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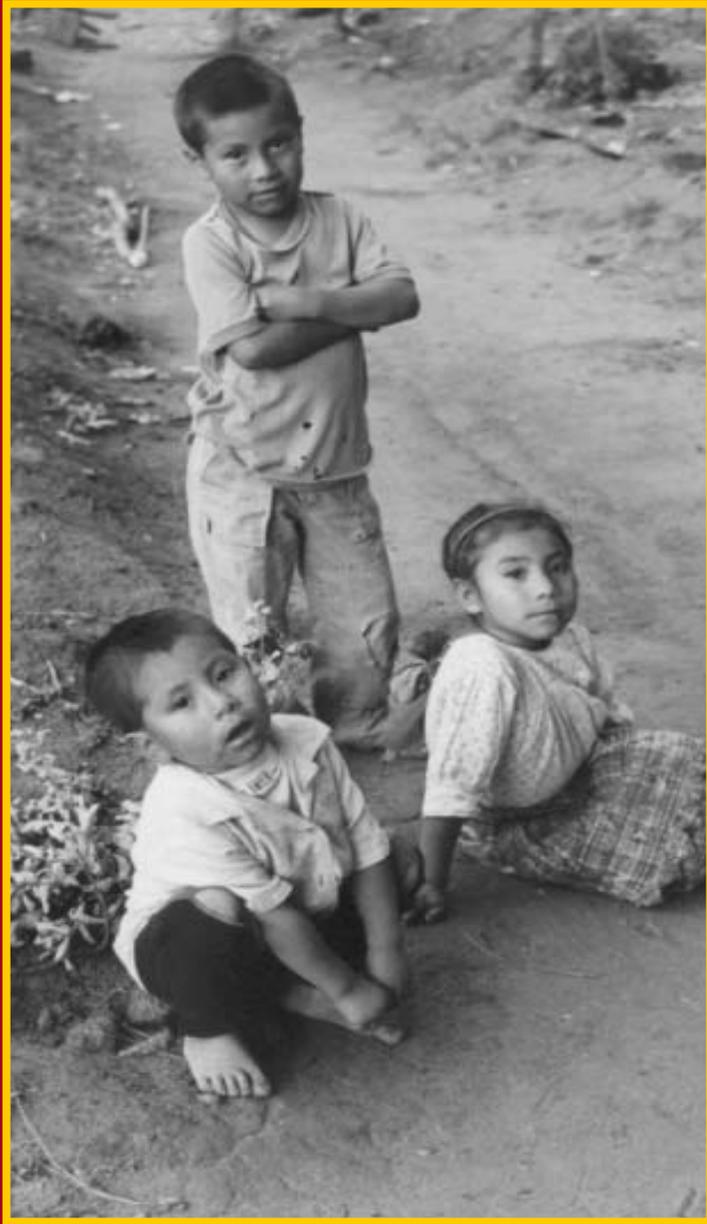
WORLD LEARNING

A black and white photograph of four young girls sitting on the ground, leaning against a wall. They are all focused on reading open books. The girl on the far left is wearing a light-colored shirt and dark shorts. The girl next to her is wearing a patterned shirt and shorts. The girl in the center is wearing a dark, long-sleeved shirt and shorts. The girl on the far right is wearing a dark, long-sleeved shirt and shorts. The background is a plain, light-colored wall.

*Access to Intercultural Bilingual
Education Project (PAEBI)*

Quiché, Guatemala

1999 - 2005



The **Access to Intercultural and Bilingual Education Project (PAEBI)** functioned in the department of Quiché, in the northern highlands of Guatemala. The project's principal focus was to improve the quality of educational services in pre-primary and the first three grades of primary school, in order to diminish school failure rates: absenteeism, desertion, repetition, and non-promotion. PAEBI worked to obtain a better educated, rural, Quiché population.

