88.3%
- 16 years: 93.1%
- 17 years: 84.1%
- 18 years: 75.0%

Color codes:
- Red: Country
- Blue: Males
- Green: Females
Developing basic competencies for life

Long life learning

Basic Education System

Pre-primary  Primary  Secondary

0  4  6  12  17

Continuous Education System

University  Work place

COMPETENCIAS BÁSICAS

COMPETENCIAS LABORALES

USAID | GUATEMALA
Educating for life

Essential knowledge
- Productively using technology
- Mathematica I and logical thinking
- Behaving with autonomy and initiative
- Specializing
- Specialization

Communicating in a multicultural and multilingual environment
- Values based behavior in a citizenry environment
- Relating to and cooperating with others
- Learning to learn
- Interacting in heterogeneous groups

Autonomy
- Maintaining the natural environment, the personal and the collective health
- Applying learned principles in everyday contexts and situations
- Meta cognition

Educating for life
Cross cutting and fluidity among contexts

1. Personal and family context
2. Social context
3. Citizenship context
4. Labor context
5. Academic context
Gender gap evolution

• Enrollment
  – Preprimary
  – Primary
  – Lower Secondary
  – Upper Secondary

• Completion
  – Primary education
  – Lower Secondary
  – Upper secondary

• Academic achievement
  – Reading
  – Math
Enrollment Gender gap reduction

- Preprimary: 86.2% in 1992, 103.3% in 2009
- Primary: 87.3% in 1992, 95.5% in 2009
- Lower Secondary: 94.4% in 1992, 99.9% in 2009
- Upper Secondary: 90.0% in 1992, 101.8% in 2009
Sixth Grade Completion Gender Gap Reduction

1992-1997
Urban: 74.4%
Rural: 92.2%
Country: 74.4%

2004-2009
Urban: 92.2%
Rural: 92.2%
Country: 92.2%
Ninth Grade Completion Gender Gap Reduction

- Urban
- Rural
- Country

<table>
<thead>
<tr>
<th>Year</th>
<th>Urban</th>
<th>Rural</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-2000</td>
<td>80.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-2009</td>
<td>85.8%</td>
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<td></td>
</tr>
</tbody>
</table>
Eleventh Grade Completion Gender Gap Reduction

1992-2002

Urban

1999-2009

Rural

Country
Gender differences in math and reading
Challenges and next steps

- Institutional appropriation of policies and actions of girls' education and gender equity issues associated with curriculum, teacher training and teaching methods and
  - articulation within central units and departmental education directorates and with other policies, strategies and priorities

- Secondary education and education services for out of school youth, specially for the rural poor and indigenous girls and young women
Challenges and next steps (2)

- Closely linking education to life and XXI century challenges
- Improvement of quality of education driven by an competencies for life approach
- Continue and deepen actions toward reducing gender gaps (and other sources of inequity)