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# FINAL PROJECT REPORT



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# **USAID/Educational Reform in the Classroom Project**

## **Final Project Report**

**Contractor**

**Juárez and Associates, Inc**

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# Executive Summary

## I. Introduction

This document presents Juarez and Associates' final report of the Reform in the Classroom project, implemented under Contract #EDH-I-00-05-00033-00 and Task Order EDH-I-05-05-00033-00. On September 25, 2009 USAID/Guatemala signed the project contract for a base period extending through September 30, 2011. This period of performance was followed by an Option Period from October, 2011 to September 29, 2013, and a contract extension through March 31, 2014. The activities implemented under this Task Order contributed to USAID Strategic Objective 3, "Investing in People: Healthier, Better Educated People" and Intermediate Result 2: Increased, improved and more equitable educational opportunities for learning".

The report summarizes the results for the four components of the Educational Reform in the Classroom project in Guatemala. The project had the objective of developing a better educated population by helping the Ministry of Education (MoE) to improve access to, and quality, equity and efficiency of basic education. Such improvement was to be accomplished by focusing on: building and strengthening tools and systems for better service delivery; increasing teacher effectiveness; improving classroom-learning environments; fostering effective first and second language acquisition and reading; extending access to under-served populations, women and indigenous groups; and, expanding parents', communities' and stakeholders' participation in student learning. The overall objective was to ensure educational reform in the classroom and the application of effective, innovative approaches to increase and improve basic education opportunities for Guatemalan children.

The report includes an introductory section followed by a second section with the main results of the project components. Each component presents a description of the activity, the accomplishments during the Task Order implementation period, as well as lessons learned, difficulties encountered and follow-on activities. The third section presents the list of the Task Order final requirements reports, included in the Annexes. The fourth section presents the progress of the key indicators of the Performance Monitoring Plan and the fifth section presents the results of the key indicators of the Performance Monitoring Plan. The Annexes include the status report of Rapid Response Funds and Grants, the deliverables for the Task Order extension period, a list of the documents sent to CDIE during the life of the project 2010-2014 and the systematization of some of the main processes and studies developed by the project.

## II. Principal Results

***Ministry Systems for Policy, Planning, Professional Development, Quality Assurance, and Communication Established.*** Technical assistance efforts, organized within the paradigm of improving education at the classroom level, contributed to a unified focus for strengthening MoE procedures. The project has supported the creation of a national system for human resource development aimed at improving instructional practice through systematic pre- and in-service teacher training and a supervision system designed to support teaching. The institutionalization of workgroups made up of specialists from different technical divisions of the MoE has allowed an integrated approach to planning and policy formulation. Technical assistance in using computer applications for data-based decision-making has increased management capability at the central, departmental and municipal levels of education service

delivery, and increased the efficiency of three key MoE units providing quality assurance: Monitoring, Evaluation, and Certification. The MoE public relations unit was strengthened through participation in the development of a comprehensive development communications program that conducted research on appropriate content and local channels and used such channels for building local awareness on improving educational quality.

Despite a general agreement on the elements of educational quality in the classroom by senior administrators in the MoE, and the provision of extensive technical assistance and several support studies, the project was unable to assist in the development of senior monitoring group to oversee MoE progress system change. This was in part the result of overlap and lack of definition of directorate roles and responsibilities, as well as a lack of mechanisms for reorganizing directorates. Improvement of responsibilities is among the MoE priorities in its strategic implementation plan for 2012-2016.

***Instructional delivery improved through strengthened pre-service and in-service training of teachers, as well as, training of trainers, department administrators and supervisors focused on support of teachers in the classroom.*** The project provided technical assistance in the planning and implementation of National System for Human Resource Development in the MoE through providing experts and studies of previous experience to work groups which included the relevant directorates of the MoE, department offices and the leading teacher union. Technical assistance was also provided to San Carlos University and the institute that trained secondary teachers in developing an MA-level training of trainers program and a specialization program that redefined supervision as outreach and coaching for classroom teachers. Under the program, administrators and supervisors have been trained to support teachers in the Opportunity Zones. The project also supported the redesign of pre-service teacher education so that it required university training, helped in the formation of a consortium of universities that developed a common core curriculum for pre-service teachers, and worked with local universities in the opportunity zones to carry out in-service programs in reading, appropriate to different populations in the Opportunity Zones. Two cadres of scholarship recipients completed MA degrees designed to prepare them for MoE management positions, through project support. The project helped the MoE plan a National System of Educational Accompaniment (SINAE in Spanish), which will use many of products developed with project assistance in assisting teachers to enhance pedagogical practice.

***National Policy on Textbooks and Materials, a Plan for Textbook Distribution, and Guidelines, Learning Materials and Assessment Instruments for L1 and L2 Developed.*** The project assisted the MoE working groups with technical expertise and background information in the development of a national textbook policy and distribution plan. Assistance was also given in the design and validation of a bilingual intercultural early reading model for early grades and texts and materials and assessment materials to support reading in Mayan languages, Spanish, and Spanish as a second language. Additionally, the project aided the MoE in the design and testing of an early childhood education model, in incorporating life competencies into the secondary curriculum and in developing a proposal for secondary education reform.

***Municipal Capacity to Plan and Implement Programs to Support Learning Enhanced.*** The project provided training to municipal leaders in data-based decision-making and work in the development of educational municipal plans, trained librarians to improve strategies for learning opportunities associated with library use, and trained teachers to use curriculum-based continuous assessment. Increased training contributed to the development of municipal

education plans and the creation of municipal “Friends of Reading “ program in the opportunities zones.

### **III. Lessons Learned**

Building sustainable national systems for educational service delivery can be accomplished by combining skill training and state-of-the art technology with an organizational format that allows participation by all appropriate technical directorates. Monitoring of the quality of service delivery will be enhanced by clear definition of each directorate’s role and responsibility.

An education development communication strategy must be both “top-down” and “bottom-up” to effectively reach populations in under-served areas. MoE messages on improving quality in the classroom were successful when stated in terms of local priorities and delivered through local communication channels.

Involving all entities at different levels of the formation and professional development of education professionals builds acceptance and creates synergies in service delivery. Broad-based acceptance for making primary teaching a university degree career was created by involving teacher unions, private universities, the national university, and department offices in the design of pre-service, in-service and advanced training programs. Focusing all training on professional skills to improve classroom teaching allowed participants to assist in the design and implications of training applications in local areas as part of their degree program.

Development of policy, models, programs and tools may take longer than the normal 4-5 year USAID project cycle to fully develop. Changes in USAID strategic priorities and in MoE administrators, together with the need to gather information in opportunities zones -where service is fragmented and fewer data on education are available- delayed and refocused some project efforts, which limited results to initial proposals for discussion.

Capacity building at the municipal level in underserved areas can be carried out successfully when undertaken within a consistent policy framework and with ample time for development. The approach of a focus on classroom quality and opportunities to learn to read permitted an integrated approach to training and institutional development. As national policy and programmatic applications supported improved reading, there was administrative and technical support within the wider system for the municipal efforts.

### **IV. Follow-on**

Continue to support strengthened service delivery through human resource development and technology, and monitor the results of programs and policies designed and implemented with project support.

Continue to improve the human resource development system by incorporating school directors into leadership and outreach training programs and by conducting cost and impact studies on the training efforts carried out with project support.

Support and monitor the implementation of the secondary education reform as it pertains to life competencies and university-level pre-service training for teachers to ensure that objectives are met.

Monitor the implementation of the bilingual intercultural reading model, and early childhood education model in terms of instructional practice, use of materials and student outcomes in order to improve instructional delivery, as necessary.

Monitor the results of municipal education planning, municipal library strengthening, and the Municipal Friends of Reading program to determine impact and strategies for possible expansion.

# USAID/Educational Reform in the Classroom Project

## Final Project Report

### I. Introduction

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This report presents the results for each component of the Educational Reform in the Classroom Project. Results are discussed in a narrative format that describes the objectives of the component, the activities undertaken during the life of the project, lessons learned, and where appropriate, possible follow-on activities that might be needed. A summary of progress on key indicators follows the individual component discussions.

Juarez and Associates' Educational Reform in the Classroom project in Guatemala had the objective of developing a better educated population by helping the MoE to improve access to, and quality, equity and efficiency of basic education. Such improvement was to be accomplished by focusing on: improving administrative structures for better service delivery; increasing teacher effectiveness; improving classroom-learning environments; fostering effective first and second language acquisition and reading; extending access to under-served populations, women and indigenous groups; and, expanding parents', communities' and stakeholders' participation in student learning. The overall objective was to ensure educational reform in the classroom and the application of effective, innovative approaches to increase and improve basic education opportunities for Guatemalan children.

The report includes an introductory section followed by a second section with the main results of the project components. Each component presents a description of the activity, the accomplishments during the Task Order implementation period, as well as lessons learned, difficulties encountered and follow-on activities. The third section presents the list of the Task Order final requirements reports, included in the Annexes. The fourth section presents the progress of the key indicators of the Performance Monitoring Plan and the fifth section presents the results of the key indicators of the Performance Monitoring Plan. The Annexes include the status report of Rapid Response Funds and Grants, the deliverables for the Task Order extension period, a list of the documents sent to CDIE during the life of the project 2010-2014 and the systematization of some of the main processes and studies developed by the project.