PAEBI's Coverage 2000-2004

750 rural schools

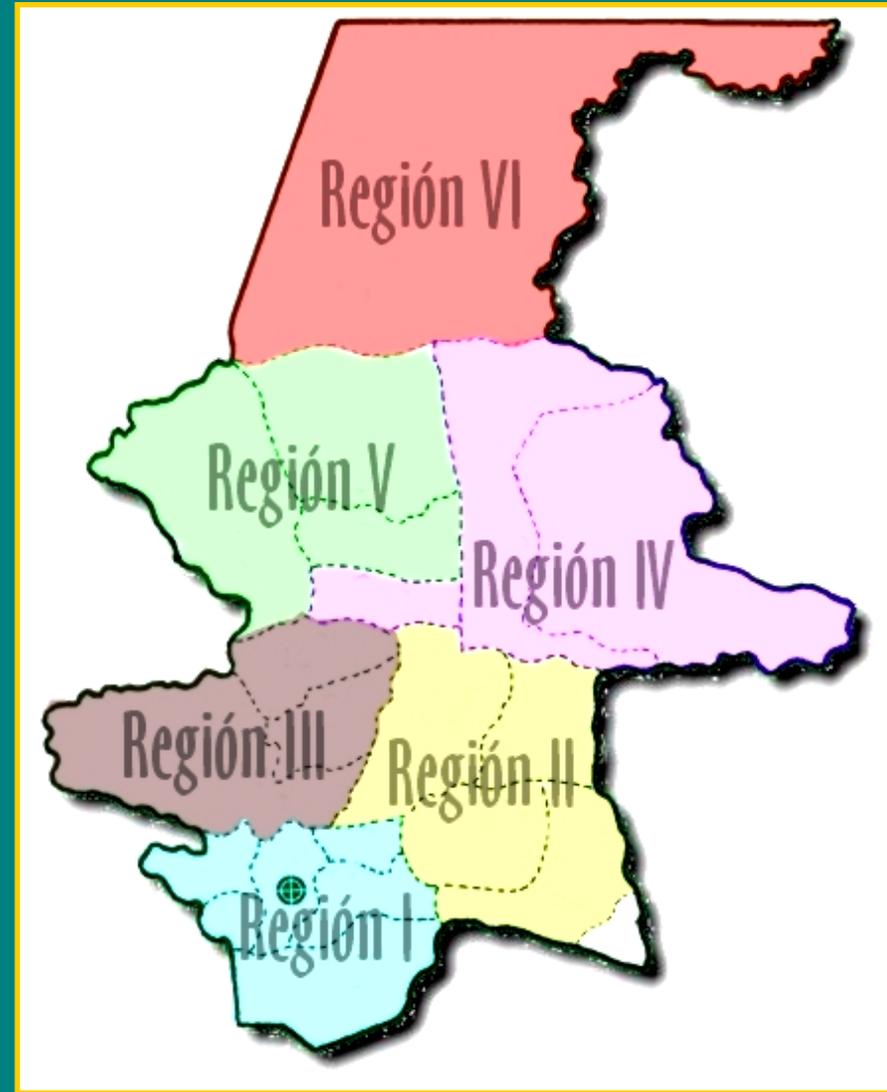
51 Let's Save First Grade (SPG)
pilot schools

198 pre-primary classrooms

6 IBE teacher training high schools

16 technology centers

12 communities with early
childhood stimulation



PAEBI's Participating Population

- 2,600 teachers from schools under PAEBI coverage
- 1,300 Diplomado program graduates
- 1,680 first grade teachers
- 1,190 teacher's aides from middle schools
- 1,050 Normal school students and teachers
- 81,400 primary school students each year
- 650 parents' committees
- 15,500 parents
- 1,700 women in Women's Leadership