## II. Results

### **A. Component 1: Institutional Strengthening for Effective Quality of Education in the Classroom.**

#### **Result 1: Increased institutional capacity of the MoE and other key stakeholders to design, plan, implement, deliver and measure education quality in the classroom.**

This result focused on service delivery that is distinct from teacher professional development. Rather, Component 1 dealt with the strengthening of individual and group skills, as well as organizational procedures, and products in the management of service delivery and teacher support. It did, however, include MoE monitoring of the implementation of training in terms of teacher good practice to judge the effects of management decisions.

In carrying out the requirements of this component, the project worked through a variety of technical assistance strategies, such as, workshops, one-on-one and small group training, and facilitating work groups, as well as advanced university training for MoE managers and outreach personnel that will largely be discussed under Component 2.

- 1. Sub-Result 1.1: Capacity of the MoE strengthened to assure effectiveness and quality in the delivery of education services.*

#### Accomplishments

- Plan for MoE monitoring of classroom quality developed.
- Procedures for MoE policy formulation, planning and implementation of services established.
- Analysis of the functions of the MoE directorates completed.

In the first year, the project focused on assisting the MoE to develop skill and procedures for strategic decision-making and monitoring related to the implementation of classrooms of quality. The project worked with all MoE directorates involved in service delivery related to teaching and learning to determine monitoring tools and procedures for the effort. Based on directors' consensus, a plan for the creation of a group of senior managers to coordinate activities was developed. This included the role and responsibilities of the group and a monitoring strategy that contained possible indicators, measures and criteria for determining classrooms of quality. However, there was a lack of agreement of roles and responsibilities of the different directorates, which contributed to the plans not being implemented. This led to an analysis of functions of the different directorates which revealed serious overlaps of responsibilities. Based on the findings of this analysis, the MoE has made improvement of management efficiency part of its strategic implementation plan for 2012-2016.

The project has also supported integrated technical work groups for developing plans and implementing strategies for key areas of MoE work. As will be discussed under subsequent results, these areas include: the development of a human resource formation system, a system for outreach to support teachers in the classroom; a national textbook policy; a plan for reform of secondary education; and the development of a continuous assessment system.

The organization of such technical efforts within the paradigm of improving education at the classroom level, has led to many of the principal project objectives (e.g. classroom quality and opportunities to learn; focus on reading and bilingual education; strengthening of management to promote learning at all levels of the system; university-level pre-service training for primary teachers), being incorporated into the MoE strategic implementation plan for 2012-2016.

2. *Sub-Result 1.2: Critical MoE systems are strengthened to guarantee quality and equity of education services and delivery, focusing on classroom quality.*

#### Accomplishments

-Principal MoE systems to improve instructional delivery strengthened.

Three of the principal systems for improving quality of education services have been strengthened under the project: Professional Development, Support and Outreach for Teachers, and Certification and Accreditation. As will be discussed fully under component 2, the project has helped in the design of a professional development system to strengthen human resources within the MoE. This includes advanced training for front office and department administrators, pre-service and in-service training for teachers; and training for outreach and supervision personnel who support schools and teachers. In addition to training for supervisors, a system for providing outreach to classroom teachers has been designed, based in part on the fieldwork undertaken by administrators and the testing of the new program. The project has provided training and technical assistance to DIGEACE, the directorate charged with certification, to establish an internet-based system of certification and accreditation.

In addition to new systems, the project has helped to build a culture of technical working groups, made up of representatives of the different directorates, to work in areas such as national textbook policy, secondary education reform, early education, and continuous assessment in the classroom. In each case, part of the process consisted of a review of knowledge in the area and technical workshops with experts in the field.

3. *Sub-result 1.3: Education Quality Assurance System is functioning to assure quality, equity, efficiency, and transparency at all levels of the education system.*

#### Accomplishments

-Platform of Social Indicators updated and made user-friendly.  
-Monitoring of opportunities to learn systematized.

The project originally developed a plan for monitoring quality of service delivery through the directorate for institutional strengthening (DIDEFI). However, such monitoring proved outside the functions and available human resources of that directorate. Thus, the project has focused on self-monitoring systems for implementing units providing services to classrooms. The project has supported updating of the National Platform of Social Indicators and trained educators at the national, regional and local levels in its use. The project worked synergistically with the USAID/HEPP project on this. It has also provided technical assistance to the directorate charged with certification to establish an internet-based system of certification and accreditation (*Sistema Nacional de Certificación y Acreditación –SINACE*), and assisted the directorate for monitoring educational quality, DIGEMOCA, to systematize national data collection on opportunities to learn to be carried out online. The project has also provided technical assistance in the use of information systems and quality assurance to create tools and human

resources to support quality assurance and possible certification under the ISO 9000 norm.

During the extension period, the project built on previous work by assisting DIGEMOCA in the creation of a “Dashboard”, an easy to read, real time, digital interface showing trends in the key quality indicators. This tool can be used by MoE managers at the central and departmental levels for making decisions about resource allocation.

*4. Sub-Result 1.4: Policy and programmatic decisions made based on results from quality monitoring system and applied research studies.*

**Accomplishments**

-Managers at all levels of the system trained in computer applications for decision-making related to improving teaching and learning.

-MoE decisions on bilingual reading, early childhood education, textbooks and classroom assessment made on the basis of field testing.

Institutional capacity building has focused on technical leadership to improve teaching and learning and the data-based decision-making. The project and the MoE have engaged in a formal planning process in each year of implementation. These meetings of directorate leaders with project personnel has been used to outline the directorate plans for the coming year and to identify technical assistance and training needs. As a result of this planning, the project has carried out short-term training of MoE technicians in areas such as the use of software for curriculum development and certification assessment, indicator development and measurement, and data analysis. Approximately 170 individuals have been trained, and over 60% of these individuals were women.

In addition to the project assistance in developing university training for departmental administrative, technical and supervisory personnel, several short courses and workshops have been carried out. These courses have included the development of a monitoring plan for bilingual intercultural education and classroom level coaching and have involved approximately 60 individuals, half of whom were women.

At the municipal level, members of municipal education commissions have been trained in the areas of use of the social indicators platform, indicators of educational quality and the developing or refining of municipal education plans. Approximately 80 individuals have been trained through these efforts. Reflecting the lack of women in municipal commissions, only 25% of these trainees have been women.

The project has also trained municipal librarians as part of the effort to strengthen municipal libraries, and trained teachers in the use of curriculum based continuous assessment instruments. The majority of the trainees, 82% and 88% respectively, have been women.

Prior to the initiation of the Project, the Vice Minister in charge of educational quality decided to review the state of research in the country and organized a working group that included universities and research groups to carry out the review and perhaps become an institutional entity. However, with a change of vice ministers, the project began a general dialogue in the ministry on studies to improve quality related to determining how students learn and how the ministry at the various levels could support that process.

In the first year of project implementation, the project assisted the MoE to carry out a baseline study on children's incipient literacy skills in Spanish and Mayan, conducted an evaluation of the results of the CETT early reading program on student achievement, tested the EGRA language assessment instruments for adaptation to Guatemala and Mayan language, and conducted qualitative studies to determine conceptual understanding of the concepts of communication, reading and education quality together with MoE specialists, as well as the girl's education study (Annex1) and entrance first grade at age of six (Annex 2). The project worked with the MoE to develop criteria for acceptable studies, and assisted in the development of studies of demand for teachers, testing of curriculum-based continuous assessment and early childhood education models in the classroom, understandable indicators of internal efficiency, piloting of a growth model for measuring academic achievement in L1 and L2 (Annex 3), and mapping of human resources working in bilingual intercultural education in Western Highlands, as a baseline for planning possible expansion of current MoE service delivery.

In regard to the dissemination of results, during the extension period of the project several technical meetings with the COR of USAID were held to identify the best way to disseminate project actions. It was agreed to hold a public event of closure of the project named "Bringing quality education to the classroom" jointly with the Ministry, to present the main processes, achievements and lessons learned obtained from school level to the central level of MINEDUC's voice. Additionally at the end of the extension period, a presentation of the study on Entrance of First Grade at Age of Six was conducted to high ministerial authorities and managers of substantive MoE units.

#### *5. Sub-Result 1.5: Development Communications undertaken*

##### Accomplishments

- Comprehensive development communications strategy focused on reading skills implemented.
- MoE public relations personnel understand conceptual and operational aspects of development communications.
- Skills to promote demand for quality education in reading at the municipal level strengthened.

Communication in education is a tool by which administrators disseminate information on policies, innovations, professional development opportunities and progress in student development, as well as obtain feedback on the understanding and acceptance of their decisions throughout an educational system. To be effective, communication efforts build on a specific theme through an integrated strategy of dissemination for different target audiences. In the case of the Reform in the Classroom project, communication efforts were unified around the theme of providing effective learning opportunities for all children in a classroom.

The project produced a detailed Development Communication Strategy that included awareness efforts at local levels, and trained MoE communication specialists in conducting research for designing national awareness campaigns. In addition, the project produced a video in conjunction with the MoE Evaluation and Monitoring Directorate, DIGEDUCA, to aid in the disseminating the results of MoE evaluations in terms of education quality.

The development of the communication strategy included diagnostic studies in the Opportunity Zones to determine different audiences and education priorities at the local level. The information from these studies was used to create an integrated series of strategies including radio messages, mobile units that visit communities, local reading fairs, and the creation of schools for parents, carried out over the course of the project. Messages were disseminated in

the local languages and local entities such as NGOs, schools and municipal centers participated in the activities. Message penetration studies among the general population in the Opportunity Zones found that more than 40% of the population could recall messages related to the elements of educational quality in the classroom. In the framework of the period of extension of the project the report for the systemization of communication for development was produced, which includes actions of alternative communication that were implemented, tested and piloted in the areas of opportunity during the life of the project (Annex 4).

## **Lessons Learned**

**It should not be assumed that technical MoE divisions with different titular functions can be easily tapped for higher-level ministry-wide monitoring.** In attempting to support the MoE in forming a high-level commission to review progress on quality at the classroom level, it was found that an overlap of technical and administrative functions among directorates did not permit participants to have a clear understanding of the work. Clear definition of functions and operationalization of classroom quality areas within each directorate may be necessary for a high-level monitoring group to be effective.

**Integrated technical work groups are an effective strategy to build skills and advance formulation of operational plans and policy initiatives.** The workgroups made up of technicians from different directorates were successful in producing documents that were used by the MoE for policy formulation and orienting technical implementation. The work was helped by combining skill building with product development.

**Quality Assurance of support services and instruction may require a redefinition and increased resources of some directorates.** The directorate for institutional strengthening had neither the background nor the mission to monitor and improve the services of other directorates. Similarly, the directorates for evaluation and for monitoring did not have the resources to study and identify the specific elements that contribute to student learning in the classroom. As improving data-based management is an element of the current four-year implementation strategy of the MoE, these areas should be advanced under policy dialogue issues in future projects.

**An education development communication strategy must be both “top-down” and “bottom-up” to be effective.** In implementing a communication strategy in rural areas with several maternal languages, it was found that local networks, language and settings were needed to successfully disseminate the MoE messages about improving quality in the classroom. This suggests that to effectively build local awareness and understanding of reform efforts, ministries must understand local priorities and communication channels in order to properly contextualize and deliver messages.

## **Follow on**

Continue to help individual directorates define and implement service delivery to improve quality based on the discrete functions of the directorate. Develop an integrated computerized monitoring system that can be used by the Office of the Vice Minister for Educational Quality to track system-level progress.

Continue to use the strategy of integrated workgroups to develop implementing documents in the Central MoE, and monitor the effectiveness of the documents produced for operational and policy change.

Continue to strengthen directorates with responsibility for monitoring the quality of service delivery and measuring impact of improved service delivery, so that data-based decisions about effective interventions can be made.

Continue to use a multidimensional approach to building awareness about educational quality among the underserved populations of the country.

## **B. Component 2: Improved Education Human Resources Career Professional Development.**

The degree to which teachers can provide opportunities for students to interact with the curriculum content, especially in the early grades is an important element of successful learning in the classroom. However, good teaching practice requires a well-developed pre-service education program combined with a system of outreach and support to help adapt teaching to the contextual realities of areas that have been traditionally underserved by the education system.

Work under the project has dealt with creating and implementing an integrated set of activities that would change pre-service preparation for primary and pre-primary teachers from the secondary to the tertiary level and to upgrading training for teachers, trainers and outreach personnel who support teachers through advanced university work.

### **Result 2: Education Human Resources Professional Development System designed, negotiated, validated and implemented**

#### *1. Sub-result 2.1: National Education Human Development System Unit is established in the MoE.*

##### Accomplishments

- National System for Human Resources Formation (SINAFORHE by its Spanish acronym) planned and training at all levels implemented.
- Complementary areas of in-service training for teachers in Reading, Writing and Mathematics implemented.
- Orientation courses for new teachers planned.

The MoE requested for project assistance in the creation of a National System for Human Resource Formation (*Sistema Nacional de Formación del Recurso Humano Educativo - SINAFORHE*). The Project provided technical assistance and helped organize a technical working group that included all of the directorates concerned with human resources related to schools. The progress of the working group was reviewed weekly by a panel that included representatives of the teachers union and the MoE units related. The proposal was begun under one administration but presented to the new personnel in government after the change of administration in 2012. The administration of the system is currently the responsibility of the Directorate of Educational Quality (DIGECADE), however, the proposal includes the option for a

separate directorate to manage the system. The plan expanded the original in-service teacher training plan developed under the USAID-funded Development of a National System of Investigation and Evaluation to Improve Educational Accountability, Quality and Efficiency project to include management and outreach personnel involved in the delivery of educational services to the school. During the extension period, the proposal of operationalization of the National System of Human Resource Training Educational -SINAFORHE- was revised and submitted to the Ministry. The proposal includes possible options for MoE decision-making about the management unit for the SINAFORHE (Annex 5).

The program for the in-service professional development of primary teachers had been developed with participation of the MoE, the University of San Carlos and the national teacher union. The MoE paid for the cost of the courses for interested teachers and offered a pay incentive for completion of the program and for additional university training. This program, which has trained about 5300 teachers and has an additional 8000 teachers enrolled, forms a sub-component of the national human resource development system.

The project has supported the program by conducting a study to identify areas for potential further training for participating teachers, and as will be discussed under Result 2.2, by assisting in the development of training for a cadre of “trainers of trainers”. Owing to a request by the in-service teacher professional development system that project assistance be limited to support in course development while the existing teacher training model was tested, the project has focused on specialized course development in geographical areas where PADEP was not working.

The Project worked with the Pan American University in Jalapa to implement a special in-service program in reading, writing and mathematics. This two-year program trained 315 students, of which 236 graduated in December of 2012. In Totoncapán, the project worked with Rafael Landívar University in the implementation of a semester-long program that focused on reading, writing and oral Spanish in bilingual schools. This program trained 234 teachers in 2012, 197 of them completed satisfactorily the diploma and 172 enrolled in 2013. About two-thirds of the participants in the programs in each department have been women. In both cases the courses used distance education combined with weekend classroom work, so that teachers did not lose class time in furthering their education.

As part of the overall system, the project helped to determine areas where beginning teachers had difficulty in their first years of teaching and to develop orientation courses for beginning teachers. This aspect of the system has not as yet been identified as a priority by the MoE and has not been implemented.

2. *Sub-result 2.2: Higher education degrees in education are developed and implemented to strengthen in-country capacity of “trainers of teacher trainers,” or a cadre of Teacher Professional Development experts.*

#### Accomplishments

- MA program for Trainers of Teacher Trainers designed and implemented.
- A cadre of 40 professionals, the majority women, formed at the MA level.

The Project helped to bring together the German and Japanese development agencies, the MoE, the training center for secondary teachers (*Escuela de Formación de Profesores de Enseñanza Media – EFPEM*) from San Carlos University to design an MA program for trainers of trainers. Once the program was designed and approved by San Carlos, scholarships were

made available through by the project to 20 professionals from the MoE and 20 from San Carlos University. EFPEM offered seven additional scholarships. The program consisted of two remedial courses in interpretation of texts and statistics and 14 academic courses over two years. Coursework was undertaken outside of the normal workday. Women made up 60% of the Project-supported professionals. At the end of the project 31 professionals from MoE and USAC completed the requirements and 21 had graduated by March 2014.

### *3. Sub-result 2.3: Pedagogical supervisors trained*

#### Accomplishments

-Program in Leadership and Classroom Support developed and used to train supervisors in the Opportunity Zones.

The Project worked with the MoE, San Carlos and EFPEM to design a training program that redefined supervision as outreach and coaching for classroom teachers. The program consisted of two levels: a specialization in Leadership for Support of Teaching and an MA in the same area. The first stage was a specialization of four courses. These courses included 20 hours each of initial classroom work, followed by eight weeks of fieldwork in which each student developed a portfolio, working virtually with a tutor, and a final 16 hours of classroom work reviewing the fieldwork experience with professors and tutors and reworking the portfolio in terms of the review. The second stage consisted of 10 virtual courses to complete the MA. These courses were given virtually so that participants could carry out their functions in the MoE and the departments while completing their studies. To date, there have been two cohorts with a total of 84 MA students, being 47 men and 37 women. A total of 67 professionals from MoE and the Program for the in-service professional development of primary teachers (PADEP-D by its acronym in Spanish) graduated.

The specialization has trained 132 technical personnel of the MoE from various departments, as well as 43 trainers from EFPEMUSAC. Thus, individuals with advanced degrees are available in the Opportunity Zones to support teachers. The in-service training consisted of four courses in pedagogical accompaniment for teachers in charge of providing coaching as part of the work of UPANA and Rafael Landívar in Jalapa and Totonicapán, respectively.

### *4. Sub result 2.4: Institutional capacity building strategy developed and implemented for effective management and implementation of reforms at central, departmental, municipal, school and classroom level*

#### Accomplishments

- Plans for supervisor classroom support developed by Department Education Offices in Opportunity Zones
- Supervisors trained to provide coaching to classroom teachers in the Opportunity Zones
- Materials to support supervisor classroom support activities developed and tested
- National System of School Support implementation plan developed

This result was designed to ensure that the results of capacity building at different levels of the MoE, discussed under the previous results, are implemented effectively in the classroom. The project worked with the Departments of Jalapa, Chiquimula, Totonicapán and San Marcos, the MA students in Leadership and the appropriate MoE divisions to develop outreach plans for supervisors in each department. These plans, which were consistent with overall department education quality plans, described the number of schools attended by a supervisor, as well as,

the objectives, procedures and expected outcomes of the supervision at the classroom level. Schools were selected based on low education results. In Tonicapán, classroom support included use of the mother language in reading, whereas in San Marcos, support included the use of new materials developed in Mam.

As mentioned previously, supervisors in the specialization have done fieldwork as part of their training. As part of this fieldwork, they provided support to schools and teachers and prepared portfolios on their experience. The results of these activities were taken into account in developing procedures for supervisors.