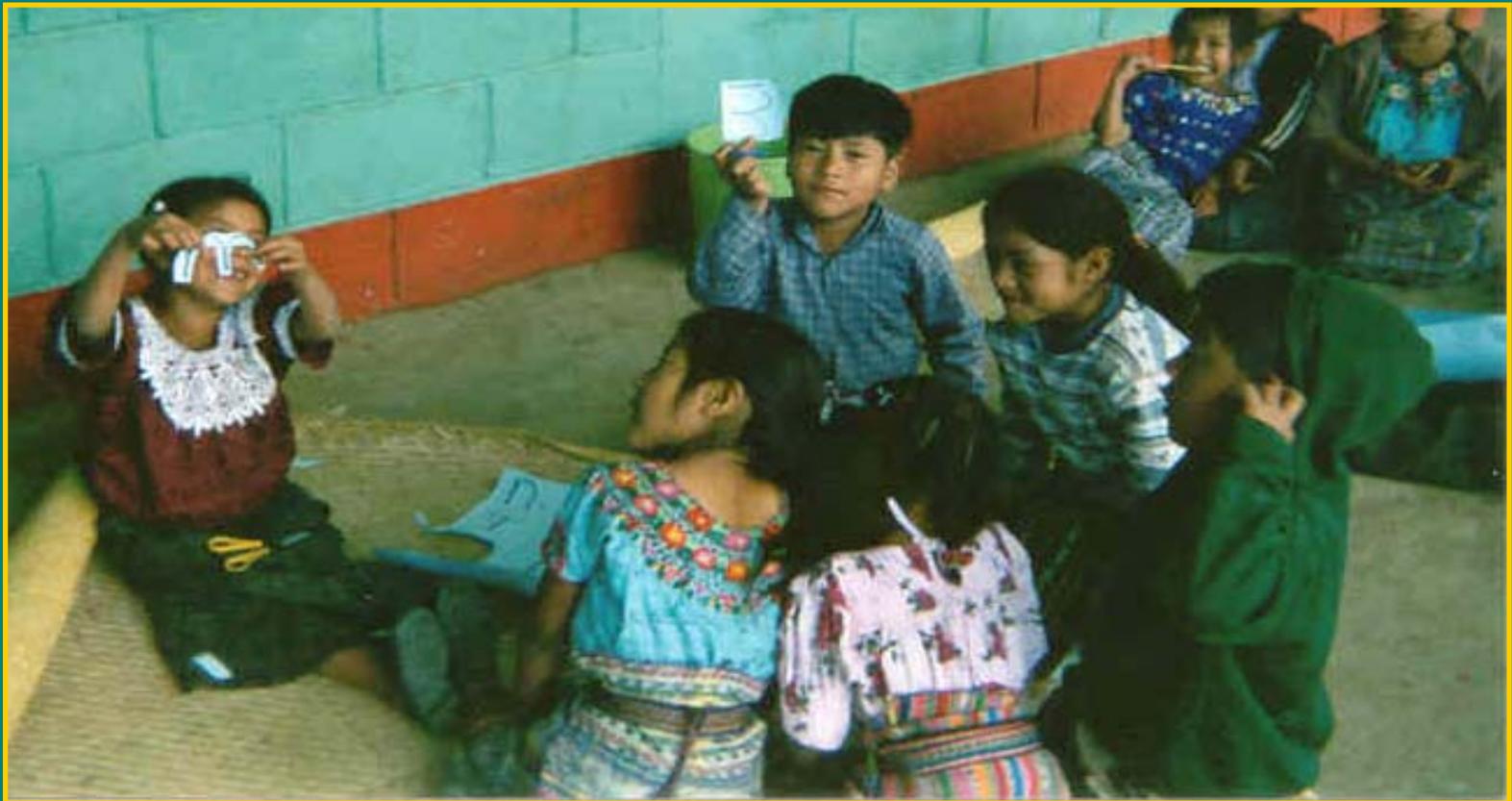
K'iche' and Ixil Socio-Linguistic Communities

- Training of CTA's and DDE and JEDEBI technical staff from the departments of Quetzaltenango, Totonicapán, Sololá and Quiché

National Activities and Associates

- DIGEBI and DICADE
- Empresarios por la Educación
- CNEM and other local NGO's
- International development agencies supporting IBE
- JEDEBI's, UDE's, CTA's and teachers of the thirteen bilingual departments.
- 4,150 bilingual teachers throughout the country in the use of materials and reading and writing of maternal languages

PAEBI's purpose was to improve the quality of education in Quiché through the development of intercultural bilingual education (IBE).



Intercultural Bilingual Education is the pedagogical methodology that initiates instruction in students' maternal language and culture, gradually introducing a second language and other skills required by the national curriculum, in order to achieve a quality education for children whose first language is not the official or predominate language in the country. By 4th grade, children should be totally bilingual.



Lines of Action

PAEBI's work is comprised of four lines of action that improve children's learning:

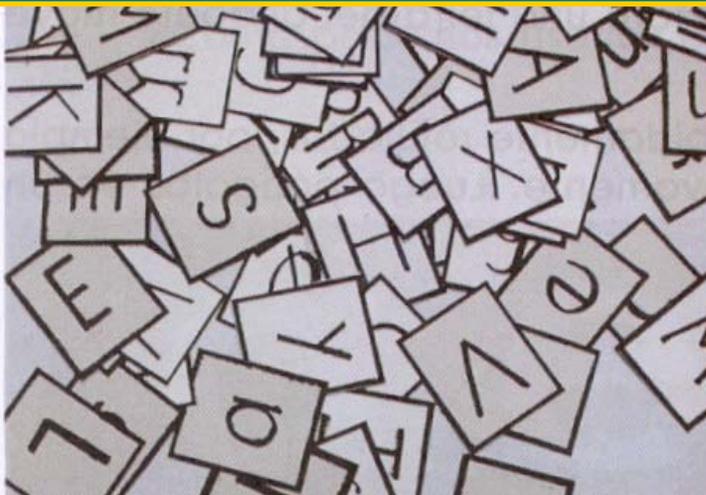
1) Train Ministry of Education administrators, directors, teachers, parents and students of primary schools and Bilingual Normal Schools in PAEBI's pedagogical strategies.

- *Visits between education communities to exchanges ideas*
- *Salvemos Primer Grado Pilot Project (SOG)*
- *Community Based Trainings*
- *Diplomados*
- *Technical Support*



2) Develop culturally contextualized education materials for use by teachers, students and parents.