The Project also worked with the German Cooperation Agency (GIZ) and a committee made up of representatives of the different MoE directorates to develop a plan for a National System for Educational Support (SINAE by its acronym in Spanish). The plan defined a new district structure for implementing the support mechanism and the definition of administrative and pedagogical support functions for the new supervisors. The design was tested in two municipalities in the western part of the country to validate instruments for assisting teachers in the classroom. Based on the experience, operational manuals for the system were developed.

During the extension period, the project assisted the MoE in preparing a plan for the implementation of the National System of School Support (SINAE in Spanish), and in providing feedback information for the document that gives SINAE's legal life, which was submitted to the Secretary General of the President for approval. As part of the plan, the MoE will train new SINAE human resources in the leadership specialization program developed with the project. Thus, materials for the courses were revised and provided to DIGEMOCA, the unit in charge of SINAE.

#### *5. Sub-result 2.5 Scholarship program established to train Education Development Professionals*

##### Accomplishments

-Scholarship program to prepare MoE personnel in Management and Leadership at the MA level implemented.

In order to strengthen the MoE management at the central level and departmental, a scholarship program that offered support for M.A. degrees in educational management and leadership and was to train approximately 20 people over the life of the project was supported by the project. The Frank Fairchild scholarship program built on the experience of an earlier scholarship program supported by USAID that trained professionals in educational monitoring and evaluation for the MoE. It was to support up to ten individuals in a year that met requirements, including a graduate record exam in Spanish, and were employed by the MoE. Successful applicants received a stipend for fulltime graduate work leading to Master's degree. In addition to coursework, recipients participated in internships within the MoE and the Educational Reform in the Classroom Project, received seminars and tutorials on subjects of special interest, took English courses to broaden access to current scientific literature, and had access to tutoring by individuals within the project. The *Universidad del Valle* was chosen to provide coursework and oversee thesis preparation because of that institution's history with educational administration programs. Owing to collaboration with the USAID-supported Alliances project, which leveraged private sector funds, the program was able to train 27 scholars rather than the 20 originally envisioned in two cohorts.

The program graduated 97% of recipients within two years. This compared to a 28% graduation rate for Education Masters degrees within the general population of the university (Chesterfield, 2013). Thus, even with living stipends, English classes, and other activities besides classes, cost per graduate was similar to that for all Education MA degrees. However, the slow rate at which recipients were been incorporated into the managing units of the central ministry and departments (only slightly more than one-third of the 27), lessened the impact of the training in meeting identified ministry needs in the short run.

Recipients identified the combination of theory, through coursework, and practice, through internships, as strength of the program. However, more than 40% of the recipients stated that badly planned internships in the ministry, where they did nothing but secretarial tasks, was a negative aspect of the program. University officials also stated that greater articulation between the course of studies and the internships would have increased the learning opportunities of the recipients.

6. *Sub-result 2.6: Development of new pre-service teacher preparation programs is supported with new contents and training strategies that meet requirements for quality education, particularly EBI, and direct experience with schools and classroom level reforms.*

#### Accomplishments

- Design for a university level program for primary teachers completed with San Carlos University.
- Consortium of Universities created which developed a common curriculum for pre-service teacher training across universities and functions as a self-supported entity.

All activities undertaken by the project, as part of creating the teacher professional development system, have focused on professional development that provides recognized university training for preschool and primary teachers. This has led to the recognition of the need for higher level pre-service training to adequately teach young children. It has contributed to a reform of the secondary curriculum where potential teachers take a final year of preparation for a career in teaching in high school, then must complete three years of university training to become a primary teacher.

As part of an effort by the MoE to raise training for primary teachers to the university level, the project provided technical assistance to San Carlos University to develop a university-level training program for primary teachers. These efforts contributed to an October 2013 agreement between the GoG and the University of San Carlos, which authorized San Carlos to create a University System for the Initial Training of Teachers (*Sistema Universitario de Formación Inicial Docente*). The project worked with the secondary teacher training institute (EFPEM/USAC) to develop a document establishing the framework and critical path for the system. The design is being reviewed by the San Carlos administration and the system is to be fully designed in 2014 and begin implementation in 2015.

Furthermore, the project provided technical assistance for the formation of a consortium of universities that developed a core curriculum for training primary teachers. The process included the review of the experience of other countries in raising the requirements for primary teaching, review of the legal and technical bases for changing the level of training, drafting of documents describing the competencies necessary for a teacher and the components of training to reach these competencies, a plan of articulation of curricula among the universities.

The plan includes cross-cutting areas such as bilingual education and intercultural education. The consortium currently has eight member universities: Universidad de San Carlos de Guatemala, Universidad Rafael Landívar, Universidad del Valle de Guatemala, Universidad Mariano Gálvez, Universidad Panamericana, Universidad Galileo, Universidad Internaciones and Universidad San Pablo. After being supported through Project funds in the planning stages, these universities are now continuing the work of the consortium through their own funding.

## **Lessons Learned**

**Involving all groups with a vested interest in the formation and professional development of education personnel is necessary to ensure acceptance of innovation.** In addition to the National University and particularly the Institute of Training Secondary Teachers, the MoE, with project help, involved the teacher unions and private universities in the design and definition roles in the formation and professional development of teachers. This resulted in broad-based support in making primary teaching a university degree career.

**Creating an integrated program which includes the professional development of all levels of teacher support along a single theme of leadership for improved classroom quality creates synergies for service delivery.** Trainees in the MA programs have applied their learning in the design and delivery of leadership, coaching and instructional professional development programs for supervisors and teachers in improving classroom quality in those areas where the project worked.

**Providing incentives to participate in professional development programs may be necessary for system change.** Incentives such as courses outside of the work week and online, scholarships, university credit, and salary increases, have contributed to relatively high graduation rates for voluntary programs (above 70% overall). As training was generally in-service, new skills and techniques have been applied rapidly at all levels of education service delivery.

**Investment in high-level training for potential central ministry or department managers should include the identification of appropriate positions for trainees on completion of studies.** The relatively low number of Frank Fairchild program graduates who hold management positions in the ministry argues for identifying and budgeting for appropriate positions prior to the graduation of the scholars to ensure maximization of investment.

## **Follow on**

Continue to involve all interested parties in the refinement and expansion of the MoE national system for human resource development.

Conduct cost-effectiveness studies on the training of all participants in training efforts developed with project support.

Incorporate school directors into the training in leadership and teacher support.

Continue to analyze the need for a separate directorate for training.

### **C. Component 3: Standards, life competencies, curriculum, materials, and testing for effective first and second language acquisition and student learning**

#### **Result 3: Language curriculum, textbooks, instructional and learning materials, tests and continuous assessments and teacher training aligned with standards and proved effective for L1 and L2 acquisition.**

Models and national policies provide referential or normative frameworks to programs, plans and activities, which allow for systematic testing of education interventions or innovations. Thus, model development, testing and refinement, as well as implementation tools are discussed in this section.

- 1. Sub-result 3.1: A national standards-based model for intercultural and bilingual education (focusing on bi-literacy for Pre-Primary - Grade 3), consolidated, negotiated, validated and implemented.*

#### Accomplishments:

- Implementation guide and resources for the MoE's Bilingual Intercultural Education Model developed.
- Local reading materials for Mayan language and Spanish as a Second language developed.
- Standards-based Bilingual Intercultural Reading Model for the Early Grades created.

The MoE had developed and approved a model for Bilingual Intercultural Education at the time of the initiation of the Project. Thus, the focus of the Project became assisting the MoE in the implementation of the model. In consultation with MoE units involved in bilingual intercultural education, a "Critical Path" analysis, with actions, products, benchmarks and timelines for implementing the model was developed. Owing to administrative changes within DIGEBI, the guidelines were never adopted fully, although several of the recommended actions such as determining competencies of a bilingual teacher, were carried out.

At the request of the office of the vice minister for bilingual education and the department director of Quiche, the project assisted in the development of a local bilingual reading program for the first three grades called Kemom Ch'ab'al. The project worked with MoE technical units, department personnel, a local NGO, and the German Cooperation Agency (GIZ) to develop and validate materials, and teacher training procedures for a program focused on first language and Spanish as a Second language reading. In developing the program, it was found that many schools did not have bilingual teachers. Despite such limits, the success of the pilot effort has led to a plan to expand the program to other Mayan-speaking departments, and to a mapping study of bilingual human resources in the MoE, discussed previously.

The Project also assisted the MoE to review successful experiences in bilingual education over the history of program implementation in Guatemala. This information, together with the experience with training and materials development for bilingual schools under the project, were reviewed by the MoE units most involved in bilingual education and a technical group established which developed a curriculum-based model for bilingual reading in the early grades. An implementation plan for the model was also developed to facilitate implementation once the model is reviewed and approved. Annex 6 contains the final report of the development of the model based on national standards for intercultural bilingual education, focused on literacy for early grades and the implementation strategy.

2. *Sub-result 3.2: Materials for L1 and L2 for children and teachers, including teacher guides, text books, and supplementary materials, developed and validated.*

Accomplishments:

- An evidence-based plan for development and validation of textbooks and education materials in L1 and L2 for early grades created.
- Materials for L1 and L2 developed, validated and distributed.
- A National Policy for textbooks and Educational Materials developed with the MoE.
- A National Plan for Provision and Distribution of Textbooks/Materials, based on the national textbook policy developed.

Early in the life of the project, a study on the availability of texts and educational materials in L1 and L2 for the first three grades was carried out. Based on the results of this study, a plan was developed that included the formation of editorial committees to develop texts in the necessary areas, technical specification procedures, steps in the development process (e.g. number of units, style, illustrations, etc.), and alignment and validation, with technical experts, such as the Institution of Mayan Languages, the MoE Gender Unit, and teachers. The plan was used to develop and publish materials that include first grade texts in Spanish and K'iche' for the early childhood program "We Walk Together" (*Caminemos Juntos*), 40 Big Books in Spanish, K'iche', Kaqchikel, Mam, and Q'eqchi', and six flipcharts for teaching reading in the same five languages and for teaching Spanish as a Second Language. Technical assistance was also provided for the design of a series for the natural and social sciences and for multigrade classrooms, requested by the MoE. All texts and materials avoid gender stereotyping and have a balance of male and female images. However, following good reading pedagogy, the traditional masculine-inclusive nouns and adjectives have been used. A disclaimer to this effect is included on all materials.

In discussions with experts in textbook production and distribution, it came to light that plans are unlikely to be implemented without an approved national textbook policy. Thus, the project began to work with MoE leaders and technical units to articulate a national textbook policy. Progress was slow, owing to other priorities, until the change in national administration, when the policy was taken as an important part of the education agenda. A final proposal has been reviewed by the Minister and the technical units.

The Project worked with MoE technical committees to develop a preliminary version of a national Plan for the Provision of Texts and Educational Materials, which is currently under internal review in the MoE. Analysis for the plan included the functions of each unit of the MoE in relation to texts and the legal analysis of regulations for acquisition, certification and distribution of texts. Thus, the document includes guidelines for development, selection, provision, technical quality, and the use of resources in the provision of texts.

During the extension period, the project examined the usability of the Guatemalan Online National Basic Curriculum, as a tool for teacher and school level teaching innovation. The project also supported the development of an online course for using this tool in. The feasibility of the tool was tested in terms of access and ease of use with teachers in Totonicapán. Usage of the tool has increased over the first few months of school year 2014.

3. *Sub-result 3.3: Mechanism to measure reading fluency and comprehension in early grades is developed.*

Accomplishments:

- Two mechanisms to measure reading fluency and comprehension in the early grades developed.

The Project worked with the MoE units for Bilingual Intercultural Education, Evaluation, and Curriculum to pilot and adapt EGRA to Guatemalan classrooms and linguistic needs. Based on the results of the pilot, a digital version of the test was developed and DIGEDUCA carried out a national assessment of early grade reading and published the results in 2011. However, because of costs of the instrument in terms of necessary materials, administration time, and training required for administration, combined with lack of alignment with the national curriculum, the MoE decided that it was not appropriate for use as a formative evaluation tool by teachers.

The project, working with the same MoE units, assisted in the creation of a formative evaluation instrument based on the national curriculum (Curriculum-Based Assessment), which was piloted in Spanish and K'iche' and validated with teachers, as well as with MoE specialists. The teacher guide for formative evaluation (*Herramientas de Evaluación en el Aula*) was revised to include this instrument and several other new instruments for reading assessment. A second guide on teaching reading (*Aprendizaje de la Lectoescritura*) also included procedures for teachers to use different formative assessment tools for reading. Annex 7 presents the systematization report of the adaptation of EGRA to the Guatemalan context.

4. *Sub result 3.4: Integration and implementation of Life Competencies under a Secondary Education Reform approach.*

Accomplishments:

- Basic life skills integrated into the official curriculum of secondary education.
- Reference materials for integrating life competencies in the secondary academic program developed.
- National conferences on basic life skills carried out.

The project carried out a mapping exercise with the curriculum unit of the MoE to identify where basic life competencies fit in the program. This effort built on work carried out under the USAID-supported Education Standards and Research Project (2005 – 2009) that had led to life competencies being a strategic objective of MoE and the Ministry of Social Development (MIDES). As a result of the analysis and in concert with the reform of secondary education, basic life skills were included as part of newly published official curriculum for the program in letters and science with an orientation in education (*Bachillerato en CCLL*).

With input from the mapping exercise, national conferences held on the subject, and technical assistance, the Project has also assisted in the development of reference documents for integrating basic life competencies in the curriculum and for instruction in these competencies.

5. *Sub-result 3.5: Design and develop a Secondary Education Reform Approach.*

Accomplishments:

- Proposal for the Transformation of Secondary Education in Guatemala based on life competencies developed.
- Criteria for educational quality for youth developed and validated.

- Analysis of current secondary education supply in relation to the development of work skills for the Western Highlands carried out.

The secondary education sector in Guatemala has traditionally been limited in supply and in information on the effectiveness of offerings for employment opportunities or further education. Thus, the accomplishments in this area are in terms of information gathering, building knowledge and creating proposals for discussion.

The Project worked with MoE technicians to collect information from international and national specialists, as well as suppliers of secondary education, to produce working papers such as situational analyses of the state of secondary education in Guatemala, critical path analyses to develop a proposal for secondary education reform, and different scenarios on the form that the reform might take. Based on these analyses a proposal for the transformation of secondary education in Guatemala that included coverage, quality of education curriculum, teacher preparation, relation to the job market and university entrance was produced.

The information generated also led to the production of guidelines for determining the quality of a program offering secondary education, which was validated with specialists in the area. Additionally, a study of the supply of secondary education in relation to the skills needed for employment in the Western Highlands was completed. Annex 8 presents the Proposal for the reform of the secondary education level.

*6. Sub-Result 3.6: Early childhood education model that is coherent with bilingual and intercultural education approaches developed and validated.*

Accomplishments:

- A model for early and preschool education developed and validated.

The project worked with a technical group made up of technical staff from MoE units with overlapping responsibilities for the area of education before entry to primary school. The team received input from national and international specialists, made visits to programs working with young children, and reviewed the previous experience of the MoE in the area in putting together a plan for testing and validating a model in bilingual and monolingual communities that had not received such services from any provider previously. Department and local school personnel as well as teachers, parents and community members, were incorporated into the process of testing and refining the model. The final result was a model called “*Caminemos Juntos*” (We walk together) validated at both the national and local levels for use in bilingual and monolingual communities.

## **Lessons Learned**

**Differences in USAID project cycles and MoE activities may cause certain results to be completed prior to project launch requiring flexibility.** As a bilingual education model was approved by the MoE prior to initiation of project activities, the requirement to assist the MoE in developing such a model became irrelevant. Project activities were refocused on providing tools for implementation of the model.

**The development of national policy and implementation of models takes time.** Changes in personnel and administration objectives may slow policy or model development. However, even when approved, such frameworks will require additional time for the negotiation of funding for implementation.

**The development of national models will be enhanced by involving interested parties at all levels.** The formation of working groups that included all of the MoE units ensured that all technical aspects of the design were dealt with, whereas involvement of regional and local service providers ensured contextualization of the materials and identified possible constraints to regional service delivery.

**Models in underdeveloped service areas may take more time than the 4-5 year USAID project cycle to fully develop.** In developing a model of secondary education, where service delivery is limited and fragmented and little information is available, much time was spent on gathering information. Thus, results during the project were limited to initial proposals for discussion.

**Assumptions about the composition of bilingual schools must be verified to ensure implementation of interventions.** In the course of developing L1 and L2 materials it was found that many schools that were considered “bilingual” did not have bilingual teachers, the teachers did not speak the appropriate language, or available bilingual teachers were not assigned to the first three grades.

## **Follow on**

Support and monitor the implementation of Standards-based Bilingual Intercultural Reading Model for the Early Grades to determine impact on reading and provide information for the implementation of the overall Bilingual Intercultural Education Model

Monitor the use of materials developed under the project in terms of use in the classroom and outcomes for students.

Support and monitor the implementation of the early childhood model and the finalization and implementation of the secondary education reform proposal.

## **D. Component 4: Increasing Opportunities to Learn**

This component deals with the creation of an environment that supports and enriches classroom learning. The project emphasis has been on building an understanding of opportunities to learn as an important component of classrooms of quality in targeted regions, and invigorating existing local entities such as municipal libraries and education committees to create learning opportunities.

### **Result 4: Increased Opportunities to Learn**

#### *1. Sub-Result 4.1: Local institutional capacity built*

#### Accomplishments

- Local leaders trained in data-based decision-making.
- Municipal libraries revitalized and librarians trained.

During the implementation period, a total of 12 municipalities were selected for participation the Project. The project began with San Pedro Jocopilas y Joyabaj, Quiché, San Pedro Pinula,

Jalapa and Jocotán, Chiquimula in 2010, and added Monjas and San Luis Jilotepeque in Jalapa in 2011. In 2012, Concepción Tutuapa, San Marcos, Santa María Chiquimula, Santa Lucía la Reforma, Momostenango, San Bartolo Aguas Calientes and part of the municipality of Totonicapán were added. Through a special request, Concepción Chiquirichapa in Quezaltenango was also added in that year. To initiate the work in the Opportunity Zones, the Project carried out studies of the social capital available in each municipality. These studies allowed the planning of actions, together with local actors and organizations, which met the needs of each area.

The strategy for institutional strengthening focused on using opportunities to learn with an educational quality in the classroom approach to build on existing organizations and functions in local areas. This strategy included invigorating or resurrecting municipal libraries and municipal education committees through meetings and workshops on the role of the municipality in promoting opportunities to learn for students, and small grants to local organizations to develop innovative programs in schools. The strategy was cross-sectional as it included assisting departments to develop education plans that dealt with reading improvement and supporting classroom teachers, as well as working with local entities. Work with libraries included help in developing bi-annual action plans that included soliciting resources such as books, materials, and computers, as well as improving the infrastructure of the libraries and carrying out awareness activities to encourage reading. Libraries were also a key participant in the campaign to create Reading-Friendly Communities.