- *Training in the production of education materials using local resources.*
- *Distribution with training in the use of visual aides, educational games, Mayan language readers and other educational resources.*
- *Use of education technology and interactive educational materials.*



3) Increase parents' participation in decision making process, specifically increasing the number of women in leadership positions.

- *Training in:*
 - *Decision making regarding the schooling process*
 - *Support their children's learning from at home*
 - *Assist the teacher in the classroom*
- *Departmental parent's network*
- *Training of women in leadership*
- *Early childhood stimulation*



4) Advocate for improved educational policy related to IBE on a departmental, regional and national level.

- *Hemispheric Fair on Indigenous Education*
- *Assistance in the design of regional curricula*
- *Workshops to transfer methodologies and materials*
- *Bulletins and magazines*
- *IBE radio programs*
- *IBE videos*



Pedagogical Strategies

Use and application of maternal language

Teaching of Spanish as a second language

Application of active learning methods



Use of contextualized education materials

Parents participate in their children's education

Study and use of Mayan mathematics

Teaching of Mayan cultures, worldview and history

1. Use and Application of First Language

What happens to a child's learning when a teacher uses a language that the child does not understand?

Children should learn the four basic language skills in their first language: understanding, talking, reading and writing.

Suggestions for the teacher:

- Write short stories in the first language.**
- Read existing literature.**
- Teach grammatical notions.**
- Write names of domestic animals that are familiar to the children.**

Organize and train Teacher's Aids to help interpret for monolingual Spanish teachers or assist in classroom activities. These teacher's aids are older students and parents who participate voluntarily.

2. Teaching Spanish as a Second Language

Pre-primary	First Grade	Second Grade	Third Grade	Fourth Grade
	L1- Mayan Language			
	L2 Spanish			

The ideal is for fourth grade students to be proficient in the four basic communicative skills in both their first and second language.

Suggestions for the teacher:

- Progressive and systematic teaching of the language.
- Use of graphics and images.
- Use of adequate methodologies for the teaching of a second language (slow increase in the complexity of vocabulary and grammar).
- Teaching Spanish as a second language within a context that is understood by the child.

3. Educational Materials Contextualized in the Language and Culture

- Graphic materials should:
 - ✓ Serve to create reading, writing, and oral activities
 - ✓ Promote social interaction
 - ✓ Include aspects of the culture such as Mayan mathematics and natural elements.
- PAEBI produced interactive and hands on materials that allow children to learn through games and touch: cubes, puzzles, bingo (numbers, words, Mayan glyphs), etc.
- Materials are created by teachers and parents with products that are found in the communities.
- PAEBI also created digital interactive materials for primary school computer centers (CETEBI's).



4. Mayan Culture



Children should learn aspects of their culture within the classroom and the elements used to teach should be understandable and recognizable to the children.

By incorporating Mayan culture into learning, there is less rupture between the home and school.

PAEBI promoted the teaching of local values such as: respect of people and nature, use of natural medicine, and others.

Teaching these aspects in a formal space allows children to value their culture and increases their self-esteem and sense of identity.

5. Mayan Mathematics

As part of the culture, the children should be familiarized with elements of Mayan math, which implies that the children learn through their own cultural logic as well as language. This math is useful in the children's local context, for example in markets and units of measurement (hand, handful, etc.).



6. Parents Participating in their Child's Education

Parents can help by:

- Actively helping the teacher in the classroom.
 - Serving as an interpreter for monolingual Spanish teachers.
 - If they are literate, helping to review homework.
 - If they are illiterate, making sure homework is done.
 - Sharing their skills with their children.
 - Giving their children space and time to do their homework.
- For pre-school aged children, parents can strengthen the children's preparedness for entering school: how to hold a pencil, erase, coordinate movements, etc.



7. Active Learning Methodologies

Active methodologies allow children to objectively analyze their surroundings and reality and eventually help them identify problems and find realistic solutions to them. This methodology is present in all of PAEBI's strategies.

Suggestions for the teacher:

Group work

Use of “hands-on” materials made with local resources.

Active learning outside the classroom.



Let's Save First Grade Pilot Program in Quiché

Salvemos was a pilot program composed of schools that had high failure rates, elevated numbers of children repeating a grade, and high levels of absenteeism. PAEBI worked in these schools to improve these rates as well as increase the student's level of learning through some basic, inexpensive strategies that all teachers can master.



Pilot Program Pedagogical Strategies

Curriculum Calendar

Students progress chart

Standardized progress and final tests

Active, participatory methodology

Education materials made with local resources

Teachers' aides and tutors helping the teacher

Parents' participation

First Grade Promotion