The activities of the Project also included assisting in the creation of support groups for the municipal libraries, which were comprised of teachers and community leaders, and the training of volunteers to promote Reading in the community. Assistance was provided in the formation of municipal education commissions and in developing municipal education plans, training local leaders in the use of the social indicators platform for making decisions. Local organizations, such as PRODESSA, PRODI, CDRO, AKEBI, and Fundación Riecken, were supported to develop a bilingual reading model in Quiché, carry out culturally appropriate awareness activities, form “parent schools” to support reading, and provide technical assistance to strengthen municipal libraries, respectively. It is important to note that in some cases the project had to provide technical assistance to the local entities to build capacity to carry out their activities, especially in the area of monitoring results.

The university training provided to department administrators and supervisors through the leadership and support training programs described under Component 2, and to teachers in reading and mathematics in Jalapa and teaching early bilingual reading in Totonicapán, provided human resources to strengthen a focus on reading and educational quality in the Opportunity Zones. At the local level, the project also carried out training activities. Training was provided to 78 municipal commission members in the different regions. Courses and workshops consisted of familiarization with indicators of classroom quality, developing municipal education plans, and use of the social indicators platform for decision-making. One difficulty encountered was the low participation of women in the commissions. Males (58) outnumbered females almost three to one in training.

Twenty-eight librarians were trained in administration and use of the library to promote reading. The majority (23) of these individuals were women. As part of the test of the model of curriculum-based continuous assessment discussed under Component 3, 86 teachers were trained. As with library personnel, the majority of the teachers (76) were women.

The Project also conducted assessments of student achievement throughout the years of implementation. These results were presented to local leaders and educators through discussion on what the results meant and what actions should be taken based on the results.

*2. Sub-result 4.2: A model at a municipal level and viable for national expansion that promotes reading and leads to improved learning in grades K-3 is developed and validated*

#### Accomplishments

-Friends of Reading model planned and implemented by municipalities.

During the first year of the Project, the model of the Centers for Effective Teacher Training (CETT) was continued and studied systematically in terms of outcomes for teachers and students, as well as costs. The idea was to provide a package of a successful intervention to the MoE that could be used to advance reading instruction. However, in the same period, the MoE was experimenting with another model, *Mi Escuela Progresiva*, supported with BID funds. The project assisted the MoE to incorporate aspects of the CETT model into the *Mi escuela Progresiva* program. When the MoE decide not to implement the *Mi Escuela Progresiva* program, the project worked with technical personnel in the MoE and the department offices to develop the Municipios Amigables a la Lectura (Municipal Friends of Reading model in the Opportunity Zones). The program included municipal education plans that promoted reading-friendly schools, promotion of municipal libraries, and materials and local awareness efforts on the importance of reading as an element of educational quality. In addition, aspects of the CETT program were incorporated into the in-service teacher training programs, especially those supported by the project in reading for teachers in Jalapa and Totonicapán.

At the initiation of the Project, there was not a national emphasis on Reading. However, in the second year of the project, a national effort to recover the country's oral tradition and publish books related to this tradition, called All to Read (*A leer se ha dicho*) was started. In this period, the project assisted departments in the Opportunity Zones to develop plans for reading related to this effort. This experience was used as a basis for assisting the MoE to develop a national reading program, Let's Read Together (*Leamos Juntos*), and to help the departments expand their plans.

The strengthening of local institutional and individual capacities in an integrated manner focused on opportunities to learn and reading has provided support in department plans and outreach efforts for the local Friends of Reading programs. The project has also helped with the development of tools that the MoE can provide to explain the program. Although, the tools provide general guidelines, each municipal participant has developed strategies unique to local needs. As trained personnel in the regions are currently completing training and the programs are still in the early stages, it is impossible to determine results, sustainability, and potential for expansion at this time.

Changes in administrative personnel and USAID programming affected implementation of the model. In El Quiché, for example, changes in departmental administrators resulted in a lower level of collaboration with the Project. USAID changes in education strategy to focus on the Western Highlands curtailed the efforts in municipalities of Jalapa and Chiquimula.

## Lessons Learned

**Capacity building at the municipal level can be carried out successfully when undertaken within a consistent policy framework.** The approach of a focus on classroom quality and opportunities to learn to read permitted an integrated approach to training and institutional development. Thus, there was administrative and technical support within the wider system for the municipal efforts.

**Encouraging gender equity in municipal governing units, when implementing educational innovations, will require a special strategy in areas with low educational attainment.** The relatively low percentage of women participating in municipal government suggests that themes such as the importance of women's role in children's education might be included in awareness campaigns to encourage female acceptance and participation.

**Developing and testing a municipal education model is a long-term undertaking.** In order to create an integrated municipal program that supports reading improvement it is necessary to have national will, regional support and outreach, and capable administrative and technical implementation in municipal governing organizations and schools. Such capacity building takes time in terms of training and organizational change at several levels. Thus, the complete testing, validating and expansion of a municipal model may not be possible in a single project cycle.

**Local NGOs may need technical assistance to successfully carry out activities.** Local NOGs provided knowledge of the local context that contributed to successful service delivery and training. However, in some cases, support in administrative procedures and monitoring results was needed to ensure documentation of the success of activities.

## Follow on

Monitor the results of capacity building in supporting Friends of Reading model.

Expand the model to additional municipalities building on the knowledge gained through the project efforts.

Develop an awareness campaign to encourage female participation in municipal administrative units.

### III. Final Requirements Reports of the Project Task Order

In the project Task Order it was established that the final report will include the final reports of each of the requirements of the project. Therefore these reports are included in the Annex 10, which describes the process and progress of the institutionalization, the current situation, the lessons learned and recommendations for future programs.

The following is a list of the final reports of the requirements of the Task order that are included in this report.

Requirements	
1.1	Technical Assistance Modalities Strategy
1.2	Educational Quality Monitoring Strategy
1.3	Quality Assurance Plan
1.4	Research Agenda
1.5	Development Communication Strategy
1.5.1	Early Reading Socialization Mechanism
1.5.2	Education Quality in the Classroom Awareness Campaign
2.1	SINAFORHE Strategy and Implementation Plan
2.2	Higher Education Partnership Program
2.3	Pedagogical Supervisors Training Strategy
2.4	Educational Leadership Program
2.5	Frank Fairchild Education Scholarship and Coaching Program
2.6	Proposal to Support Development of New-Service Teacher Training Programs
3.1	Standards-based IBE Model and Implementation Strategy
3.2.1	Textbooks and Materials Development and Validation Plan
3.2.2	Reading Development and Promotion Strategy
3.3.	Early Grade Reading Assessment (EGRA)
3.4	Life Competencies Integration and Implementation Strategy
3.5	Secondary Education Reform Approach
3.6	Early Childhood Education Model
4.1.1	Cross Sector Approach Strategy
4.1.2	Local Capacity Building
4.2	Municipal Model of Educational Excellence Strategy

In the period of extension, a report on the Secondary Analysis and Results Tracking (SART) was requested as an additional product. There were several exchanges with the Optimal Solutions Group and the USAID/Guatemala Mission. As of the date of closure of the project no access to the platform neither reception of the protocols for submitting the required information were provided. The Final report for Rapid Response Fund appears as Annex 11. Also, the Final Report of Government Property appears as Annex 12. Finally, annex 13 is a list of all the documents submitted to the CDIE from 2010 to 2014.

## **IV. Progress on Key Performance Monitoring Plan (PMP) Indicators**

### **I. Introduction**

This section summarizes the results obtained by the Educational Reform in the Classroom Project during the four years of project implementation. It provides the principal findings on project performance from a baseline in October 2009 to September 2013. Progress on a number of project objectives related to MoE planning and policy decisions, educational standards, internal efficiency, teacher professional development and student academic achievement is examined. The findings in the document are based principally on project reports, complemented by MoE data, where available.

### **II. Findings on Key PMP Indicators**

#### **A. Component 1: Institutional Strengthening for Effective Quality of Education in the Classroom**

**Performance Indicator 1.1: Increased institutional capacity of the MoE and other stakeholders to design, plan, implement, and measure education quality in the classroom.**

The MoE has published a number of official documents that commit resources (staff, equipment and/or materials) to increasing equitable access or to improving quality (teaching and system support) of basic education services. These have included institutional agreements and personnel to develop a national reading program and a national textbook policy, investment in teacher training through scholarships, and monitoring of opportunities to learn through the educational monitoring directorate, DIGEMOCA. Recently, the MoE has published a four-year strategic implementation plan focused on improving opportunities for students to learning through improving service delivery and instruction. Fifteen ministerial documents informed by project activities were projected during the life of the project and the MoE has produced 16.

**Performance Indicator 1.2: MoE systems, units, divisions, initiatives with quality assurance mechanisms**

This is a measure of the enhanced capacity within the ministry to measure performance in meeting objectives related to equitable access and classroom quality. As the quality assurance criteria have yet to be developed, the baseline is zero. A system is defined as a service provider that uses multiple divisions in implementation. A division is a single service provider. A unit is a regional or local implementer (department, municipality) in targeted zones.

Technical assistance has included helping DIGEMOCA to create a system for monitoring progress to create opportunities to learn throughout the primary system and to provide a reporting system for managerial decision-making; assisting DIGEACE to develop a computerized system for certification and accreditation; creating a distribution system with the MoE for school libraries; assisting the MoE with national indicator definition and measurement; and working with the MoE to develop and test a curriculum-based system of continuous assessment. The projection of 20 MoE entities with quality assurance mechanisms was met.

**Performance Indicator 1.3: removed. Removal approved by project COR in July 2011.**

**Performance Indicator 1.4: Indicators that report on standards (children meeting learning standards and schools meeting opportunity standards) adopted, used and publicized by the MoE.**

This indicator tracks the total number of published criteria that are used by the MoE to determine system performance in improving quality and access. It is a measure of the enhanced capacity within the MoE to routinely monitor progress on implementation of initiatives to improve educational access and quality. Both production of measurable criteria and use in terms of planned, regular monitoring activities will be assessed. As no established criteria were available the baseline was zero.

Quality standards to improve learning have been implemented systematically in several ways. New textbooks and educational materials have been aligned with standards as called for by the National Curriculum and instruments to measure student and system progress have been developed or refined to monitor progress annually. The project met the projected target at the end of the 2012 fiscal year.

**Performance Indicator 1.5: Individuals trained in strategic information management (OP indicator).**

This is a measure of the enhanced capacity within the educational system to use information in decision-making. The focus was on the management of information related to access and educational quality. The project efforts focused on local managers (mayors, council members, supervisors, principals).

The project worked with another USAID-financed project to develop a user-friendly training procedure to facilitate understanding of the social indicator platform and its value for local decision-making. The total number of personnel trained was measured. The project surpassed the projection in 2012.

**Performance Indicator 1.6: Individuals trained in monitoring and evaluation (OP indicator)**

This is a measure of the enhanced capacity within the educational system to produce valid and reliable information for decision-making at both national and local levels. Over the course of the Project, individuals such as the technicians in directorates of Evaluation (DIGEDUCA) and monitoring (DIGEMOCA), as well as individuals such as municipal pedagogical teams, and department education teams were trained in evaluation techniques related to their information needs or responsibilities. The projection for this indicator was met in 2012.

**Performance Indicator 1.7: Education administrators and officials trained (OP indicator)**

This is a measure of the overall enhanced capacity of local education managers. Individuals who are counted as trainees in either the management indicator or the M&E indicators discussed previously must have separate additional training to be counted for this indicator.

The main thrust of the project was in building the capacity of municipal managers to support improvements in education quality. This included training in management, finances, and

soliciting funding for education interventions. The projection for this indicator was reached in 2012.

**Performance Indicator 1.8: Individuals trained in education management and education reform in the classroom**

This is a measure of the enhanced capacity teacher trainers and teachers to engage in participatory school and classroom management. It includes the central and regional technical personnel, as well as the supervisors trained in Leadership and Outreach over the life of the project. It also includes the teachers in special in-service training programs in reading and mathematics or early bilingual reading supported through the project. Projections for this indicator were surpassed.

**Performance Indicator 1.9: Host country institutions with improved management information system**

This indicator was defined as the total number of education institutions at the national, regional and local level that receive and use equipment, technology and/or training to monitor equitable access and classroom quality. It is a measure of the enhanced capacity to manipulate and use data. Inputs were monitored in terms of technical assistance provided and outputs in terms of reports generated by the partner institutions.

As mentioned previously, the Project assisted a number of directorates to improve their service delivery through the use of specialized computerized management tools. This included: a computerized system for certification and accreditation in DIGEACE; the development of a model to predict the demand for teachers at different levels of the system for DIPLAN, the directorate of planning; and enhancement of the social indicator platform to make it user-friendly to local managers. These latter two efforts were carried out in conjunction with the USAID/HEPP project. The projection for this indicator was met.

**Performance Indicator 1.10: Studies, information gathering or research activities conducted**

This is a measure of the enhanced capacity in the education community to conduct reliable and valid studies of equitable access and classroom quality. Both qualitative and quantitative research that was formative and summative was included. However, studies had to use an appropriate method to ensure validity and reliability of results to be counted.

Studies included those for which technical assistance was provided in training researchers, such as those carried out by DIGEDUCA and DIGEMOCA.

**Performance Indicator 1.11: No. of studies published and disseminated**

This indicator is defined as the total number of studies that provide results for improving equitable access and classroom quality available in archival format (digital or print) presented in a public forum. It is a measure of the enhanced capacity in the education community to communicate valid and reliable information on equitable access and classroom quality and to engage civil society in a dialogue about improving education.

As with investigations, studies included both work carried out by the Project, work commissioned by the project, and published work resulting from technical assistance efforts.

Examples of research results include the meeting of the International and Comparative Education Society, FLACSO publications, UNESCO, and the College Board meetings in Panama. The projection of eight studies was reached

**Performance Indicator 1.12: Outreach events focused on classroom level reform**

This is a measure of the enhanced capacity in the education community to build local awareness and participation on equitable access and classroom quality and to engage civil society in a dialogue about improving education. It included information campaigns, feedback on performance, presentations by notable scholars, and national or regional conferences on priority areas for the MoE, such as youth and education. The projection for this indicator was reached.

**B. Component 2: Improved Teacher Professional Development**

**Result 2: Teacher professional development system designed, negotiated, validated and implemented**

**Performance indicator 2.1: removed. Removal approved by project COR in July 2011.**

**Performance indicator 2.2: Institutional partnerships established with national and international universities and institutions to reform education courses, career, teacher training, and teacher career development.**

This is a measure of the enhanced capacity through partnership. Alliance is defined as an official agreement between institutions that involves technical assistance, faculty and student exchange, courses, and/or training materials. Both short-term and long-term alliances were considered, while recognizing that longer alliances may be more important for capacity building than a number of short-term alliances.

As mentioned in the narrative of accomplishments for this component, the project facilitated a number of alliances to improve the quality of classroom teaching. These alliances included: The international development agencies of the US, Japan, and Germany with San Carlos and EFPEM to establish a MA degree for trainers of trainers, San Carlos and UPANA with members of the CETT program to integrate elements of good practice and lessons learned from CETT into in-service teacher training; and the creation of a consortium of universities that developed a common curriculum to train pre-service teachers. The projection for this indicator was reached.

**Performance Indicator 2.3: Technical support actions provided to the technical committees to support training and teacher development.**

The project provided assistance to technical committees working in the national reading program. This assistance took place at both the national level and with each departmental office of the MoE in the opportunity zones. As discussed in the previous sections, technical assistance was provided in the development of a MA degree in Leadership and Outreach, and in the programs for supervisors in the same area. The project also supported working groups developing a national textbook policy, the model for secondary education reform, and the model for early reading in bilingual education. The projection of five technical support actions was reached during the life of the project.

**Performance Indicator 2.4 Students graduated from Master Degree Program in Education.**

This is a measure of the enhanced high level human resources in the education community. Students were trained in two cohorts of 10 participants each. As the program was two years in duration, results were in the final two years of the project.

The first cohort of the Frank Fairchild scholarship recipients graduated in Fiscal Year 2012. Nine of the 10 students sponsored by the project completed their degrees on time. One student who had emotional difficulties was allowed to continue studying at a slower pace and completed the MA degree with the second cohort of students at the end of calendar year 2012. The project reached the projection of 20 students completing the program. An additional seven students supported by the USAID Alliances project also graduated.

**Performance Indicator 2.5: Individuals trained as Teacher Professional Development Experts.**

This is a measure of the enhanced capacity to deliver professional development services at the national and regional level. Experts included university professors and technical staff from the MoE and departmental education offices. Projections were based on the assumption that the same individuals would receive training over several years until certified, and this was the case.

The individuals included in the definition of the indicator were those involved in the Leadership and Outreach program. This included MA-level trainees from the MoE and EPFEM, as well as departmental administrators and supervisors who completed the specialization in the same area. The program surpassed the projection of 40 individuals trained as teacher professional development experts.

**C. Component 3: Standards, life competencies, curriculum, materials, and testing for effective first and second language acquisition and student learning**

**Result 3: Language curriculum, textbooks, instructional and learning materials, tests, and continuous assessments and teacher training aligned with standards and proved effective for L1 and L2 acquisition**

**Performance Indicator 3.1: Percent of teachers in opportunity zones that understand and apply the Intercultural Bilingual Model in the classroom**

There has been no agreement through two administrations and several vice-ministers for Bilingual Intercultural Education on how to best implement the MoE model. In addition, the characteristics needed by teachers to implement a bilingual, intercultural curriculum have not been established by the MoE. Thus, no measurement of teacher understanding and implementation of the model could be made.

**Performance Indicator 3.2: Number of reading assessments implemented in opportunity zones**

This is a direct measure of the impact of improved education services on student learning. It included the total number of reading tests and applications used to assess students in opportunity zones. A test adapted to other language was considered as a different test than the original language and pre and post intervention assessments were counted as different reading test assessments.

In the first year of the Project, an assessment of EGRA was done and the CETT reading program was evaluated. Subsequently in each year, the project used a measure of reading readiness in Spanish and Mayan, as well as the MoE standardized tests for first, second and third grade reading, in the opportunity zones where it was working. The MoE used the reading readiness test with a national sample. In the final years of the project, a curriculum-based continuous assessment instrument which allowed teachers to measure basic skills in reading, writing and spelling was developed and tested. The project surpassed the projected 39 assessments for the life of the project.

**Performance Indicator 3.3: Education policies, regulations or guidelines drafted, modified or monitored with USG assistance to implement education standards in the classroom, reading methodologies, text book policy and materials distribution**

This is a measure of commitment to provide system support for innovations that promote equitable access and classroom quality. The definition included the total number of published official documents that provide guidance for implementation of education standards in the classroom, reading methodologies, text book policy and materials distribution.

The project supported the development of a national textbook policy, the production of a series of textbooks tied to the national curriculum and learning standards, the development of a model of bilingual early grade reading and the definition of performance criteria of students in K'iche' and Kaqchikel through a bookmarking exercise. The projection of five official documents published that provide orientation for the application of standards was reached during the life of the project.

**Performance Indicator 3.4: Activities carried out to promote reading**

This is a measure of community support for reading. It reflects local initiatives to build on a national reading plan. It was measured through the number of activities carried out in communities to promote reading as an important part of daily life.

In support of the Reading-Friendly Municipalities program, the Project used a number of local organizations to promote reading. These included reading activities in the municipal libraries, book fairs in local communities, dialogues about the importance of reading as part of the dissemination of test results for schools in the opportunity zones, "schools for parents" that encouraged parent participation in children's reading, and bilingual radio broadcasts on local channels promoting reading. The project reached the projected 79 activities to promote reading for the life of the project.

**Performance Indicator 3.5: Number of textbooks and other teaching and learning materials provided with USG assistance. (OP indicator)**

This is a measure of availability of learning materials in local education communities. Materials include: texts, teaching guides, educational resources (audiovisuals, posters, big books, etc.), as well as reading support tools for parents and others. It also includes adaptation of existing materials to align with the CNB.

In addition to production of a series of textbooks for national distribution, the project assisted in development of flip charts in the four principal Mayan languages and Spanish to be used as aids in teaching reading, flip charts for teaching Spanish as a second language, manuals for implementing bilingual and intercultural education, and revisions of the MoE manual for classroom assessment to include the curriculum-based assessment model developed with project support. The projection of 44 materials over the life of the project was surpassed.

#### **D. Component 4: Increased Opportunities to Learn**

##### **Performance Indicator 4.1: Institutional partnerships established with national or international institutions to increase opportunities to learn opportunity zones**

This is a measure of the enhanced capacity through partnership. Partnership is defined as an official agreement between institutions that involves technical assistance, funding, equipment, training, and/or training materials. Institutional national partners included municipalities, USAC, private universities, and foundations.

Over the life of the Project, the MoE has established partnerships with a number of international organizations. For example, as part of the national reading program, agreements were made with UNICEF, the OEI, and Plan International. In addition, an agreement has been reached with FUNDAP to carrying out activities in the opportunity zones. The projection for the life of the project was reached.

##### **Performance Indicator 4.2: Alliances created with donors, private sector, local governments and others**

This is a measure of the enhanced capacity through alliances. Alliance is defined as an official agreement between institutions to carry out a defined task. The agreement could involve technical assistance, funding, equipment, training, and/or training materials. It included both long-term alliances and short-term efforts.

Many of the alliances were formed with local governments to strengthen education commissions. Assistance was generally provided in strengthening organizational structure and developing educational plans focused on reading as an element of educational quality. The project surpassed the projection of 8 alliances.

##### **Performance Indicator 4.3: Municipalities participating in improvement of quality of education related activities.**

This is a measure of municipal participation in education. Over the life of the project, the target municipalities initiated actions to improve the quality of education based on their education plans. In most cases part of the plan included undertaking activities that defined a reading-friendly municipality.

##### **Performance Indicator 4.5: Degree of implementation of Early Childhood Education Model**

This is a measure of progress in creating an early childhood education model. The total number of activities in the Early Childhood Education Model implementation plan were counted and divided by the total number of activities for negotiation, validation and implementation of the program.

The change in government contributed to a delay in the development of an Early Childhood Education Model. The new administration had to develop plans and put personnel in place before focusing on program implementation. The implementation process was aided, however, by a declaration from the new president, supported by the new minister of education, that preschool education was a priority. The project assisted in the design and provided technical assistance in the piloting of the model, but the MoE provided personnel and carried out the fieldwork for testing the model in two regions of the country with students of different language abilities. As piloting is ongoing, the development of the model is not yet complete.

**Performance Indicator 4.6: International conferences organized under Cátedra Bloom lecture series**

This is a measure of broad dialogue about education quality. It was anticipated that an average of about five conferences would take place each year. The conferences would be open to all interested members of the education community.

Over the life of the project conferences with noted scholars who were serving as consultants to the MoE or were visiting professors at local institutions were arranged in the opportunity zones and in Guatemala City. Subjects were related to the areas in which the project was working with the MoE, such as academic leadership, improving early reading, design of education evaluation instruments, secondary education, and the like.

## V. Results on Project Key PMP Indicators

### Component 1: Institutional Strengthening for Effective Quality of Education in the Classroom

Indicator	Baseline Year 2009	FY 2010 Target	FY 2010 Actual	FY 2011 Target	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Target	FY2013 Actual
1.1 Total number of published official documents that commit new resources to increasing equitable access or to improving quality of basic education services.	0	5	5	7	7	10	11	15 (LOP)	16
1.2 MoE systems, units, divisions, initiatives with quality assurance mechanisms	0	5	2	10	5	15	15	20 (LOP)	20
1.4 Indicators that report on standards (children meeting learning standards and schools meeting opportunity standards) adopted, used and publicized by the MoE	0	1	2	2	4	4	6	6 (LOP)	6
1.5 Individuals trained in strategic information management (OP indicator).	0	10	5	15	20	20	44	30 (LOP)	44
1.6 Individuals trained in monitoring and evaluation (OP indicator)	0	10	11	15	26	20	32	30 (LOP)	37
1.7 Education administrators and officials trained (OP indicator)	0	26	26	31	36	36	44	41	44
1.8 Individuals trained in education management and education reform in the classroom	TBD	759	759	1000	979	1025	1211	1050 (LOP)	1291
1.9 Host country institutions with improved management information system	0	0	1	1	2	3	4	4 (LOP)	4
1.10 Studies, information gathering or research activities conducted	0	2	4	4	8	6	13	8 (LOP)	17
1.11 No. of studies published and disseminated	0	2	3	4	4	6	6	8 (LOP)	10
1.12 Outreach events focused on classroom level reform	0	5	8	10	14	15	15	20 (LOP)	26

## Component 2: Improved Teacher Professional Development

Indicator	Baseline Year 2009	FY 2010 Target	FY 2010 Actual	FY 2011 Target	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Target	FY2013 Actual
2.2 Institutional partnerships established with national and international universities and institutions to reform education courses, career, teacher training, and teacher career development..	0	1	2	2	3	4	5	5 (LOP)	5
2.3 Technical support actions provided to the technical committees to support training and teacher development.	0	2	3	3	4	5	5	5 (LOP)	5
2.4 Students graduated from Master Degree Program in Education.	0	0	0	0	0	10	10	20 (LOP)	20
2.5 Individuals trained as Teacher Professional Development Experts	0	10	41	20	59	30	94	40	94

## Component 3: Standards, life competencies, curriculum, materials, and testing for effective first and second language acquisition and student learning

Indicator	Baseline Year 2009	FY 2010 Target	FY 2010 Actual	FY 2011 Target	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Target	FY2013 Actual
3.1Percent of teachers in opportunity zones that understand and apply the Intercultural Bilingual Model in the classroom.	0	25%	nd	40%	nd	60%	nd	75% (LOP)	nd
3.2Number of reading assessments implemented in opportunity zones	0	9	9	21	21	31	43	39 (LOP)	45
3.3Education policies, regulations or guidelines drafted, modified or monitored with USG assistance to implement education standards in the classroom, reading methodologies, text book policy and materials distribution	0	1	2	2	3	3	5	4 (LOP)	5
3.4Activities carried out to promote reading	0	15	18	35	36	60	66	75 (LOP)	75
3.5Number of textbooks and other teaching and learning materials provided with USG assistance. (OP indicator)	0	20	20	32	67	40	70	44 (LOP)	73

#### Component 4: Increased Opportunities to Learn

Indicator	Baseline Year 2009	FY 2010 Target	FY 2010 Actual	FY 2011 Target	FY 2011 Actual	FY 2012 Target	FY 2012 Actual	FY 2013 Target	FY2013 Actual
4.1Alliances created with donors, private sector, local governments and others	0	2	2	4	4	6	7	8 (LOP)	8
4.2Number of reading assessments implemented in opportunity zones	0	2	2	4	6	6	15	8 (LOP)	15
4.3Municipalities participating in improvement of quality of education related activities.	0	2	4	4	6	8	13	12 (LOP)	13
4.4Degree of implementation of Early Childhood Education Model	0	25%	30%	40%	40%	60%	50%	75% (LOP)	75%
4.5International conferences organized under Cátedra Bloom lecture series	0	5	9	14	16	19	20	24 (LOP)	24

## **Annexes**

- Annex 1 Report of Study on Girl's Education: Advances, Difficulties and Future Steps
- Annex 2 Report of Study on Entrance First Grade at Age of Six
- Annex 3 Progress profiles of students and teachers: combining growth models to describe learning. Analysis of the Western Highlands Integrated Program - WHIP
- Annex 4 Systematization of the Development Communication Strategy
- Annex 5 Proposal for the Implementation of SINAFORHE
- Annex 6 MoE's Bilingual Intercultural Education Model
- Annex 7 Adaptation of EGRA to Spanish and k'iche': The Guatemalan Experience
- Annex 8 Proposal for Secondary Education Level Reform
- Annex 9 Systematization of the Technical Assistance provided in the Reading
- Annex 10 Final Requirements Reports
- Annex 11 Final Reports of Rapid Response Funds and Grants
- Annex 12 Final Report of Government Property
- Annex 13 Documents submitted to CDIE 2010-2014



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